

Council for Cultural Co-operation

"Learning and teaching about the history of Europe in the 20th century"

History teacher training – demands for a new teacher in a new century

Some ideas and examples on:

- **How to structure teacher training**
- **What to teach the student teacher**
- **How to teach the student teacher**
- **How to train the teacher trainer**

**By Professor Svein Lorentzen,
University of Trondheim, Norway**

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The **Council of Europe** was founded in 1949 to achieve greater unity between European parliamentary democracies. It is the oldest of the European political institutions and has forty one member states¹, including the fifteen members of the European Union. It is the widest intergovernmental and interparliamentary organisation in Europe, and has its headquarters in Strasbourg.

With only questions relating to national defence excluded from the Council of Europe's work, the Organisation has activities in the following areas: democracy, human rights and fundamental freedoms; media and communication; social and economic affairs; education, culture, heritage and sport; youth; health; environment and regional planning; local democracy; and legal co-operation.

The **European Cultural Convention** was opened for signature in 1954. This international treaty is also open to European countries that are not members of the Council of Europe, and enables them to take part in the Council's programmes on education, cultural, sport and youth. So far, forty-seven states have acceded to the European Cultural Convention: the Council of Europe's full member states plus Armenia, Azerbaijan, Belarus, Bosnia and Herzegovina, the Holy See and Monaco.

The **Council for Cultural Co-operation** (CDCC) is responsible for the Council of Europe's work on education and culture. Four specialised committees – the Education Committee, the Higher Education and Research Committee, the Culture Committee and the Cultural Heritage Committee help the CDCC to carry out its tasks under the European Cultural Convention. There is also a close working relationship between the CDCC and the standing conferences of specialised European ministers responsible for education, culture and the cultural heritage.

The CDCC's programmes are an integral part of the Council of Europe's work and, like the programmes in other sectors, they contribute to the Organisation's three main policy objectives for the 1990s:

- the protection, reinforcement and promotion of human rights and fundamental freedoms and pluralist democracy;
- the promotion of an awareness of European identity;
- the search for common responses to the great challenges facing European society.

The CDCC's education programme covers school, higher and adult education, as well as educational research. At present, there are projects on: education for democratic values; history; modern languages; school links and exchanges; the reform of secondary education; access to higher education; the reform of legislation on higher education in central and eastern Europe; academic mobility; and educational documentation and research.

¹. Albania, Andorra, Austria, Belgium, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Moldova, Netherlands, Norway, Poland, Portugal, Romania, Russian Federation, San Marino, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, "the former Yugoslav Republic of Macedonia", Turkey, Ukraine, United Kingdom.

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1. Background: Teacher Education in Europe

Teacher education in Europe is very diversified. Vast differences are to be found between regions with different educational traditions. Teacher education in Scandinavia will be very different from that of Spain or Greece, the Russian situation will be far from the English one, etc. But also between neighbouring countries like France and Germany, very large differences can be observed. Within Germany, a number of models for teacher education are to be found in the various "Länder". Nevertheless, some patterns can be observed, and some trends identified. A general pattern is that most countries seem to have separate teacher training models for primary and secondary levels, and others for vocational education. Teacher training curricula also seem to have common features in most European countries. An important pattern described by Professor Friedrich Buchberger is that of "rucksack-philosophy" in initial teacher education, meaning that most European countries tend to stress the initial education of teachers, but pay less attention to in-service training. Looking at particular trends of the 1990s, one observation is that teacher training, to a higher degree than before, has become an important part of the educational agenda. In the 1980s, focus was on primary and secondary education. New structures, new curricula and new patterns of cooperation between the central and local levels were introduced in a number of countries. In the late 1990s, the time has come for teacher education to adjust to the reforms made. This makes teacher education very topical in the political and educational debate in many states for the first time in many years. In most of the European countries currently reforming teacher education, keywords like "standards", "proficiency", "accountability" and "appraisal" seem to turn up. The picture is, however, diverse. Some countries with traditionally centralised systems like Italy and Spain, are slowly moving towards a more decentralised system, while traditionally decentralised countries like the United Kingdom, seem to be moving in the opposite direction. In Scandinavia, a trend towards decentralisation is likely to turn slightly back to a more centralised education system. In spite of this diversity, an overall trend visible in most education systems, is that of central political authorities, not only setting the agenda for major educational changes, but, to a much larger extent than before, playing an active part in the implementation of reforms on all levels. The reasons for this sudden political interest in educational implementation are complex, as are the effects on the various participants in the education systems. A major force behind this development is certainly the economic factor; governments throughout Europe operate within narrow fiscal borders, with little room for educational or other experiments. From the 1980s onwards, political systems have also been strongly encouraged by the private sector to develop administrative routines, whereby taxpayers, to a greater extent, are shown the practical outcomes of public investments, introducing the slogan of "accountability". Accountability calls for assessment, with the effect that current teacher education reforms seem to involve new routines for evaluation, both of student teachers and teacher trainers. This again calls for a new educational bureaucracy, where teachers and teacher trainers, much more than before, become administrators.

2. Recent Council of Europe Activities of Relevance to History Teacher Education

After the Helsinki Conference of European Ministers of Education in 1987, the Council of Europe undertook a number of activities on teacher education:

History and history teaching have always been an important part of the Council of Europe's work, due to the importance of history's influence on young people's attitudes towards other countries, cultures and races. Between 1953 and 1958, the Council of Europe organised six major conferences on the way in which European history was presented in textbooks. Between 1965 and 1983, the CDCC organised four intergovernmental symposia on history teaching. After a period stressing interdisciplinary approaches in the 1970s, the importance of history has again been underlined in the 1980s and 90s, with a number of Council of Europe activities. In 1994 and 1995, the Council has carried out an activity on *History*

teaching in the New Europe. Directly responding to the Vienna Summit of Ministers in 1991, this activity was also a contribution to the Plan of Action against Racism, Xenophobia, anti-Semitism and Intolerance. The education of history teachers has been an integrated part of this activity.

From 1997, the CDCC has included in its Work Programme, the three-year project: *Teaching the History of Europe in the 20th Century in Secondary Schools*. This project focus on recent European history and on ways to work with this history to promote some of the overall goals for the Council of Europe: Democratic values on the basis of critical thinking. Through a number of selected themes from 20th Century European history, the project will:

Teach young people to acquire new aptitudes, such as the ability to understand other point of view of others, recognise differences, detect errors and prejudices, and refuse to be manipulated or influenced by biased information.

Human Rights, Equal Opportunities and Intercultural Education relates directly to some of the fundamental aims of the Council of Europe: to protect human rights and pluralist democracy; to seek common convergent solutions to society's problems, thereby improving conditions of life for the individual. Throughout its existence, the Council of Europe has devoted special attention to these topics. In 1985, the Committee of Ministers of the Council of Europe adopted a Recommendation to governments on «Teaching and learning about human rights in schools». This Recommendation gave practical advice on curriculum content, skills and knowledge, and special guidelines on the training of teachers:

- Initial teacher training should prepare students for future teaching about human rights in their schools
- Student teachers should have a chance to study or work in a foreign country or a different environment
- They should be taught to identify and combat all forms of discrimination in schools and society
- They should be encouraged to confront and overcome their own prejudices
- Student teachers and practising teachers should be encouraged to make themselves familiar with the main international declarations and conventions on human rights and the work of international organisations, for example through visits and study tours
- Teachers should be given the opportunity to update their knowledge in this area through in-service training, including methods, materials and teaching practises.

The 1985 Recommendation has been followed up through a number of Council of Europe activities, some of them directly focusing on human rights education, some with more indirect relevance to it. The major CDCC effort in the 1990s has been the project: *Democracy, Human Rights, Minorities: Educational and Cultural Aspects*. Referring to the recent political changes in Europe, the project is a response to the 1991 Vienna Summit's recommendations on the fight against intolerance:

The end of the division of Europe offers member States an historic opportunity to consolidate peace and stability on the continent. Yet the danger of States breaking up owing to the re-emergence of nationalism, the situation regarding minorities, the growth of intolerance, hatred and violence, the prevailing of disenchantment with

politics in Western Europe, and greater exclusion and marginalisation because of the economic crisis are all factors which threaten the very foundations of European societies.

The programme was launched in 1993 for a period of four years. The objectives were to develop civics, intercultural education and cultural democracy, reinforced through practical field activities; to examine the educational and cultural aspects of the management of minorities in a democratic society; and to pursue the work of reflection and analysis in order to produce guidelines for the attention of governments on educational and cultural rights. These objectives were being approached through three themes, organised partly as interdisciplinary and multidisciplinary units between educational and cultural aspects of the question of democracy, human rights and minorities. The three themes were: *Human rights, democracy and the management of diversity* (from an intercultural angle); *The cultural rights of minorities and social cohesion*; *History, memories and heritage*. The three themes were operated through a number of project activities, such as:

- Strategies for civics teaching at primary and secondary levels
- Analysis of the question of minorities and the possible response of history teaching and history textbooks
- Teaching democratic citizenship
- History and identity
- The right to heritage and education.

Education for Democratic Citizenship

Strongly related to other Council of Europe activities, this initiative is also a response to the Vienna summit of 1991. Following two European teachers' seminars in Uppsala, Sweden, and a discussion at the CDCC Education Committee has in 1996 proposed a new activity supporting a network of teachers or teacher training institutions, working to review teaching methods and materials for democratic citizenship. These proposals form a basis for new activities from 1997 on. The initiative is aimed both at school and adult education.

3. The Kristiansand Standing Conference, 1997

The 19th Session of the Standing Conference of the European Ministers of Education was held in Kristiansand, Norway, in 1997. The ministers agreed on a number of recommendations, continuing and strengthening the areas of educational development listed above. First and foremost, the ministers stressed the need for the educational sector - including teacher education - to continue to promote democratic values throughout Europe, and recommended several strategies to obtain this goal. History and language teaching was pointed out as suitable project areas, giving priority to the two Council of Europe initiatives: *History teaching in the New Europe* and *Language Learning for European Citizenship*. Within history, the ministers recommended that the Council of Europe should organise:

meetings between history curriculum developers, school textbook authors and representatives of history teachers and publishers, in order to facilitate the development of curricula and textbooks with a European dimension.

After a period where several ministers strongly recommended the development of a history textbook designed to promote European unity, the following statement from the Kristiansand session is particularly interesting:

The Ministers REJECT categorically the idea of trying to impose a uniform or standardised version of European history on schools in member States.

Concerning teacher education, the Kristiansand conference was not specific in the same way as the ministers had been in Helsinki 10 years before. Nevertheless, teacher education was specified as one of the educational areas of major importance, and several recommendations were made. Within history teaching, the ministers stated that the Council of Europe and the member states should:

provide curriculum developers, authors of textbook and multi-media resources, history teachers and their trainers, with practical advice and examples of good practice and innovatory approaches.

The one question where the ministers dealt with teacher education *per se*, was with regard to the continuation of *in-service training-programmes*. The aims were to:

- raise teachers awareness of the Council of Europe's main Projects and its activities in education, and to offer them appropriate training;
- promote the European dimension in teacher training and develop a spirit of international co-operation;
- provide for a direct and practical input by teachers to the CDCC's projects.

4. The Vienna Seminar on History Teacher Training, 1998

This seminar was held as a result of an invitation from the Federal Ministry of Education and Cultural Affairs, Austria, within the framework of the 20th Century History Project.

The overall aim of the seminar was to initiate a comparative study between thirteen Council of Europe member states, on the training of history teachers, with particular weight on initial teacher training. Specific goals were:

- to exchange information and experiences on the general structures of initial history teacher training in the participating countries
- to strengthen the co-operation between experts on history teacher initial training
- to elaborate the central problems of initial training of history teachers
- to prepare a systematic comparative study about the aims, curricula, organisation, theoretic concepts, and the praxis of initial training for history teachers
- to ask how the main topics of the project "Learning and teaching about the History of Europe in the 20th Century" are transmitted in teacher training programmes
- to develop guidelines for future initial training of history teachers, to be submitted to the Council of Europe

The Vienna seminar established a small number of working groups, concentrating on the following five themes:

- Models of Initial Training for History Teachers
- Institutional Links/Partnership Models
- Initial Training of History teachers in Multicultural Countries
- Training of Academic and Practical Competencies
- The Training of the Trainers

The working groups are supposed to deliver their reports by April 1999, when a new history teacher training seminar is planned in Prague.

In addition to the groupwork, the Vienna seminar called for a small report on history teacher training, trying to identify some of the major challenges, and to suggest some practical ways to meet these challenges. The idea was that this should be a preliminary document, to be completed after the 1999 follow-up seminar in Prague.

In the following, I will first briefly point out some *overall challenges* facing The Council of Europe on teacher education in the years to come. I will then try to focus on some *basic themes*, and identify *aims, problems, strategies* connected to these themes. For each theme, I will end up describing some examples of *good practice*, taken from a small number of history teacher training institutions around Europe. These examples are not necessarily meant as models, but as case studies where institutions across Europe have tried out promising ways to improve teacher training in general, and history teacher training in particular.

5. General Teacher Training Challenges for the Council of Europe

The Council of Europe's work on teacher education is based on the European Cultural Convention of 1954 and managed by the Council for Cultural Co-operation (CDCC), set up in 1962. Through a large number of projects and service activities including conferences, seminars, links and exchanges and a broad range of publications, the CDCC works to implement the decisions made at a political level within the Council of Europe. Basic questions for this work are:

- How can education equip young Europeans with the knowledge, skills and attitudes that they will need for life in an interdependent world characterised by diversity and constant and rapid change?
- How can education help to bring the peoples of Europe closer together and develop a sense of European identity?
- How can it promote an active commitment to human rights and to the principles of pluralist democracy?

The Council of Europe's work on teacher education is, therefore, no neutral, objective matter, but dedicated to certain values and principles. This has to be kept in mind when discussing and evaluating these educational activities. In an evaluation, a natural starting question could be:

- To what extent has the CDCC succeeded in initiating and carrying out teacher training activities in coherence with the general aims of the Council of Europe and the priorities given by the Parliamentary Assembly and the Ministers of Education?

On a general basis, the activities are very much in line with the broad aims and political priorities of the Council of Europe. The European and democratic dimensions; the action for equal opportunities regardless of sex or social, ethnic and cultural background; these are all aspects which run through most of the CDCC's work on education. An interesting additional question may be:

- To what extent have the Council of Europe's activities on teacher education been coherent with more general educational trends, briefly described above?

This is a more difficult question to answer, because the trends may be vague and not valid for all European countries. Nevertheless, if we compare the Council of Europe's activities on education, in general, and on teacher education, in particular, with the trends described, the similarities are clearly visible: In the 1960s, in the general atmosphere of optimism, the demand for teachers was large, and teacher education institutions grew and flourished. From the Council of Europe, this development was supported by several resolutions on the teachers' status and training, stressing the importance of quality and academic standards. Through the 1960s and 70s, the Council of Europe also supported the general demand for special education, including the preparation of teachers. The interdisciplinary period was met by a number of Council of Europe initiatives; most of them aimed at primary school level. As the transformation of secondary education took place through the 1970s and 80s, the Council carried out a number of secondary school activities, some of them focusing on school subjects such as languages, mathematics and science. The Project, *A Secondary Education for Europe*, brings the Council's consideration of this level of education into the 1990s. The general trend of "critical thinking" is also actively promoted through activities from the Council of Europe, regarding this aspect as particularly important to education for democratic citizenship. Having established the Council of Europe activities on teacher education as being in line both with the aims of the Organisation and, to a large extent, also with the general educational trends of the last three decades, we could go on asking:

- To what extent has the Council of Europe succeeded in its efforts within teacher education?

The question needs some clarification: What are, in this context, the criteria for "success"? Three dimensions come to mind: One criterion should be that the Council of Europe initiatives on teacher education has a content that makes them relevant to the area for which they are designed. Another criterion is that they should have a structure that makes them recognisable and easy to identify. A third one is that they should be planned and carried out in a way that, to a maximum degree, facilitates implementation in the member states' teacher education systems. The content of the activities carried out by the Council of Europe must, to a large extent, be said to have been relevant to teacher education. The themes have been in accordance not only with the goals of the Council of Europe, but also with the more general trends, revealing political and educational priorities in the member States. As a whole, the Council of Europe may be said to have succeeded in a double task: to have a firm focus on the basic principles of the Organisation, and at the same time, be able to act according to the changing needs and priorities of the member States. One could still argue that the CDCC's work in this area has been relatively restricted, with the result that aspects of great

importance to teacher education are partly or totally missing from the activity agenda. Such aspects are: The training of teacher trainers; distance teacher education (flexible learning); the use of new technologies (as an updated, permanent activity); the practical training of teachers (school practice). Several of these themes have been touched upon in connection with the Helsinki Conference in 1987, but they have not been followed up through activities over a longer period of time. In addition, the recent European development calls for new or renewed activity on important teacher education questions such as:

- What are the basic qualities of initial, in-service and further teacher education?
- How are teacher students to be assessed?
- What relationship should exist between teachers, administrators and politicians?
- Which institutions are best qualified to educate teachers for the various school levels?
- Who should be responsible for teacher education curricula?

The question of content is related to that of structure. The structural aspect, or rather: the lack of it, is a part of the Council of Europe's teacher training activities, which is easier to criticise. Through more than three decades of such activities, the Council never seems to have worked out a clear-cut strategy on teacher education. Reviewing the educational activities of the CDCC, only two consistent teacher-training initiatives are obvious: the In-Service Training Programme for Teachers (formerly the Teacher Bursary Scheme) and the 15th Session of the Standing Conference of European Ministers of Education in Helsinki in 1987. The In-Service Training Programme is an impressive effort as regards teacher training, thematically relevant and clearly structured. The Helsinki Conference defined and described aspects of teacher education of special interest to the Council of Europe, and suggested structured action. A number of initiatives have been taken as a follow-up to the Helsinki Conference, but the structured work on teacher education seems to vanish in the early 1990s. After 1991, the work in this area is once more reduced to an integrated part of some projects, and, in some, absent altogether. The implementation of the Council of Europe's teacher training initiatives is very difficult to evaluate. A thorough evaluation would demand a large number of national enquiries, trying to measure the effect of the various teacher-training initiatives on each education system. Added to the difficulties of volume and methodologies, it would not be easy to isolate the effect of the Council of Europe's activities from related activities set up by national or international bodies. A good guess would be that even paved with good intentions, the road from the CDCC's initiatives to implemented teacher training or school practice is very long. On the other hand: the collective efforts of the Council of Europe, UNESCO, the European Union and national organisations and governmental bodies will over the years most certainly have had its effects on European teacher education. Only research can tell us the extent and shapes of these effects, but a brief look at curricula and textbooks alone will show that basic principles of the Council's work have been implemented in a large number of European countries, at least on an intentional level.

A New Europe challenges the Council's future work on teacher education in a new century. This calls for new structures, new activities, and new ways of implementation.

The structure of The Council's teacher education activities should be twofold. Partly, the activities should continue as integrated parts of specific educational projects, as the 20th Century History Project. Partly, teacher education should be identified as a permanent area in its own right, acting as an umbrella for projects and service activities. Under this structural umbrella, all activities specifically on teacher education or including teacher education should be identified and described. The work would then be easier to plan, carry out and evaluate, without having to review a large number of activities to get an updated picture of the Council of Europe's work on teacher education.

The content of teacher education activities should, in the years to come, be based both on the unity and diversity of Europe. On the one hand, European teachers face common problems and possibilities, regardless of geographical, economic or political conditions. Basic civic values like democracy, tolerance and equal opportunities are important aspects of education at all levels in all societies. In a Europe where these values are threatened, the Council of Europe should proceed with, and intensify, its educational efforts. Reaching the teachers through their initial and in-service training will still be an important aspect of this work. On the other hand, European diversity calls for special activities, aimed at specific needs and priorities in certain areas or member states. Such activities have, for a long time, been on the Council of Europe's agenda, but will, in the years to come, need even more attention in a heavily expanding Organisation. An overall theme for future activities, rich both in common aspects and variations, is *teacher proficiency*:

- What constitutes the professional teacher of the 21st Century?
- To what extent should she or he be a subject teacher, to what extent tutor, consultant or administrator?
- Is the changing role a threat to teacher proficiency?
- What consequences should the changing role have for teacher education (content, structure, and responsibilities)?

The implementation of teacher education in the member States should be a priority sector for research. Only through scientific knowledge of the factual situation will it be possible to evaluate and proceed. On a general basis, an important aspect of implementation is that the national level exercises the power and will to implement the reforms. If the national level does not influence the curricula, does not exercise the power to instruct the regional or local levels, or - most important - take no interest in the projects, then implementation is jeopardised. On the other hand, if the local level, the institution and the teacher educators do not support national reforms, then political goodwill at the national or regional levels will not be sufficient. Here, the Council of Europe should continue its double strategy: to work both at national and local levels, making an effort to reach the practitioners.

6. History Teacher Training Challenges: Some Ideas on and Examples of Good Practice

First Theme: A Question of Structure and Organisation

Traditionally, history teacher training has been a responsibility either for specialised training colleges, or for the universities. For secondary education, which is the focus of the 20th Century History Project, history teacher training is primarily a task for universities. But history teacher education at the universities face a number of inside and outside challenges:

- It is caught between changing school subjects and often conservative academic disciplines
- It is challenged by new, interdisciplinary fields of teaching and learning
- It is challenged by alternative, out-of-school learning arenas

- It is challenged by new generations of students, asking other questions and expecting other answers than their predecessors
- It is challenged by a society requiring a new substance and new methodologies in teaching and learning

How should the universities - as teacher training institutions - respond to these challenges?

During the last three decades, we have witnessed considerable changes in school subjects, both in content and in structure. Traditional subjects like History have taken into their curricula a number of aspects from the contemporary agenda of globalisation and need for democratic citizenship, while Biology and other school subjects connected to the natural sciences have turned in the direction of environmental protection, both in the local and the global perspective. In addition, the structure of school subjects have left the traditional framework of the academic disciplines, and adjusted to a political and pedagogical demand for broader, interdisciplinary fields of teaching and learning. In many countries, this has resulted in a renewed effort to strengthen the field of Social Studies, including History, Geography and Civics within a larger, educational umbrella.

This development in school subjects is first and foremost due to political priorities and changes in society and only to a limited extent to changes in the basic, academic disciplines. The main reason is, of course, that while the school subjects have to adjust to changing political and pedagogical priorities given through national and local curricula, the academic disciplines are by tradition free to make their own agenda, giving priority to areas of research selected by the universities themselves.

This reveals an important area for the future development of universities as teacher training institutions: the problematic relationship between school subjects and basic, academic disciplines. On the one hand, the academic disciplines and the school subjects lead their separate lives, based on different aims and priorities. On the other hand, the academic disciplines as taught by the universities, represent the basic teacher education for student teachers, and will therefore, to a large extent, constitute the future professional basis for the schoolteachers of the 21st century. The pressing question will therefore be:

- How can the universities and their academic disciplines cope with the changing political and pedagogical priorities in society, and the need for a reformed and restructured teacher education?

One answer could be: They can't, and they shouldn't. The justification for such an answer is obvious: The universities and other research institutions have their strength and reliability in the fact that they do not look to political or other out-of-discipline priorities when they decide how to conduct their research or teaching. Universities neither can nor should have other priorities than those rooted in the need for new knowledge and the ability to transform this new knowledge to students and the outside world. If universities tried to change this focus, they would both lose their reliability as objective research and teaching institutions, and the academic staff would enter new areas where their lack of proficiency would soon become problematic.

Another answer could be: By adjusting their priorities and educating their staff according to the changing world outside the institutions. The justification for this answer is partly to be found in changing public demands on the universities as service institutions, paid by the society and therefore with obligations to the same society's political goals and priorities.

According to such a view, the universities always have and always will have to make non-scientific considerations, when new courses are offered and academic strategies laid. The changes will therefore not necessarily have to be more dramatic than a strengthened look at what society requires from the universities, in return for money spent. Applied on teacher education, the universities should, in this perspective, try to come to terms with priorities given in national curricula or other strategic documents, and adjust the structure and content of teacher training courses. This would enable the universities to serve as professional institutions for teacher training, and not only educate teachers as a partly non-planned, spillover effect from traditional academic courses, aimed at a broad range of possible future occupations.

The universities seem to have three possible models to organise their history teacher training:

Model of separation

This model calls for a total separation between the university as open, academic faculties and the university as a professional, teacher training institution. The academic faculties may not exclude their courses from student teachers, but the courses will not address any particular group of students. In other words: business as usual, based on the faculties' free choice to carry out research and develop courses based on the interests, competence and priorities of the academic staff and the department and university heads. Professional teacher education in this model will be the task of a specialised university *School of Education* or a similar faculty or institute designed to administer and supervise the university's education of teachers.

Model of integration

This model makes use of the whole university organisation for teacher training purposes. The responsibility for teacher education will then be shared between the academic disciplines, designing special courses for student teachers, and pedagogical faculties or departments, also giving courses specially constructed for the teaching profession. The overall idea is that the training of teachers is a common responsibility for the university as a whole, where particularly designed teacher training programmes run through a number of various departments and faculties, all participating in the professional education of new teachers. This model does not call for a separate and strong teacher-training unit, but merely requires a co-ordinating link to administer the activities carried out by the various university bodies. A necessary basis for success is that the university board acknowledges its responsibility as a teacher training institution, and that all academic departments within the university do the same.

Model of co-operation

The model of co-operation is based on both previous models, and represents a kind of compromise between the two. Firstly, faculties administering the traditional academic disciplines will take an active part in teacher education, but within agreed limits of competence and priorities. Secondly, specially designed units will handle the pedagogical and practice-related aspects of teacher education, linking these parts to the discipline-based courses given by the various academic faculties. The overall idea is that teacher education is a common responsibility for the university as a whole, but that this responsibility cannot be shared equally between all parties involved, simply because the parties have different priorities and competencies. The model of co-operation will inspire all academic disciplines relevant to teacher education to participate in teacher training, where the courses given are designed to suit both academic and pedagogical priorities.

All three models have been tried out across Europe and the USA, and all have their benefits and disadvantages. A discussion of these benefits and disadvantages must be based on the changing educational map of Europe and the USA, where new school topics and new ways of teaching and learning require new structures in teacher education. At the same time, our universities are under pressure from the outside world, questioning the relevance and efficiency of academic institutions.

Example: The University of Trondheim, Norway

At the University of Trondheim, the structure of teacher education used to be very similar to the majority of European universities: The Department of History was responsible for giving the student teachers sufficient discipline knowledge, while the Department for Teacher Training gave the didactical knowledge, and administered school practice. This led to a split teacher training, with no connection between content knowledge and didactical knowledge, and with a Department of History not participating in the professional part of history teacher training (Giving the same history courses to all students, regardless of their future line of work).

In 1992, the University decided on a model of co-operation, to a certain extent also of integration, where several departments work together in the professional training of student teachers. The Department of History continues to give the students the basic historical knowledge. In this way, the student teachers are taught by the same professional historians as all other students of history, which ensures a high academic quality in all courses. As most of the history courses are lectures and seminars on major periods and themes, they normally correspond rather well with the aims of the National Curriculum. But: as a consequence of the Institute's organised participation in history teacher training, new courses are introduced within the more theoretical aspects of history didactics and methodology. As a consequence, the Institute of History has added to its staff, academic personnel specialised to give courses to the student teachers, trying to answer basic didactical questions like:

- Why teach and learn history? How do we legitimate our field of study? How do we, as teachers, meet students asking this question?
- How do we choose what to teach, and how do we defend our choices?
- What do we know about the way pupils and students learn history, and how do we use our knowledge?
- How do we promote critical thinking and academic working methods in history schoolwork?

These questions are followed up through the courses in history didactics given by the more practice-oriented Department of Teacher Education. Here, the didactical approach is more oriented towards school and classroom practice, concentrating more on the *working methods* in history teaching and learning. Together, the two courses in history didactics give the student teachers a broad perspective on didactical reflection, both covered by the same course curriculum.

The practice-perspective is covered by tutored periods of classroom practice. A rather unique aspect of the Trondheim-model of teacher training, is that these periods of school practice are given both as the history student teachers follow courses at the Department of History, and when they are enrolled as student teachers at the Department of Teacher Training. In this way, the preparation for work as history teachers functions as a whole, where both academic discipline training, didactical training, and classroom practice are included.

Second Theme: A Question of Substance and Method

Which out of thousands of possible aspects should be taught at history teaching institutions, and why?

This question is related to the previous theme of organisation. At universities, general courses in history are normally also the courses given to student teachers. The themes are therefore often a result more of internal competencies and strategies at departments of history, than of aims from national or other history curricula designed for use in schools. Nevertheless, most history courses seem to correspond rather well with the school curricula, both because the courses reflect the main historical themes and periods in Global, Regional and National history, and because the school curricula tend to reflect current trends and priorities within the academic discipline.

On the other hand, school history and school history curricula must choose from a wide range of themes given at university level, and must often make their choices from priorities made by local or national authorities. Such priorities may be pedagogical or political, or a mixture of both. The important point is, however, that the topic of school history is not, and has never been, free from this kind of subjective reflections, related to most school system's mandate to participate in the formation of democratic, critical citizens. One could, of course, argue that these subjective aspects also characterise the academic discipline of history: that the academic discipline must make priorities on what to teach and what to leave out, as well as how to teach what they teach. Nevertheless, one would not find moral and political priorities in the academic discipline, as one will in a large number of school curricula.

Which consequences should this situation have for history teacher training? To what extent should student teachers not only meet the themes laid down in the school curricula, but also be prepared to work with the themes in a way that promotes the pupils' development towards democratic citizens? In specialised teacher training colleges, this problem will be a minor one. In these institutions, both themes and methodology will normally be adjusted to the school history curricula. But the problem will easily appear at universities, designed as independent research and teaching institutions. Here, the teacher training perspectives should be taken care of through a co-operation between the Department of History, and the Department or School of Teacher Training.

At all history teacher-training institutions, the perspective of Europe in the 20th Century will normally be well covered. The Council of Europe Project: *Learning and Teaching about the History of Europe in the 20th Century* has pointed out a small number of themes, of particular interest to history teaching on 20th century history of Europe. In the following, I will focus on two major themes: the two world wars, and try to point out how these compulsory aspects of history teacher training may be viewed, to promote critical thinking and historical consciousness.

Example: The First World War

“Question: Why did the First World War break out?

Answer: Because the Germans and the others started fighting.”²

This authentic episode from a grade 8 history class in Finland, underlines the importance to include historical explanations and reflections on such explanations, in history teacher training. Although the pupil's answer lacks both a causal and an intentional explanation, the point holds a simple logic: “to fight” and “war” are related expressions. What the pupil lack is of course a vision of the relation between cause and effect in history, a relation the teacher should be trained to supply.

At the Teacher Training College in Malmö, Sweden, the First World War holds a central position in the education of history teachers.³ The main reasons are:

- that the Treaty of Versailles may serve as an important case study to explain major current political problems in Central- and Eastern Europe
- that the trenches of Verdun or Ypres may be the most effective way to prevent romantic war-dreams of young people
- that the enormous war memorials of the Picardie region may serve as a most powerful goal for student teacher excursions
- that the various war posters from the First World War may serve as prominent historical evidence to train the student teachers in critical thinking.

In their courses in history didactics, the staff teaching the student teachers use the First World War as an example to promote historical consciousness, and to show how this example could be used in their future practice as history teachers. “Use and misuse of history” is one of the themes where the First World War, through comparative studies of textbooks or other teaching materials, could be used as a platform.

In their work on the First World War, students are presented a number of possible approaches, as these, designed for group work:

Alternative I (knowledge base):

- Group 1: The development leading to Sarajevo
- Group 2: From Sarajevo to war: The Dark Week
- Group 3: The war, 1914-15: Marne, Tannenberg, the War at sea
- Group 4: The West Front: Verdun, Somme, Ypres
- Group 5: The last year of war: Russia leaves the war, the USA enters, the War ends at 11.11., at 11 o'clock
- Group 6: Versailles

² Ahonen, Sirkka: “Hur förklarar barn människornas handlingar i historia?” *Historiedidaktik i Norden* 4, Kalmar 1990

³ The following examples are taken from teaching materials for student teachers, and from: Karlegård, Christer: *Undervisa i nordisk och allmänhistoria*. Studentlitteratur, Lund 1992

- Group 7: The outcome of the First World War (short and long term)

Alternative II (critical thinking, historical consciousness):

- Group 1: A journey along the Western Front in 1999 (use a catalogue from a travel agency)
- Group 2: A speech to Swedish soldiers on the anniversary of November 11th, 1918
- Group 3: A comparative study of a number of history textbooks on the First World War (similarities and differences: why?)
- Group 4: What did the women do during the War?
- Group 5: How did the parties strengthen the war morale? (studies of wartime posters)
- Group 6: Eric Maria Remarque on heroism and cowardliness in the First World War
- Group 7: An historic essay on the Schlieffen-plan and the Wonder of Marne 1914 (Barbara Tuchman: *The Guns of August*)
- Group 8: A TV-report from the trenches (on an ordinary day)
- Group 9: Poems and songs, 1914-18.

A basic idea is that these approaches may be tried out in the student teachers' school practice, to give the student teachers thematic and didactical training.

Example: The Second World War as Comparative Local History

This perspective was in focus at a Council of Europe teacher seminar in Norway, 1993, where a number of teachers from around Europe reflected on how schools and teacher training could use local, Second World War history to promote understanding and respect between nations.⁴

The main idea was that student teachers should use historical evidence from their own local communities during the war, and bring this evidence together with similar evidence from other local communities in other countries, also those on "the other side". Through newspapers, interviews, photos, teaching materials, propaganda, letters, literature, music and art, the everyday life of the local communities could be presented and compared. Doing this in an open and critical context, student teachers from around Europe could participate in projects where the Second World War became not only the disaster separating neighbours and nations, but also a period where millions of families in local communities across Europe faced similar challenges and dangers, regardless of on which side they fought.

Third Theme: A question of quality and relevance

Who trains the teacher trainer, and how should this be done? These are questions seldom raised, and even more seldom answered. But the challenge is a major one: How to establish a teacher training system where the staff training the teacher trainers has the necessary professional platform to do so. At the same time, the training itself must be *relevant*, with the necessary links to schools and school practice.

⁴ CE-report DECS/SE/BS/Sem (94) 8

The staff training the teacher trainers seem to have a dual, professional background. Partly they are historians, working as such, and have as their obligation to teach the student teachers the discipline of history. This part of the staff seldom do not have any professional background as schoolteachers, nor have they any specialised didactical background. As the line of study for the teacher trainer normally is the one of ordinary, academic history studies, there is a large need for supplementary qualifications within history didactics. General didactic studies at an academic level can be taken at the departments of pedagogy, but not the specialised, discipline-oriented studies in history didactics. To strengthen the didactical qualities of the teacher training staff, two measures could be effective:

- The departments of history should be inspired to introduce specialised, academic courses in history didactics. These courses would be close to the ones already given in the theories of history, and would cover basic, theoretical approaches to questions of legitimacy, relevance, and bias. In addition, the theoretical approach to history didactics would include curriculum and textbook processes.
- The teacher trainers should work closely in national and international networks, also used as in-service training. If history teacher trainers could establish a European network like the one done by EUROCLIO (for history teachers in schools), this would serve as a professional platform for history didactics in the more theoretical sense of the word.⁵ Such a platform has been established in the Nordic countries through the regular Nordic Conferences on History Didactics, which over a period of 18 years have published more than 2000 pages on history didactics in a theoretical perspective.

The line of relevance must secure that the history teacher trainer and the teacher training not only live up to high academic expectations, but that they also are closely connected to schools and classroom practice. A number of models and strategies are possible. Today, the most frequent way to meet this particular challenge, is through *school partnerships*. In particular, such partnerships have been developed in the UK, but many other European countries are also introducing the same model of formalised co-operation between teacher training institutions and schools.

Example: The University of Örebro

In Örebro, Sweden, the new university has developed a concept for school partnerships, linked to a teaching and learning system based on *permanent seminar groups*. Here, 12-15 student teachers (of mixed discipline background) are tutored by 3-4 teachers, recruited both from the academic staff at the university, and from school. The school partnerships are designed to formalise co-operation between training institution (university) and school. One main idea is that theory and practice, through this model can be interlinked in a way difficult to obtain through other, less consistent ways of co-operation.

In addition to the obvious benefits for the student teachers, the partnership model may also include training of the teacher trainers, as well as in-service training of schoolteachers. The value of partnerships to teacher trainers, are first and foremost the possibilities to give the academic staff a possibility to develop more practical competencies, either through classroom practice, or through practice-based research made possible through the partnerships? In this way, the partnership model, in Örebro as in England or Austria, have a number of functions:

⁵ "The International Society for History Didactics" has been working for a number of years, but has not the profile suggested above

- through permanent seminars to establish a new forum for teaching and learning, combining theoretical and practical approaches
- Through a formalised joint venture between teacher training institution (university) and school, to develop both the academic staff (in a practical direction), and the schoolteachers (in a theoretical direction, through in-service training and participation in research).

7. Conclusion

The overall perspective in this preliminary report is the importance of historical consciousness. All perspectives and examples used have this in common: that the essence of history teacher training is to enable the student teachers to develop their historical consciousness, and to do this through reflection and critical thinking. The research project *Youth and History* reveals a disturbing distance between the history lessons the teachers think they give, and the ones the students or pupils describe.⁶

⁶ Van der Leeuw-Roord, Joke (a.o.): *The State of History Education in Europe*, Körber Stiftung, Hamburg 1998