



Hessische
Lehrkräfteakademie



**First European Conference on
Internationalization of Teacher Education
Challenges and Options towards a better Recognition
and Comparability of Qualifications**

29-30 March 2017

**Goethe University Frankfurt, Westend Campus,
IG-Farben-Nebengebäude (Annex Building), Room NG 1.741a**

Equivalence in Lieu of Uniformity

Supported by:



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Conference Programme

Time	Day 1 – Wednesday, 29 March 2017 (Room NG 1.741a/b)
13:00 h	Conference Registration (Room NG 1.741a)
14:00 h	Welcome Address by the Organizers – Introduction of the Conference Programme Prof. Dr. Daniela Elsner & Dr. Daniela Worek
14:15 h	Welcome Address by the Vice-president for Internationalization of Goethe University Prof. Dr. Brigitte Haar Welcome Address by the President of the Hessische Lehrkräfteakademie Andreas Lenz Welcome Address by the Deputy Secretary General of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany Heidi Weidenbach-Mattar
14:45 h	Keynote Lecture I <i>Ursula Uzerli: Uniting without Creating Uniformity – The European Challenges in Teacher Education in the 21st Century</i>
15:45 h	Coffee Break
16:15 h	Teacher Education Systems & Structures in Europe <ul style="list-style-type: none"> ▪ <i>Teacher Education in Germany</i> Dr. Daniela Worek ▪ <i>Teacher Education in Romania</i> Prof. Dr. Romita Iucu ▪ <i>Teacher Education in Norway</i> Prof. Elaine Munthe
17:00 h	Panel Discussion: <i>Rethinking Bologna - Recognition of University Study Performance and Teaching Diplomas in Europe: Achievements, Actions and Unsolved Cases</i> Dr. Francesca Caena, Prof. Dr. Romita Iucu, Prof. Dr. Jörg Keßler, Dr. Madeleine Salzmänn, and Ursula Uzerli. Chair: Prof. Dr. Daniela Elsner
18:00 h	Conference Dinner at Sturm & Drang (see map on page 6)

Time	Day 2 – Thursday, 30 March 2017
09:00 h	Keynote Lecture II (Room NG 1.741b) Liesbeth Hens: <i>Teachers' Mobility - European Vision or Utopia?</i>
09:45 h	Teacher Students' and In-Service Teachers' Experiences with Recognition Processes
10:00 h	Coffee Break
10:15 h	Workshops
Room: IG 454 (Ground Floor)	WS-I-EN Teacher Student's Practical Training Abroad: Experiences, Challenges and Strategies (Chair & Rapporteur: Jan Springob) <ul style="list-style-type: none"> ▪ Dr. Nancy Grimm: <i>The practical training semester for teacher students in Jena</i> ▪ Andreas Hänssig & Dr. Matthias Munsch: <i>Mentoring strategies and concepts for practical studies in the International context at Goethe University Frankfurt</i>
IG 457 (Ground Floor)	WS-II-EN Recognition of University Studies (Chair & Rapporteur: Britta Lohmann) <ul style="list-style-type: none"> ▪ Dr. Tove Heidemann: <i>Internationalization in Teacher Education - Diversity and Flow from a Danish perspective</i> ▪ Dr. Elena Marin: <i>Mobility in Teacher Education – Challenges and Chances</i>
IG 0.254 (Basement)	WS-III-DE Anerkennung von Studienleistungen (Chair & Rapporteur: Prof. Dr. Jörg Kessler) <ul style="list-style-type: none"> ▪ Dr. Daniela Worek: <i>Studentische Mobilität und ihre Auswirkungen</i> ▪ Prof. Dr. Wu Weidong & Dr. Hans-Stefan Fuchs: <i>Gelingensbedingungen für ein Auslandspraktikum</i>
IG 0.454 (Basement)	WS-IV-EN Recognition of International Teaching Diplomas (Chair & Rapporteur: Liesbeth Hens) <ul style="list-style-type: none"> ▪ Dr. Francesca Caena: <i>A European teacher education curriculum for a joint Master's degree: opportunities and challenges</i> ▪ Elisabeth Sonnenschein: <i>Quality assured recognition of foreign teaching diplomas - how does it work in Germany?</i>
IG 0.457 (Basement)	WS-V-DE Anerkennung internationaler Lehramtsabschlüsse (Chair & Rapporteur: Ursula Uzerli) <ul style="list-style-type: none"> ▪ Antje Zühlke: <i>Ausgleichsmaßnahmen zur Gleichstellung einer Lehrerqualifikation</i> ▪ Hartmut Hasenkamp: <i>Nachweis über die notwendigen Sprachkenntnisse</i>
12:00 h	Wrap Up-Session: Summary of Workshops and Conference (Chairs: Prof. Dr. Daniela Elsner & Dr. Daniela Worek) Closing Words by the President of the <i>Hessische Lehrkräfteakademie</i> , Andreas Lenz
13:00 h	Finger Food Get-Together and Closing of Conference

Campus Map



First European Conference on Internationalization of Teacher Education

Challenges and Options towards a better Recognition and Comparability of Qualifications

Today's classrooms are characterized by a mixture of languages, cultures and values. This requires teachers who ideally have knowledge in more than one language. Further, they should possess intercultural competences enabling them to prepare their students for international, transnational and intercultural encounters.

For many young Europeans a united Europe stands for the possibility to frequently change their private or occupational centres of life and thus experience mobility in all its facets.

To support the mobility actions of teacher trainees and teachers from all over the world the EU has published guideline principles. The Directive 2013/55/EU of the European Parliament and of the Council, for instance, facilitates the accreditation of international teaching degrees so that teachers are able to change their labour country.

Nevertheless, only few (prospective) teachers leave their country of origin during or after their training in order to collect experiences as a teacher abroad. One major reason for this can be found in the difficulty of getting achievements from abroad accredited. This refers to both, course achievements and training qualifications, including graduate diplomas.

Discussing possibilities and alternatives of recognition of study programme achievements as well as final qualifications from across Europe in order to increase mobility activities of teachers and teacher trainees is the central aim of this conference.

The conference unites stakeholders from different teacher-training institutions such as universities, training academies and departments of education, as well as experts from exchange services and the European Union in order to deliberate and extend existing accreditation strategies.

Equivalence in Lieu of Uniformity

Uniting without Creating Uniformity – The European Challenges in Teacher Education in the 21st Century by Ursula Uzerli

In the 2007a Conclusions of the Council of the European Union on 'Improving the Quality of Teacher Education' Ministers highlighted the need to insure a high standard of initial teacher education to provide early career support and to engage in continuous professional development that is coordinated, coherent and adequately resourced and to assure high quality.

In Education and Training Work Programmes within the revised Lisbon Strategy the European Commission thus offered a structure to support Member States develop and modernise their education and training policies by the exchange of information, data and good practice offering possibilities for peer learning and peer review. One of the overall aims in these efforts was and is to achieve a high level compatibility as increasing mobility within the Union has become an important aspect of the knowledge society.

The huge differences in teacher education in many Member States were one of the greatest impulses to start the Bologna Process in 1999 as a trust building process within the Higher Education Area. An endeavour for dialogue and cooperation which reaches far beyond Europe was one of the visions. Its fundamental principles and its spirit like free movement of students and staff, tolerance, freedom of research, freedom of expression, student involvement and the co-creation of learning reflect the basic values of the European society.

In 2000 the European Network on Teacher Education Policies (ENTEP) was formally launched after the initiative of the Portuguese Minister of Education, who invited colleagues in the European Member States to establish a network that would help to develop the political dimension of teacher education in Europe. The main intention was to develop opportunities to learn from each other by analysing and comparing policies and connected issues, as well as by sharing good practices. This endeavour was also meant to improve mutual trust in the teaching qualifications awarded by Member States.

The question what actually is a 'European Teacher' has always been high on ENTEP's agenda in the first ten years of the network's conferences and seminars and still is. ENTEP members highlighted, as one of the characteristics of a European teacher, his/ her engagement with the multicultural nature of European society. Furthermore, it is important that he/she knows how to behave in a confident and non-dominant way, works with heterogeneous groups, sees heterogeneity as valuable, and respects any differences.

Through increased globalization, migration and progress in European integration and mobility, cultural pluralism in society has become the norm in many EU member states and teachers are facing significant changes concerning their pupils' cultural and linguistic backgrounds. This increased socio-cultural diversity in our schools and the growing number of pupils with a multilingual background has thus created a great challenge for all teachers, social workers and other experts in the educational sector.

Especially from the perspective of inclusion – politically, socially and educationally – strategic interventions and policies are needed to support or even guarantee equality of opportunity in education and training for all as full members of our societies. And most importantly – teachers must be adequately prepared to teach effectively in such multicultural and multilingual classroom-settings.

Panel Discussion:

Rethinking Bologna – Recognition of University Study Performance and Teaching Diplomas in Europe: Achievements, Actions and Unsolved Cases

When I think about Bologna,...

...I see rippling waves of reform lapping countries across Europe, linking archipelagoes of diverse terrains, through the collaborative building of safe thoroughfares. This requires a common map with agreed landmarks and reference points, and a key role for boundary spanners (stakeholders called to implement policy across contexts - teachers and teacher educators in the first place). Even more, it calls for active commitment to shared priorities (boosting mobility and knowledge exchange) and shared European values (intercultural dialogue and appreciation of diversity).

Dr. Francesca Caena

... I think about a "black and white book" of Europeanisation higher education system in general through EHEA with huge consequences of the Europeanisation processes of Teacher Education...

Prof. Dr. Romita Iucu

... I like the greater freedom for universities and students to shape and organize teacher training programmes with less influence from the ministries of education and research. On the other hand, I fear that Bologna promises more flexibility for students and more polyvalence than it can actually offer in teacher training programmes.

Prof. Dr. Jörg Keßler

... in terms of teacher education, I see a great chance in a combined study model which allows students to receive a teaching diploma at the same time they achieve their Bachelor's or a Master's degree. The combination of a professional teaching diploma and an academic degree gives future teachers the opportunity to not only work as a teacher, but to also qualify for an academic career at a university.

Dr. Madeleine Salzmann

... I most of all appreciate its spirit as a great trust building effort (among the signature states and beyond). In detail I am looking forward to more freedom of choice for students with regard to modules offered and I am hoping for more cooperation among faculties and teacher educators within faculties for joint approaches to crucial content in initial teacher education and adequate recognition...

Ursula Uzerli

Coordination and Organisation

Hessische Lehrkräfteakademie



Dr. Daniela Worek acquired her degree of teaching for primary schools at Goethe University Frankfurt. Furthermore, she holds a teaching degree for secondary schools. During her extended practice period she received a PhD from the Institute of Sports and Sports Science from the Karlsruhe Institute of Technology. Next to many stays abroad during her study and practice phases, she has been active in schools, academic seminars, state education authorities, universities, The Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany, in the Ministry of Education of the Land Hessen, and its subordinated authorities. Currently, she is head of the Hessian Teachers' Academy unit 'Recognition of International Teaching Diplomas'. She was federal commissioner for the topic of teacher education in the European Commission until 2016 and co-author of the recently published policy paper "Shaping career-long perspectives on teaching: A Guide on Policies to improve Initial Teacher Education". Daniela Worek is the German representative in ENTEP (European Network on Teacher Education Policies).

Goethe University Frankfurt



Prof. Dr. Daniela Elsner is one of the directors of the Academy for Teacher Education and Research (ABL) at Goethe University Frankfurt, where she also holds the chair of TEFL/ TESOL. She studied English, German, Art, and Sociology at the University of Würzburg (Germany) and in St. Louis, Missouri. After receiving her teaching diploma, she worked as a teacher in Bavaria. From 2003-2007, she worked as a research assistant and lecturer at the chair of TEFL/ TESOL at Bremen University, where she finalized her PhD in 2006. In 2007 she was appointed full professor of TEFL at the University of Vechta. She came to Frankfurt in 2011. In her research she focuses on early foreign language teaching and learning, bi- & plurilingualism, multilingual CALL and the internationalization of teacher education. Since 2012 she has been a member of the board of directors of the international research group "Langscape". Currently she is responsible for three European (Erasmus+ Strategic Partnership) projects, EUniTa, MELang-E and EU·DO·IT. In 2014 she was awarded with the national Ars Legendi Prize for Teaching Excellence in Higher Education and the 1822 University Teaching Award.



Malte Schudlich is project coordinator at the Institute of English and American Studies at Goethe University. He currently coordinates three European Union Erasmus+ Strategic Partnerships, EUniTa, MELang-E and EU·DO·IT, and supports the implementation of the internationalization strategy of the Academy for Educational Research and Teacher Training (ABL) at Goethe University. Malte received his M.A. in New Anglophone Literatures & Cultures, American History, and Political Science from Goethe University. His research and teaching focus is on concepts of individual cultural plurality and the appropriation for literary studies, and on strategies for media production and project management. Further information on: <https://www.linkedin.com/in/malteschudlich/>



Andreas Hänssig is university senior teacher and has been working at Goethe University since 1990. From 1994 to 2016, he was head of the office 'Schulpraktische Studien.' Since 2016, he has been working in the field of International Teacher Education at Akademie für Bildungsforschung und Lehrerbildung. Here, he is responsible for teaching internships abroad. From 1998 to 1999, he was part of the commission of the practical semester and the expert group 'Aktualisierung der Lehrerbildung' (2012) which was appointed by the Hessian ministry of education and cultural affairs and the Hessian ministry of science and arts. The main fields of work include: action and profession research, consulting, university didactics, conception of the e-portfolio and e-learning, events of Schulpraktische Studien, tutor days and trainings. Publications: Portfolio-Arbeit in den Schulpraktischen Studien. Ein Praxisbeispiel (2010).

Welcome Addresses



Prof. Dr. Brigitte Haar holds the Chair for Private Law, German, European, and International Business Law, Law and Finance, and Comparative Law at the Johann Wolfgang Goethe University in Frankfurt. Since 2015, she has been Vice President for Internationalization at Goethe University.



Andreas Lenz acquired his degree of teaching for grammar schools. From 1999 to 2015 he has been responsible for various topics in the Ministry of Culture and Education of the Land Hessen. Since 2015 he has been the president of the newly founded Hessian Teachers' Academy and with this he is responsible for initial teacher education in Hessen, as well as for the continuous professional development of teachers, the recognition of international teaching degrees, tasks concerning the KMK, and other relevant topics concerning teacher education in Hessen.



Heidi Weidenbach-Mattar, born in 1957 in Gevelsberg, Federal Republic of Germany, studied historical sciences, political sciences and philosophy, and began her career first as a research assistant and later as an administrative officer in the Ministry for Science and Research of the Land of North Rhine-Westphalia. Her most recent position in the Ministry was as head of department for "Supra-regional bodies, Cabinet, Land Parliament, Federal Council". Since 1 May 2013 she has been the Deputy Secretary General of the Standing Conference. Heidi Weidenbach-Mattar is married and has two sons.

Keynote Speakers



Ursula Uzerli: Uniting without Creating Uniformity – The European Challenges in Teacher Education in the 21st Century.

After a three year stay in the United States, **Ursula Uzerli** gained qualifications in teacher education for the levels primary to upper secondary schools in Germany. She had been working as a teacher in all these school types for 12 years and then moved to the English Department of the University of Kassel where she worked in the field of practical studies for student teachers, language acquisition research and multilingual/-cultural projects until 1998.

Since then she has been working in the graduation department for student teachers, from 2001 to 2009 as a director at the Board of Teacher Education responsible for that department. She had been working as head of the unit 'EU Coordination and International Recognition' in Hesse until 2014. In addition, Ursula Uzerli has been the Coordinator of ENTEP for a period of three and a half years, being the German representative in this network ever since 2000.

In the Cluster 'Teachers and Trainers' at the European Commission as well as the follow up Working Groups she has been the German government representative from 2003 until 2014, nominated by the German Bundesrat.



Liesbeth Hens: Teachers' Mobility - European Vision or Utopia?

Liesbeth Hens is deputy director at the Department of Education and Training of the Flemish Community (Belgium). Previously, she was employed at several higher education institutes in Flanders. For the past 10 years she has been working on Initial Teacher Education policies, including development of legislation, funding, stakeholder dialogue and policy evaluations.

Liesbeth Hens has a special interest in quality assurance, innovation and governance of Initial Teacher Education and the continuum of the teaching profession. On European level she participated on numerous occasions in projects on European policy making, and was a co-author of the recently published policy paper "Shaping career-long perspectives on teaching: a guide on policies to improve Initial Teacher Education". She's an enthusiastic, active and future-oriented professional who is always eager to learn.

Panellists, Chairs and Speakers



Dr. Francesca Caena: A European teacher education curriculum for a joint Master´s degree: opportunities and challenges

Dr. Francesca Caena's professional experiences and interests span international education policy, initial teacher education/CPD and primary/secondary schooling (ELT/Modern Foreign Languages). Her Ph.D. Ed. thesis, publications and presentations in international conferences focus on comparative research, European policy and teacher preparation. She has worked as a consultant for the European Commission's Working Group on school policy and teacher education between 2011 and 2015, and more recently for the Italian Ministry of Education, UNESCO and OECD. Among her other professional experiences, she has enjoyed coordinating an Erasmus LLL project on European Teacher Education, evaluating Erasmus+ projects, as well as participating as an expert in the Flemish Ministry of Education's 2013 Learning Lab project (The new School in 2030).



Dr. Hans-Stefan Fuchs (w/ Wu Weidong): Gelingensbedingungen für ein Auslandspraktikum

Dr. Hans-Stefan Fuchs is head of the Internship Office at Passau University for Primary and Secondary Modern Schools. He studied German and History at the Universities of Regensburg, Edinburgh and Passau. After graduation he was working as a secondary modern school teacher in Bavaria for 10 years. From 1997 until 1999 he did further education at Passau University in School Education, German Philology and Psychology. From 1999 until 2007 he was delegated to Passau University by the Ministry of Education und Cultural Affairs in order to manage new teacher education projects.

Since 2005 he has been working as an external evaluator on behalf of the local government for vocational schools in Lower Bavaria. In 2007 Hans-Stefan Fuchs did his PhD on the subject "Teacher Education in Bavaria" in School Education at Passau University. After his PhD he got a tenured position at Passau University and joined the management of the Teacher Education Centre in different functions. In 2016 Fuchs became head of the Internship Office at Passau University.



Dr. Nancy Grimm: The practical training semester for teacher students in Jena

Dr. Nancy Grimm is Project Coordinator at the Center for Teacher Training and Educational Research at the University of Jena, Germany. She coordinates the internationalization project "Practical Training Semester Abroad during Teacher Education at the University of Jena (Praxissemester im Ausland im Jenaer Modell der Lehrerbildung)." Before that, she was Research Assistant / Assistant Professor with the TEFL (Teaching English as a Foreign Language) chair at the University of Jena. She studied English, German, and Philosophy at the University of Potsdam and the State University of New York, USA, and earned her Ph.D. with a thesis focusing on inter- and transcultural teaching and learning.



Hartmut Hasenkamp: Nachweis über die notwendigen Sprachkenntnisse

Hartmut Hasenkamp acquired his degree of teaching for grammar schools with the subject combination of Sports and Religious Education at Justus-Liebig-University in Gießen, Germany. Additionally, he completed his degree as a sports teacher at the Technical University Munich. After the second state examination he has been active in schools, academic seminars, university, and in the Ministry of Education of the Land Hessen and its subordinate authorities. Currently, he is a director of the Teachers Academy and responsible for the first phase of teacher education, the recognition of international teaching degrees, tasks concerning the KMK and examinations of translators in Hessen.



Andreas Hänssig (w/ Matthias Munsch): Mentoring strategies and concepts for practical studies in the International context at Goethe University Frankfurt

Andreas Hänssig is university senior teacher and has been working at Goethe University since 1990. From 1994 to 2016, he was head of the office 'Schulpraktische Studien.' Since 2016, he has been working in the field of International Teacher Education at Akademie für Bildungsforschung und Lehrerbildung. Here, he is responsible for teaching internships abroad. From 1998 to 1999, he was part of the commission of the practical semester and the expert group 'Aktualisierung der Lehrerbildung' (2012) which was appointed by the Hessian ministry of education and cultural affairs and the Hessian ministry of science and arts. The main fields of work include: action and profession research, consulting, university didactics, conception of the e-portfolio and e-learning, events of Schulpraktische Studien, tutor days and trainings. Publications: Portfolio-Arbeit in den Schulpraktischen Studien. Ein Praxisbeispiel (2010).



Dr. Tove Heidemann: Internationalization in Teacher Education - Diversity and Flow

Dr. Tove Heidemann is consultant on internationalization. Initially graduated as a teacher at upper secondary level with the subjects Danish (mother tongue) and history, she received her Ph.D. in education on a thesis on internationalization at schools.

From 2004-15, she was Head of International Relations at University College South Denmark, responsible for international cooperation projects, mobility, recruiting of international students and the internationalization process as such.

As consultant, Tove Heidemann is Bologna expert, evaluation and advisory tasks for EU, the Nordic Council of Ministers, and the Danish Ministry of Education.



Prof. Dr. Romita Iucu: Teacher Education in Romania; Panelist

Prof. Dr. Romita Iucu is vice-rector of the renowned higher education institution in Romania's Capital City, the University of Bucharest and professor at the Faculty of Psychology and Educational Sciences, Department for Education. Professor Romita Iucu held several professional and management positions and had a great influence on processes of teacher education. Since 2010 he has been working as the ENTEP Coordinator (European Network on Teacher Education Policies). In the field of Policy analysis and development: Vice President National Council for Educational Reform, European Commission - member of Cluster Teachers and trainers, European Commission - member of Expert Group on Improving the Education of teachers and trainers, Deputy General Director, Department for Teacher Education, Ministry of Education and Research (designed and implemented the National Strategy for Teacher Education Development System), Consultant for Teacher Training Policies - Center Education 2000+ (NGO, member of Soros Open network), National SOCRATES AGENCY – consultant for lifelong learning policies, UNICEF – Coordinator for National Project – National Strategy for Preschool Teacher Training. At the level of Institutional management: Vice Rector - University of Bucharest; President of the Academic Council of the UB, Director – Teacher Training College - University of Bucharest.

Professor Iucu has published numerous papers in Romania and abroad in the field of continuing learning and education related to teachers' education, he coordinated teams of research in this field. He is author of 5 books, many articles have been published abroad in the last years (5 of them ISI Web of Knowledge), papers have been dedicated to teachers education and educational policies. He is also PhD coordinator.



Prof. Dr. Jörg-U. Keßler, Ph.D.: Chair

Prof. Dr. Jörg-U. Keßler is professor of English Applied Linguistics at Ludwigsburg University of Education where he also serves as Vice President for Academic and International Affairs. Currently, he is project leader for the Ludwigsburg part of the establishment of a joint Professional School of Education (funded by BMBF – Qualitätsoffensive Lehrerbildung, Verbundprojekt “Lehrerbildung PLUS”) together with the universities working in teacher education in Stuttgart. Another important aspect of his professional experiences lies in the field of internationalization, especially in teacher training. Ludwigsburg University of Education took successfully part in the HRK-Audit kompakt and is now amongst the universities with a certified internationalization programme.

Professor Keßler’s research focus is on Second Language Acquisition, Bilingual Education and English in Primary Education. His publications encompass books and articles on Second Language Acquisition, the psycholinguistic basis of ELT and approaches to bilingual education (immersion and CLIL).



Britta Lohman: Chair

Britta Lohman received a degree in food science from the University of Copenhagen in 1993, and became associate professor in 1996. She has been teaching biology, natural science and home economics until 2017, when she became head of the Institute of learning at the University of Greenland.



Dr. Elena Marin: Mobility in Teacher Education – Challenges and Chances

Dr. Elena Marin is lecturer at the Faculty of Psychology and Educational Sciences, University of Bucharest. She graduated with a double degree in Education Sciences and Psychology, a Master in School Counselling and Career Development and a PhD in Education from the University of Bucharest. Her main focus is on initial teacher training systems, teacher mobilization and the social dimension of Higher Education.



Dr. Matthias Munsch (w/ Andreas Hänssig): Mentoring strategies and concepts for practical studies in the International context at Goethe University Frankfurt

Dr. Matthias Munsch has been teaching at a grammar school (Gymnasium) the subjects English and German for twelve years before he became a senior lecturer at Goethe University Frankfurt/Main supervising future English teacher’s first practical experiences in the field of foreign language teaching. His research interests cover project-oriented teaching and learning, learner autonomy, intercultural learning, film, literature and media in foreign language education.



Prof. Dr. Elaine Munthe: Teacher Education in Norway

Prof. Dr. Elaine Munthe is Professor of Pedagogy and Dean at the Faculty of Arts and Education, University of Stavanger in Norway. Her research area is teachers' work and teachers' professional learning. Recent publications are concerned with Lesson Study and with teachers' instructional planning. She has chaired a panel that studied the implementation of a new teacher education reform (2010-2015) and has chaired and been a member of several Norwegian Research Council programs for research in education. She is currently the Chair of the National Association for Teacher Education in Norway. Professor Munthe has lived and worked in the USA, Norway, Curacao, Pakistan and Laos.



Dr. Madeleine Salzmänn: Panellist

Dr. Madeleine Salzmänn is Head of division Higher Education, Swiss Conference of Cantonal Ministers of Education (EDK) and member of the directorate of the general secretariat EDK. The division Higher Education executes the following tasks at the central interfaces between the political and academic worlds of teacher education: recognition of teaching diplomas on the national level by accreditation of the study programmes (preschool to upper-secondary level teachers, special needs education professions), further development of the EDK's diploma recognition legislation, i.e. implementation of BA and MA grades, introduction of validation of non-formal and informal learning in teacher education, development of skill profiles, and coordination between the responsible cantons. Madeleine Salzmänn is also a member of the Board of the Swiss Federal Institute for Vocational Education and Training SFIVET.



Elisabeth Sonnenschein: Quality assured recognition of foreign teaching diplomas - how does it work in Germany?

In order to become a secondary school teacher **Elisabeth Sonnenschein** studied English and Russian at Göttingen University. She taught German as a Foreign Language at Clemson University, South Carolina (USA) before starting her compulsory two years teacher training internship in Frankfurt. In the Secretariat of the Standing Conference of Ministers of Education and Cultural Affairs in Bonn she worked in different fields: First in the section „German schools abroad“, then changed to be co-ordinator for the affairs of the Conference president. In the ZAB (Central Office for Foreign Education) she started as a credential evaluator, now as deputy head she implements quality assured criteria for the expert assessment of foreign teacher qualifications in the ZAB. The ZAB is a state agency entrusted with the evaluation and expert assessment of foreign educational credentials for the purpose of their recognition by government authorities, universities and public employers in Germany. Furthermore, the ZAB issues statements of comparability for individual foreign higher education qualifications and is a member of the ENIC/NARIC networks.



Jan Springob: Chair

Jan Springob is a high school-teacher for English & History, trained in Germany and the UK. In his research he focuses on bilingual education as well as diversity in the foreign language classroom. He works at the Centre for Teacher Education at the University of Cologne and coordinates the fields of inclusion and internationalization.



Prof. Dr. Wu Weidong (w/ Hans-Stefan Fuchs): Gelingensbedingungen für ein Auslandspraktikum

Prof. Dr. Wu Weidong is Dean of the Teacher Training College in Zhejiang International Studies University. She studied Pedagogy in Hangzhou University and has been working as a teacher in Zhejiang International Studies University after graduation. She went to Germany twice for pursuing further education, one was in Teacher Training Academy Dillingen in 1999, and another one was in University of Education Weingarten in 2005, both were 6 months. In 2007 she obtained a doctorate of Pedagogy in East China Normal University. In 2014 she spent one year in University of Passau as a visiting research scholar.

Wu Weidong is Dean of Teacher Training College in Zhejiang International Studies University, deputy director of Zhejiang Provincial Training Center for Teachers and Educational Administrators, vice chairman of Zhejiang Association of Foreign Language Schools. Wu Weidong is commission member of experts for the national training conducted by MoE (Ministry of Education) and won the prize for educational reform in Zhejiang province. Currently she is taking charge of two research projects for teacher training of MoE.



Dr. Daniela Worek: Studentische Mobilität und ihre Auswirkungen Teacher Education in Germany

Dr. Daniela Worek acquired her degree of teaching for primary schools, with the subject combination of Sports, German and English at Goethe University Frankfurt. Additionally, she complemented her degree with a teaching degree at secondary schools including junior high schools and grammar schools. During her extended practice period she received a PhD from the Institute of Sports and Sports Science from the Karlsruhe Institute of Technology

Next to many stays abroad during her study and practice phases she has been active in schools, academic seminars, state education authority, university, The Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany, in the Ministry of Education of the Land Hessen, and its subordinated authorities. Currently, she is head of the Hessian Teachers' Academy unit 'Recognition of International Teaching Diplomas'. In addition, Dr. Daniela Worek has been the federal commissioner for the topic of teacher education in the European Commission until 03/2016 and was a co-author of the recently published policy paper "Shaping career-long perspectives on teaching: A Guide on Policies to improve Initial Teacher Education". Apart from that she is the German representative in ENTEP (European Network on Teacher Education Policies).

Antje Zühlke: Ausgleichsmaßnahmen zur Gleichstellung einer Lehrerqualifikation

From 1990 - 2004, **Antje Zühlke** worked as a secondary school teacher for German, Social studies and Russian at Secondary schools in Berlin and Munich. In 2002, she transferred to the *Zeugnisanerkenntsstelle für den Freistaat Bayern*, becoming director of the Institute in 2014. Since 2002, Antje Zühlke has been responsible for the evaluation of graduation from school and lectureship studies. Additionally, she has been supervising *Begabtenprüfung* and *Fremdsprachenersatzprüfung* in Russian since 2005.

Since 2015, Antje Zühlke is conceptually responsible for the subjects Russian, Polish and Czech at the Department of Secondary School at the State Institute for School Quality and Educational Research (Staatsinstitut für Schulqualität und Bildungsforschung). Being the representative of The Free State of Bavaria, she is also head of the advisory board of the Institute for foreign Education in Bonn (ZaB) since spring 2016.

Participants

Country	Participants
Albania	2
Austria	3
Belgium	2
Bulgaria	2
China	5
Croatia	1
Denmark	1
Estonia	1
Finland	1
Germany	84
Greenland	1
Ireland	1
Italy	2
Luxemburg	1
Malta	3
Norway	10
Poland	1
Romania	3
Spain	1
Sweden	6
Switzerland	3
The Netherlands	4
Total	138

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