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In-Service Teacher Education in Europe: conditions and themes for development in the 21st Century

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Abstract: This paper highlights four themes which focus upon the roles of higher education in the development of transnational research into the continuing professional development of teachers. The first theme examines the contexts and conditions for teacher development over a career span. The second theme looks at what research tells us the variables which affect professional learning and development, and the limitations of current approaches. Theme three is critical of rational research planning models which result in ineffective dissemination and utilisation. It suggests that more attention needs to be paid by researchers to issues of ownership, participation and equity. Theme four proposes that researchers need to revisit their own purposes, roles, responsibilities and accountabilities in order to move closer to those communities whose needs they seek to serve. Finally, the paper suggests 'sustained flexibility' as a means of establishing and building more effective networks for learning and development.

Resumen: En este artículo se tratan cuatro temas que se centran en los roles de la educación superior dentro delpanorama de la investigación internacional en relación al campo del desarrollo profesional de la educación continua de los profesores. El primer tema analiza el contexto y las condiciones para el desarrollo de los profesores a lo largo de su carrera. El segundo tema examina qué investigaciones nos dan cuenta de variables que afectan al aprendizaje profesional y su desarrollo, así como las limitaciones de tales enfoques. En el tercer tema se critica la fundamentación de la planificación de los modelos de investigación que producen una diseminación y utilización inefica-ces. Se sugiere que hace falta que los investigadores presten más atención a los temas de propiedad, participación y equidad. En el tema cuarto se propone que es necesario que los investigadores vuelvan a revisar sus propósitos, roles y responsabilidades con el fin de acercarse más a las necesidades de las comunidades a las que tratan de ayudar. Finalmente, el artículo sugiere una "flexibilidad sostenida" como medio de establecer y construir unas redes más efectivas para el aprendizaje y el desarrollo.

Historically, there has been little attempt in any European country to establish systemic career-long differentiated support for the continuing professional development of teachers (henceforth CPD). An examination of the contents of the 1994 European Yearbook of Comparative Studies in Teacher Education (Sander, 1994) indicates that in all 21 countries represented the emphasis in resource terms was on initial teacher training. In-service - which is a part of CPD but not the whole - was voluntary (Austria); was not coordinated (Denmark, Italy, Spain); was not conceptualised (Belgium, France, Netherlands); or was top-down, short course dominated (Portugal, UK). Whilst many countries were moving towards school-based INSET (cheaper and apparently more cost effective), there was no evidence of any systematic evaluation of the benefits of the use of particular models, nor any acknowledgement that learning involves change (of thinking and/or practice) and that this often needs support. Attempts both at local and national levels to provide INSET support for the CPD needs of teachers and schools are rarely conceptualised beyond the rhetoric of statements such as *'They should result in improvement'*. In England and Wales, a government quango, the Teacher Training Agency (TTA) is developing a national system of targetted funding for certain categories of teacher (eg subject leaders, 'expert' teachers, and headteachers), but with no explicit consideration of effective learning models, or long term intellectual and professional development needs of individual teachers.

THEME 1
In-Service Research Contexts: Contexts and Conditions for Lifelong Learning

There is, as yet, little acknowledgment in research on the effectiveness of in-service education, of the importance played by teachers life histories, situated lives (within the culture of the school) and personal circumstances and motivations. Yet research tells us that if *continuing* professional development is to be effective, it must extend beyond the immediate needs of school and classroom practice, such that support for the personal and long-term professional needs of the teacher is legitimated. Interest in *teachers'* professional lives and careers increased during the 1980s, in several countries: in England (Ball and Goodson 1985, Sikes et al 1985, Nias 1989); the United States (Lightfoot 1983); in Australia (Ingvarson and Greenway 1984, Maclean 1992); in Canada (Butt 1984) and in Switzerland (Huberman 1989). There are now several accounts of what a trajectory of career development as distinct from professional growth looks like for a teacher. Without a clear conception of what this 'growth' might look like it is difficult to determine a path for professional development (Sockett 1989; 1993). Until recently, much of the language used by teacher educators, managers and policy makers and researchers, then, suggests that professional development is a linear conti-

nuum, and labels are ascribed to different stages. We enter the profession as *students* (as members of an institution outside the school system itself); we then achieve *newly qualified teacher status*, before being accepted fully as *teachers* and moving on to become veterans (Peterson 1990). A number of *key phases* have been identified through which many teachers have been perceived as moving in their careers. For example, in England Bolam (1990, p 153) identified five 'job' stages, ie the preparatory stage; the appointment stage; the induction stage; the in-service stage (ie 3-5 years, 6-10 years, 11 years in post); the transitional stage (ie promotion, redeployment, retirement). He reminds us that needs of individuals will vary according to these and other factors, e.g. age, gender, school type. Elsewhere, Kremer-Hayon and Fessler (1991) *posited nine career cycle stages:* Pre-service; Induction; Competency; Building; Enthusiasm and Growth; Career Frustration; Stability and Stagnation; Career Wind-Down; Career Exit. There is much literature also which *conceptualises professionals, such as nurses, as moving through a number of non-age related skill development stages from 'novice' through to 'advanced beginner', 'competent', 'proficient' and 'expert' stages. (Dreyfus and Dreyfus 1986).*

Whilst idiographic and longitudinal studies have found that adults pass through different stages of learning we do so in different ways at different times according to different circumstances. Some suggest that these are in response to predictable events (Levinson et al, 1978), others that there are different and distinctive stages of cognitive development (Oja 1989); whilst others focus upon career (Huberman 1989) and life cycle factors (Ball and Goodson 1985). *Teacher educators and researchers have sought to apply these findings to teachers' careers* (Fessler 1985; Christensen 1983; Newman et al 1980) and *many have identified special learning times in teachers' career and life histories* (Denicolo and Pope 1990; Eraut 1991, 1992; Gudmundsdottir 1990; Leithwood, 1990; Sikes, Measor and Woods 1985; Oja 1989; Ball and Goodson 1985; Goodson 1992; Huberman 1989; Shulman 1987). These have been variously described as *'critical incidents', 'dilemmas', 'landmark' or key events* in an individual's life, around which pivotal decisions revolve. They provoke the individual into 'selecting particular kinds of actions, which lead in particular directions' (Sikes et al, 1985, p 57). These critical phases in a teacher's professional biography represent, 'the culmination of a decision-making process, crystallising the individual's thinking, rather than being responsible ... (of themselves) ... for that decision' (Sikes et al 1985, p 58). It may be, therefore, that conceptualisations of professional development as cyclical or as a linear continuum, though superficially attractive and plausible, are both oversimplistic and impractical since they are not based on a teacher as person perspective but on a systems, managerial perspective of 'teacher as employee'. An adherence to them might tend to oversimplify or skew in-service provision towards meeting the needs of the system whilst ignoring, at their peril, the needs of the teacher within it.

In developing transnational research it is important, therefore, to conceptualise professional development as multi-dimensional, a dynamic interplay between different teachers' stages of biographical and situated experience, environmental factors, career, life, and lifelong learning phases. In-service education and training provide one means of planned intervention to accelerate growth, but should, ideally, take account of critical moments in this interplay. Increasingly, in-service education is being targeted at teachers at 'landmark' stages of career or role development recognising the value of economy of scale and relevance to organisational need, since such teachers are most likely to be in high states of readiness to reflect systematically on their thinking and practice - and on the contexts in which they occur. The danger, however, is that such a formula approach ignores teachers' intellectual and emotional growth needs, those concerned with pedagogic or subject knowledge; and those concerned with maintaining their sense of vision or purpose - all crucial to sustaining and improving the quality of their teaching.

Maintenance of vision and purpose is a particularly neglected area of development. Yet it is of paramount importance to commitment and motivation. Research shows that initial commitment and care sooner or later may diminish. Although, writes a Canadian researcher, many teachers begin their careers, 'with a sense that their work is socially meaningful and will yield great satisfactions', this is lost as, 'the inevitable difficulties of teaching ..... interact with personal issues and vulnerabilities, as well as social pressure and values, to engender a sense of frustration and force a reassessment of the possibilities of the job and the investment one wants to make in it'. (Farber 1991, p 36). Considerable variation in teachers' commitment to pupils and their own work in the classroom has also been observed (Raudenbush et al, 1992; Le Compte and Dworkin, 1992). Citing research by scholars in England, America, Canada and Switzerland (Huberman, 1989; Sikes, Measor and Woods, 1985, Noddings, 1992; Goodson, 1992; Ball, 1987; Hargreaves and Earl 1990), Andy Hargreaves, a colleague in the Ontario Institute for Studies in Education finds that: 'many teachers in mid-to-late-career ..... who have become 'disenchanted' or 'defensive focusers', no longer hold the good of their pupils as a high priority.' (Hargreaves, 1993). This is a concern which suggests the need for professional development opportunities through which moral purposes and values may be revisited, particularly, it seems, at mid-career points.

It will be clear then, from a range of research worldwide that there is a recognition that professional development must take account of where teachers are in their lives and careers, that the kinds, levels and intensities of professional development opportunities available must relate to these, and that resources should be targeted accordingly. Together with attention to the conditions for professional development and quality and kinds of intervention available in support of professional development (Day 1991, 1993a), these will form factors contributing to its effectiveness.

THEME 2
Research Knowledge: Modes for Professional Learning and Development

The history of research concerning teacher development, is that teachers have not generally taken an active part in the production of knowledge about their own teaching - indeed there has long been a tension between so called 'scientific' knowledge (theory) and professional or practical knowledge (practice). In a sense teachers have been disenfranchised. They are perceived as basing their practice on their professional, practical knowledge and experience.

> 'Teachers are cut off, then, both from the possibility of reflecting and building on their own know-how and from the confusions that could serve them as springboards to new ways of seeing things.'
>
> (Schon, 1992, p119)

Important issues, therefore, are how practice can become reflective, and by what means the teacher may be supported over time in developing reflective teaching practice at different levels (Day, 1993). It is equally important to recognise that, to date, much learning through reflection has been private. Conditions of service and the organisational cultures in many schools do not allow for regular professional dialogue about teaching which goes much beyond anecdotal exchange and the trading of techniques.

Argyris and Schon who investigated the work of people in several professions, including teaching more than twenty years ago characterised this 'normal' world of learning as 'single loop' in which, '..... we learn to maintain the field of constancy by designing actions that satisfy existing governing variables'. (Argyris and Schon, 1976). Promotion of this kind of learning is prevalent in school cultures which discourage systematic self and peer review of thinking, planning and practice. More importantly, it remains embedded in the reality if not rhetoric of many training courses for teachers which teach self-reliance and self-sufficiency, and in school cultures `where the sharing of problems and issues may be seen as signs of weakness. Argyris and Schon (1976) stress the need from time to time to move to 'double loop learning' in which intentions and practices in teaching are raised to an explicit, publicly accessible level.

As yet, however, there is still relatively little documented evidence of widespread systematic application in initial teacher training or continuing professional development in schools, further and higher education of the considerable research generated knowledge about reflection designed to uncover and make explicit the personal theories that frame teacher learning (but see Hatton and Smith 1995, Korthagen 1993, Handal 1990). Most research concerning in-service education tends to focus upon organisational contexts and modes of delivery. For example, in America Bruce Joyce's `coaching' matrix

provides a means through which choice may be made between intervention strategies (Joyce, 1989). In England, Les Bell identifies three approaches to CPD, ie (1) Individualistic (Apprenticeship and Course-Based); (2) Group (School-based and School-focused) and (3) Professional Development (Bell, 1991). There are many more. There are few in-depth longitudinal studies, however, of their impact. Whilst it is important, in terms of research, to evaluate the outcomes of the application of such models upon teachers' thinking, planning and practice, it is necessary also to make explicit what professional learning principles are embodied in them if we are to add to our knowledge of professional learning and development. Many approaches, for example, are based either implicity or explicitly upon assumptions that `transformation' will occur as a result.

Rogoff (1994) describes humans learning together as a `community of learners' and suggests that learning is, `a process of transformation of participation in which responsibility and autonomy are both desired'. Whilst learning itself is a natural process, and so will occur regardless of the social environment, the *quality* of learning may differ according to both the environment, the level and kind of participation, and the learning biography of the individual. Learning processes and outcomes, therefore, will differ with each individual, their social circumstance, attitude and life history. On-the-job learning which results in growth of personal practical knowledge will be idiosyncratic, ad hoc, alone. It will be largely implicit, unremarked and unrecorded. Yet:

> *`In the new systemic view of human action and development the relationship between people and the arena in which they act is an important factor* that shapes the nature of the experience and the form of knowledge or insight gained.'
>
> (Crawford, 1995)

It follows that if personal knowledge is shaped in part by the contexts in which it has been used, then *`transfer of knowledge between contexts is limited' (Eraut, 1994).* An important aim of adult education whether it is directly concerned with enriching the individual as person or the individual as employee is to address the dialogical relationships between theories (why we do what we do) and practices (what we do and how we do it). In this way transfer of knowledge problems are minimised. This is traditional and a routine part of most adult educators' values and repertoires.

According to the authors of a recent research report by the National Foundation for Educational Research (UK) into the effectiveness of in-service, the most popular means for promoting professional development - school-provided in-service - may not, properly be able to promote the necessary range of outcomes essential to continuing high quality professional development, since they are predominantly limited to information, awareness and provisionary (third order) outcomes. Professional development needs to provi-

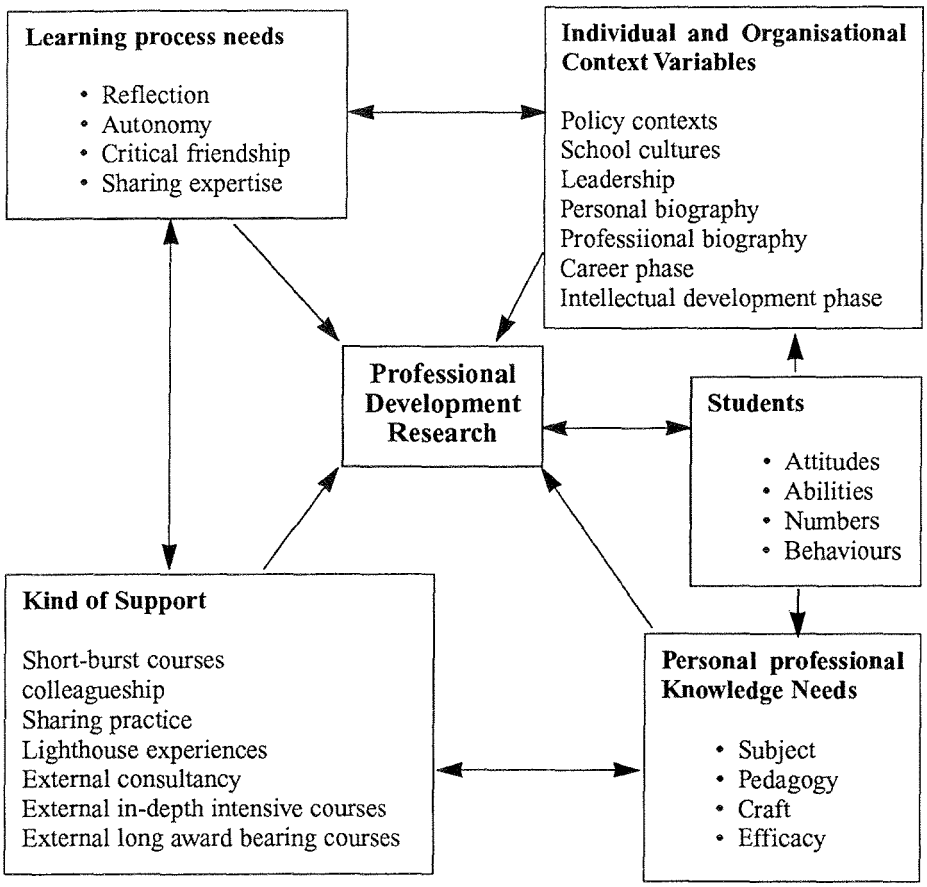

FIGURE 1 PROFESSIONAL DEVELOPMENT: RESEARCH VARIABLES

de for motivational, affective and institutional (second order) outcomes, and (first order) outcomes related to knowledge and skills (as against content) and value congruence. The report concluded that, 'INSET experiences which focus on (or are perceived as offering) only third order outcomes are least likely to impact on practice, unless other higher order outcomes are already achieved or already exist .....' (Kinder et al, 1991, p 59).

Evidence from this and other studies suggests that higher education courses can provide a necessary counter balance (some might say palliative) to the predominant diet of training available to most teachers. More research is needed, however, to determine the most effective means of utilising the higher education perspectives which, histori-

cally, are often far removed from the press of school and classroom life. Yet those in higher education are ideally placed to work in collaboration with teachers to evaluate outcomes, and to map different approaches to in-service, their underlying principles, and relationships with the quality of professional development, the quality of teaching, and the quality of learning and achievement. Even the burgeoning development of teacher competences at best can only, `illuminate different facets of what is, at the end of the day, a complex whole' (Burgoyne, 1989). Claims of `practicality' and `relevance' made by those who concentrate finance and effort on short training opportunities which predominantly focus upon institutionally defined needs must be subject to intellectual scrutiny, since they may well, in the long term, result in the cultural *isolation* and *parochialism* of teachers whose sense of vision and whose intellectual needs are not nurtured in the narrowly focused race for increased technical proficiency. The limited conception of what it is to be a teacher (referred to elsewhere as the `technicisation' of teaching) which is promoted by such a diet may well be detrimental to professional development.

Figure 1 below presents a multidimensional professional development map of the contexts in which the learning and development of teachers takes place. It may serve to inform designs for the study of in-service teacher education across different national contexts.

THEME 3
Research Utilization and Dissemination: Issues of Ownership and Effect

Writing about the limits of educational research John Eisenberg reported on a symposium which he attended in Canada in 1980, and of predictions made by Lorne Hill, then a professor of education at the University of Toronto. As a result of frequent visits to a number of schools in Ontario, Hill concluded that, `many students (a) are illiterate or can barely read or write, (b) are innumerate and reveal no ability to do mathematics at the expected level, (c) have great difficulty in learning foreign languages, (d) are ignorant of the most elementary historical, social, and political events, and (e) have little respect for one another or for their teachers' (Eisenberg 1995, p.373-4). He predicted that despite all the research, programmes and plans, the situation in 1990 would be the same. At the time, Eisenberg was appalled and upset that Hill was failing to appreciate the important work and genuine advances of research. However, he admits that in 1990, Hill's predictions had largely been realised. He goes on to criticise the rational planning, scientific research and development models; and suggests that if research is to `make a difference', then `we shall have to recognise that factors other than rational planning and research have considerable influence on our destinies. As a result, we would downplay

our habit of drawing on the traditional behaviouristic, statistical, and variability model of research and development' (p.378).

In the context of continuing professional development in the United Kingdom, Ray Bolam (1994) analysed four large scale qualitative research and development projects, over a twenty year period, aimed at teacher development. They related to four aspects of continuing professional development (INSET), induction, school-based INSET, management development, and appraisal (Bolam, 1994). He concluded that:

> `All four cases confirm that policy formulation and implementation are complex processes which take place over, sometimes lengthy, time periods .... that research projects can play an important role but rarely, if at all, a crucial one; that, rather, research contributes to the overall professional and political milieu of the educational process .... and thus has a longer term, diffuse and unpredictable impact on practice in schools.'
>
> (Bolam, 1994, p.44)

These two criticisms from Canada and England of the power of research *inputs* to predict learning *outputs* with any accuracy indicate the need to move beyond rational planning models. The findings will not surprise, nor are they new. The education landscape in every country in the world is littered with the debris of government inspired large scale reforms, and is still accompanied by the exhortations of government for better teaching and improved standards of achievement. Curricula content and structures change, new technologies are introduced, but teachers, it seems, continue to `resist' improvement efforts, continue to `fail' the nation. For their part, governments conveniently ignore the fundamental problems of recruitment and selection of teachers, poor conditions of service, the changed nature of the family lives from which students are drawn, and the need to provide differentiated career long support for teachers. In both instances, however, research cited is led by academics from higher education. In the first set reported by Eisenberg, there was no teacher involvement in the research. In the second, by Bolam, teachers were willing participants, but the personal, social and political contexts proved to be more important determinants in the longer term internalisation of the research and development projects. The first research model utilizes, unsuccessfully, a traditional Research-Development-Dissemination model; the second, with limited success, a `Social Interaction' model of innovation.

A third model for the utilization of research which has proved more effective is one in which (a) development is integral to the design and (b) participants are equal stakeholders in the process. The strands of this model are represented by *action research*, (with its emphasis on intervention for improvement) and *narrative research* with its *constructivist* approaches. There are now many examples of these in the literature on continuing professional development. Underpinning both approaches is a recognition

that the research is *partisan* - carried out in order to, `... further the realisation of the goals of an education in a democratic society - which are to promote access to decent and rewarding lives for all students'. (Zeichner, 1995, p.168). Both explicitly recognise the ethical nature of research (teacher as client not object) and the centrality of teachers in their own development. We outside teaching cannot develop teachers. We can only provide them with opportunities for development.

As researchers we have a responsibility to use this as a means of reflecting upon our own purposes. We have choices to make. We may:

(i) ignore the evidence and continue to engage in the pursuit of knowledge for its own sake, leaving others to worry about its usefulness to the broader educational community

(ii) continue to promote the separation of research from development on the grounds that we do not have the time or `human relating' skills to work intensively with small groups of teachers over sustained periods

(iii) seek to develop new `partisan' models of research and development in continuing professional development through which traditional dissemination difficulties (of ownership, transfer of knowledge, perceived relevance and application in the context of use) are minimised.

Each choice we take will have consequences for our standing within our own higher education communities which have their own rules of conduct. In England, for example, the triennial Research Assessment Exercise ensures that `practice oriented' research is accorded less importance than that which is theoretically oriented. There is a broader issue here concerning both the core professional purposes of Departments of Education and their location within the academy. My own hope is that research in the years to come will refute the recent summary by Mike Atkin, former Dean of Stanford University and the University of Illinois of the condition of academic research as proceeding along `almost independently of what happens in schools and the world at large'.

> `I have come to believe that educational research as we view it today is not an enterprise that makes much of a difference on actual educational events, either in classrooms or in forums where decisions are made about the directions and workings of the educational enterprise.'
>
> (cited in Zeichner, 1995, p.156)

For those engaged in research into in-service teacher education, issues of purpose, personal commitment, relevance and utilization will be high on their agenda. In this sense, as researchers we cannot be objective or value free. Resolutions of social issues are embedded within political and ideological contexts. Issues of policy, teaching, learning, effectiveness, improvement are not technical. Objectivity, `is largely defined by powerful

interests within scientific and research communities, and so is a part of, not outside, the political process, despite its professed desire to be so.' (Schratz and Walker, 1995, p.124)

THEME 4
Researching Researchers: Purposes, Roles, Responsibilities and Accountabilities

Whether we like it or not, this alienation exists partly because of history and partly because of function. Worlds which emphasise the systematic gathering of knowledge, formal examination of experience, professional criticism and seemingly endless discussion of possibilities rather than solutions, are likely to contrast sharply with those dominated by action, concrete knowledge and busyness (Cuban 1992, p.8; Day 1991, p.537). However, potentially, practice based research does offer teachers the opportunity to engage in development which generates professional knowledge through systematic investigation with the help of a research `mentor' or critical friend from inside or outside the school which otherwise might not be available. There are many examples of pockets of `in-service' collaboration over time between schools and universities aimed at improvement. Fullan (1992) describes two such `learning consortia' in Canada and America. Others, such as the Coalition for Essential Schools, are described by Lieberman and McLoughlin (1992); and there are several relatively small scale collaborations elsewhere. A common difficulty, however, is a difference in core functions. That is, schools teach children and universities teach adults and pursue research. This research, then, requires a quite different `mind set' by those who engage in it from that required in most other research endeavours. It requires of the participants technical and human relationship skills far beyond those necessary in more traditional research.

Too few teachers in schools have time built into their work which allows them to reflect, theorise, research and write. However, alienation also exists because many have colluded in this. There is a consciously calculated protective `mystique' surrounding `theory' and `research' which allows one group of educationists to continue to assume power over another. I say, `assume' power because most members of the other group regard `research' and `theory' where they perceive it to be defined as being outside their control, irrelevant to their practical concerns and remote from their practical experience.

It should not continue to be used as a means for exercising power or authority over teachers through knowledge generated by others outside the system, and reported in language which is either pejorative and policy driven or impenetrable. Research needs to be used much more as a means of informing teachers' judgements about the contexts, purposes, craft, science and art of their profession and their teaching; and, alongside this, as a means of assisting them in revisiting these at different times across the span of their careers.

Why is it, then, that forms of research which are, in business terms, `close to the customer', have not been adopted as core developmental strategies by more than a few university departments in the universities in the European Union and beyond? It is partly, I believe, because the collaboration which they demand is not easy. It demands `sustained interactivity' (Huberman, 1995), the establishment and maintenance of long term relationships which are at the very least co-equal, in which teacher educators, student teachers and teachers are, `active agents in the production of a new pedagogic discourse, rather than merely the consumers of the professional knowledge produced by academics and educational researchers' (Edwards and Brunton, 1993, p.156). Even then, there have been problems of this form of practitioner research being `colonised' by higher education academics. (Elliott 1991).

Summary: Towards a European Research Agenda: Developing Transnational Partnership Networks

In this paper, I have sought to identify the social knowledge and role contexts in which we live as researchers and teacher educators, some of what we know about teacher learning and development, its conditions or variables, and the personal, professional, institutional and broader policy contexts which affect this. Alongside this, I have attempted to raise issues concerning the purposes, usefulness and useability of the research which we do, to draw attention to the roles and responsibilities of those in higher education and to suggest alternative approaches. The research agenda that I will now suggest is based upon these first four themes but goes beyond them. I will preface it by brief reference to the European policy context in which we work. The European Commission's recently published White Paper, `Teaching and Learning: Towards the Learning Society' puts forward guidelines for action in the fields of education and training. Its authors state that, `The future of European culture depends on its capacity to equip young people to question constantly and seek new answers without prejudicing human values. This is the very foundation of citizenship and is essential if European society is to be open, multicultural and democratic'. (p.8)

It suggests the necessity for cooperative partnerships between school and family, school and business and that, `the challenge of cooperation between education establishments and enterprises is to accept enterprises as full partners in the training process'. (p.16) It recommends the notion of *`sustainable flexibility'*, as a necessary condition to cooperation within organisations, cooperation between networks and organisations and cooperation at local level. I see such cooperation between schools, teachers and universities as being the way forward for research into the continuing professional development of teachers. We are no longer living in the world of simple `either/or' choi-

ces but one in which we must select from a range of choices which combination is most appropriate to purposes, responsibilities and accountabilities. Our responsibility is to connect our own particular interests to those of society. Issues, then, would concern:

Research Themes for 21st Century

Teacher Quality	What kind of teachers are needed to support the vision of the White Paper for a `just' society and for men and women who are creative, collaborative and versatile?
School Improvement	What are the conditions necessary for effective teaching which meets the needs of society?
	What are the characteristics of a `good' school?
Teacher Development	How do teachers learn about teaching on the job? Why do they change (or not)? When do they learn the most?
	What is the nature and role of reflection in teacher development?
	What influences teacher development (lives, conditions, school leadership cultures)? What is their relative impact?
	What influences success in teaching over a career? What are the relationships between teachers and the arenas in which they act?
	What is the relationship between personal practical knowledge, pedagogical craft knowledge and professional knowledge about education?
In-Service	What approaches are in use?
	What intervention strategies are used?
	How effective are they?
	What are the criteria for assessing effectiveness?
	How do the models used connect to knowledge of teacher learning?
Universities	How may Departments of Education relate more clearly to the mission of the University community as a whole, whilst retaining their commitment to serving the interests of their professional community?

How may university researchers embrace the principle of sustained flexibility and interactivity?

What are the purposes, roles and accountabilities of university researchers in contributing to educational policy, teacher development and school improvement?

In short, we need to provide an accurate, illuminative European *map* of how CPD is conceptualised, what models and approaches are used, of what we do in each of our countries in promoting continuing professional development. We need to do this through collaborative projects. Only in this way will we be able to establish an empirical foundational knowledge base upon which we may build.

In order to achieve this we must form *thematic networks* and collaborate within and between. Such networks will, however, demand:

- sustained interactivity
- a commitment to longevity
- interlinked projects
- strong leadership
- supportive infrastructures
- intellectual coherence

This is the challenge that we must address if our research is to become a part of rather than apart from the formulation, implementation and evaluation of policy and the development of our schools system and its teachers as a whole.

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