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CREATING THE EUROPEAN LANDSCAPE FOR TEACHER EDUCATION: EVOLVING DYNAMICS

Abstract. The study is devoted to the analysis of Europeanization policy in the field of teacher education in the XXI century and the characterization of mechanisms and instruments for the formation of the European Teacher Education Area. The author emphasizes the effective roles and influences on the integration processes of European professional organizations: European Association for Teacher Education, European Association of Educational Researchers. The contribution of thematic networks to the Europeanization of teacher education, in particular, the European Policy on Teacher Education, the Thematic Network for Teacher Education in Europe, and others, is highlighted. Attention is drawn to the potential of European research projects under the auspices of the European Commission, and the experience of developing and implementing the European Doctorate in Teaching is analyzed.

The political dimension of the processes of Europeanization of teacher education is revealed in the article by analyzing the EC's milestone documents on rethinking education; European principles on teacher competencies and qualifications; improving the quality of teacher education with a forecast of the development of the European teaching profession as 1) highly qualified; 2) requiring lifelong learning; 3) mobile); 4) based on partnership. A number of documents developed by the thematic working group, which directly deals with the development of national policies on education and training of teachers/lecturers throughout their professional careers and the analysis of strategies to support teacher development at the European and national levels, have been introduced into the national scientific circulation.

At the level of theoretical positions, it is proved that the focus of modern European research in the field of teacher education is on the narratives of professional identity, professional learning and professional development of teachers in the context of new professionalism with a European perspective.

The purpose of the article is to analyze new facts, data and conclusions about the Europeanization of teacher education and to characterize the leading instruments of influence of this process on the policy of continuing teacher education in the EU member states and outside the European Union.

Keywords: European professional organizations in education, European teacher education area, international teacher projects, Europeanization policy, thematic networks.

Анотація. Дослідження присвячено аналізу політики європеїзації в галузі педагогічної освіти в ХХІ ст. та характеристиці механізмів і інструментів формування Європейського простору педагогічної освіти. Наголошується на дієвих ролях і впливах на процеси інтеграції Європейських професійних організацій: Європейської Асоціації педагогічної освіти, Європейської Асоціації дослідників освіти. Висвітлюється внесок у процеси європеїзації педагогічної освіти тематичних мереж, зокрема, «Європейська політика щодо педагогічної освіти», «Тематична мережа з педагогічної освіти в Європі», інші. Привертається увага до потенціалу європейських дослідницьких проектів під патронатом Єврокомісії аналізується досвід розробки й імплементації Європейського докторського ступеню в галузі викладання.

Політичний вимір процесів європеїзації педагогічної освіти розкривається в статті за допомогою аналізу етапних документів ЄК про переосмислення освіти; загальноєвропейські принципи щодо компетенцій і кваліфікацій вчителів; покращення якості педагогічної освіти з прогнозом розвитку європейської педагогічної професії як 1) висококваліфікованої; 2) такої, що потребує навчання упродовж життя; 3) мобільної); 4) базованої на партнерстві. У вітчизняний науковий обіг введено низку документів, напрацьованих тематичною робочою групою, яка безпосередньо займається проблемами розвитку національних політик щодо освіти і навчання вчителів/викладачів упродовж професійної кар'єри та аналізом стратегій підтримки розвитку вчителів на європейському і національних рівнях.

На рівні теоретичних положень доводиться, що у фокусі сучасних європейських досліджень у сфері педагогічної освіти є наративи професійної ідентичності, професійного навчання і професійного розвитку педагогів у контексті нового професіоналізму з європейською перспективою.

Завдання статті: проаналізувати нові факти, дані й висновки щодо європеїзації педагогічної освіти та охарактеризувати провідні інструменти впливу цього процесу на політику у сфері неперервної педагогічної освіти в країнах – членах ЄС і за межами Європейського Союзу.

Ключові слова: європейські професійні організації в сфері освіти, європейський простір педагогічної освіти, міжнародні проекти педагог, політика європеїзації, тематичні мережі

In recent decades, the policy, practice and theory of Europeanization of education have been constantly in the focus of politicians, theorists, educational

practitioners and the pedagogical community in Europe and around the world. In the context of the war with the Russian aggressor, this issue has become acutely relevant, as more than 400,000 Ukrainian students and about 11,000 Ukrainian teachers are studying abroad in various forms. At the same time, the vast majority of students study remotely with the inclusion of the "Ukrainian component of school programs."

The scientific problem of the main characteristics of a "European teacher" in the sense of "a teacher working in the space of European professionalism" has moved to the practical level, requiring comprehension, identification of effective pedagogical practices, innovative pedagogical methods and strategies for education, professional development and development of teachers throughout their professional careers.

The term "European dimension of education" occupies a central place in the terminological field of research in the field of education Europeanization policy, which is used to balance national and transnational values in the development of educational policy. For our study, the question is important: what does "Europeanness" mean in the teaching profession? From this point of view, the characteristics of a "European teacher" should be multidimensional and deeply rooted in the socio-economic, cultural and pedagogical context of the growing European community. That is, it is not a question of creating a standardized model of a teacher, but of "a new professionalism of a teacher with a European perspective" (M. Schratz, 2014).

Success in implementing the New Ukrainian School (NUS) concept in the wartime and postwar periods largely depends on rethinking the teacher's role in preparing students for life and work in the future world, the future Europe. As the concept emphasizes, the new school needs a new teacher who can become an agent of change. A motivated teacher who has the freedom to be creative and develop professionally should come to school. The concept emphasizes that educational standards will be based on the "Recommendations of the European Parliament and the Council of Europe on the formation of key competences for lifelong learning" but will not be limited to them (New Ukrainian School. Conceptual framework for secondary school reform" (2016).

Introduction. The digital era is reshaping how educators and academic professionals work on a global, European, and national scale. To understand and navigate these changes, we need to look at different aspects of education, including policies, practical applications, and theories. The high relevance of modern scientific research in the field of pedagogical education and training in the European context is due to a number of reasons. It contributes to the development of sound policy by providing the necessary data and recommendations and helps to make decisions based on empirical data. So, it leads to more effective and targeted measures in the field of pedagogical education and training with a modern emphasis on the implementation of the European dimension. The research helps determine effective pedagogical practices, innovative pedagogical methods and strategies for the development of teachers/lecturers throughout their professional careers. It will contribute to improving the quality of modern educational programs

for various categories of pedagogical and scientific-pedagogical workers. The research reveals challenges and gaps in the systems of pedagogical education and training in the conditions of integration, globalization, and digitalization. It also helps stakeholders to work on finding solutions and improving the overall effectiveness of training and professional development of teachers/lecturers. The research promotes cooperation, knowledge and best practices exchange between countries within the European area of pedagogical education and training. Its prospect is to recognize pedagogical qualifications obtained as a result of formal, informal and non-formal education. The study and integration of European approaches to education and professional development of teachers helps in creating an open space for knowledge, experience and ideas exchange between countries. It contributes to the development of the European pedagogical community, etc.

In a nutshell, modern research is essential for understanding and adapting to the changes brought by the digital era in education. It equips educators to face these challenges with confidence and expertise.

Analysis of relevant studies. During the last decades the Ukrainian researchers studied the problems of the European dimension of education and the peculiarities of pedagogical education and training in the EU countries. They are N. Avsheniuk, N. Bazeluk, N. Krystopchuk, N. Lavrychenko, S. Leu, O. Lokshyna, N. Melnyk, O. Ovcharuk, L. Pukhovska, A. Sbruieva, S. Sysoieva, O. Sukhomlynska, L. Khoruzha and others.

However, the dynamic development of European integration processes leads to new pedagogical phenomena, new approaches to solving problems, new challenges and opportunities for teachers' and researchers' training and professional development in the European space of pedagogical education. It includes the specific tools, mechanisms and key interested parties, the so-called "players". Foreign researchers have accumulated a number of works on analysing the Europeanization processes for pedagogical education, studying European policy on transformation of the teaching profession and teachers' functions and roles changes in the "knowledge society", and forming a competence profile of a European teacher, etc.

The European researchers contributed to the scientific output on the problem of pedagogical education. In the vast majority, they have not only the theoretical background and expertise but also teach at universities in various EU countries e.g. F. Buchberger, O. Gassner, Ch. Day, D. Sachs, A. Hurgrivs, E. Hoyle, D. Harley, P. Zgaga, V. Simeonidis, M. Schratz.

The studies review on the Europeanization of education issues creates an opinion that teacher education and training are among the few researched areas that require study and analysis. Thus, there are several studies devoted to the impact of Europeanization on vocational education and training (VET) institutions (Ante, C. (2016); Trampusch, C., 2009). Many studies consider the Europeanization of higher education in connection with the Bologna process (Witte, J. K. 2006; Sabatier, P., 2005; Zgaga, P., 2013). The problem of digital governance of education within the framework of Europeanization is actively investigated, in

particular, the contribution of digital technologies to creating and regulating the European educational space, etc. (Landri, P., 2018).

Despite the growing importance of teacher education as an academic field affecting student learning, there is currently lack of research examining its Europeanization. Mostly, the relevant researches focus on the European dimension of teacher education, European values in teacher training curricula, internationalization and mobility for teachers who train future teachers, etc. (Caena, F., 2017; Zgaga, P., 2008; Schratz, M., 2014). The scientific interest of researchers is also manifested in studying the accumulated experience of the Europeanization of pedagogical education and training in individual countries. It focuses on "the policy conceptualization in national contexts (Buchberger, F., Campos, B. P., Kallos, D., & Stephenson, J., 2000; Hudson, B., & Zgaga, P., 2017).

Research methods.

Research results. The scientific substantiation for the ideas of "Europeanness" in pedagogical education and training (PET), the concepts of "European teacher", "European professionalism" in pedagogical activity has gained relevance and developed over the last two decades. Until the 1990s, teacher education in Europe was rarely a matter of European and international cooperation in the field of education. It was basically a closed, self-sufficient "national affair". At the end of the 20th century the national education systems of European countries faced new challenges e.g. the "internal internationalization" of Europe, that is, the Europeanization of education prioritised on the agenda. As the relevant researchers note, there are several main political determinants of these processes. Firstly, the agreement within the framework of the "small" European Union, where, regardless the subsidiarity principle, 12 EU member states should have certain obligations in education. 2) Secondly, there are the profound political changes in the Central and Eastern Europe. The Maastricht Treaty (Article 126, 1992) became the "green light" for the development of PET policy with the obligation of the Community of Work to contribute to the education quality development via the encouraged cooperation, support and supplement (if necessary). Thirdly, there are the EU member countries' actions on students and teachers mobility; recognition of diplomas and study periods; educational institutions partnerships promotion; information and experience exchange based development on the common issues for education systems, etc. (Zgaga, 2011).

During this period, the groundwork is established for the structures and mechanisms that, when working in tandem, collectively shape the process of Europeanizing pedagogical education and training. According to P. Zgaga, the Europeanization of teacher education is "a much more complicated process than the Europeanization and internationalization of higher education as a whole" (Zgaga, P., 2008). Simeonidions V. Confirms this conclusion being the author of one of the first qualifying scientific works (a protected PhD Thesis devoted to this problem. (Simeonidions V, 2020). In particular, the scientist emphasizes the characteristic European perception of pedagogical education *as a continuum of policy and practice of the teachers professional development*. In modern conditions, these ideas and visions are consistent with the life-long learning

agenda, reflected accordingly in European political documents and educational programs (European Commission, 2012) e.g. Supporting the teaching professions for better learning outcomes, Accompanying document to the rethinking education: Investing in skills for better socio-economic outcomes (European Commission, 2012, 2015). The phenomenon of the European teacher education is a complex entity. It includes higher and school education, i.e., initial teacher education (ITE) in European countries belongs to higher education, while teacher entry into the profession (so-called "induction") and teacher professional development (TPD) relate to school and teacher policies.

V. Simeonidis expressed his vision of tools, mechanisms and key players in the process of PET Europeanization in the following model:

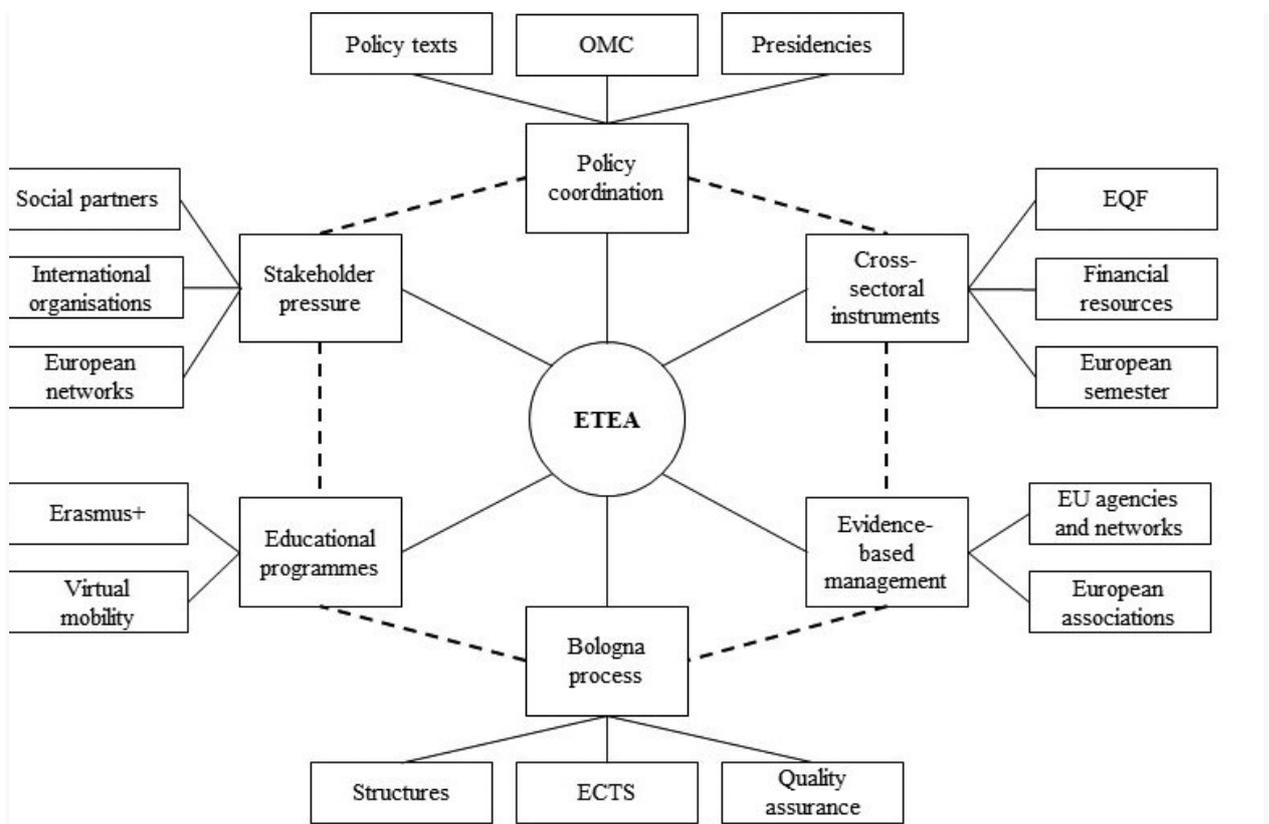


Figure 1: By: Vasileios Symeonidis . Revisiting the European Teacher Education Area: The Transformation of Teacher Education Policies and Practices in Europe Symeonidis, V., 2018).

The researcher interprets the complex political ecosystem of European PET as a set of key interaction agents and mechanisms that complement each other or compete with each other while forming the policy and practice of a specific educational space. For the analytical purposes, they were grouped into the following main categories: (1) policy coordination; (2) cross-sectoral tools; (3) evidence-based management; (4) Bologna process; (5) educational programs; and (6) stakeholder pressure. In this ecosystem, the EU claims a strategic role, acting as a direct initiator or inconspicuous facilitator in many large-scale initiatives. Using interaction and specific mechanisms, key agents communicate and significantly influence the formation and implementation policy, "transforming national PET

concepts and multiplying the number of pan-European trends in PET development."

As an example, we will retrospectively consider some parameters. They are the policy of coordination, which is actually a tool for managing the spread of the EU policy in the European educational space, and the pressure of interested parties e.g. European networks. The policy coordination in areas of "soft" law, such as education, refers to the governance mechanisms. The EU institutions use them to coordinate with community policies in accordance with common goals. Such mechanisms may include policy documents (texts), the open method of coordination (OMC) and the presidency.

In the policy on teacher and pedagogical education, proposals can only be formulated as a Communiqué (Message) of the European Commission (Communications of the European Commission). It can be approved by the Council of Ministers and, as a result, turn into Council Conclusions. Since the mid-2000s, there are several reports and conclusions of the Council on teacher education and professional development. In particular, "Rethinking Educational Communications" (2012) is a milestone document. It summarizes ideas from several basic documents where one is related to supporting the teaching profession to improve educational outcomes (European Commission, 2012).

Although, as a rule, regulations or directives do not apply to the field of education. The exceptions are in place. For example, the Directive 2013/55/EU regulates the recognition of teachers' qualifications for free movement in the single labor market (European Commission, 2013). It indicates the possibility of expanding the soft competence of the EU in the field of education if they coincide with other sectors, for example, employment.

The OMC launch became the main political mechanism that paved the way for some EU interventions in the national education systems. The EU uses it as a managing means for education development setting jointly agreed goals for all member states and unofficial pressure on their implementation. (N. Alexiadou, V. Kolesnyk, O. Lokshyna, A. Sbruieva). To strengthen the cooperation between the European Commission and the EU member states, various Working Groups (WG) within the framework of work programs. They have specific tasks and powers to create information documents, research innovative ideas, implement new standards, etc. It is important to note that since its inception (2002), the WG for teacher education developed the idea of introducing the European Framework of Teacher Competence. Later, it was implemented with the help of the Common European Principles for Teacher Competences and Qualifications (European Commission, 2005). It is a program document that distinguished three broad areas of the European teacher's competence for the first time, namely: 1) work with others; 2) work with knowledge, technology and information; 3) work with and in society (European Commission, 2005). In the following document "Improving the quality of pedagogical education", outlining the vision of the European teaching profession as 1) highly qualified; 2) demanding lifelong learning; 3) mobile); 4) based on partnership (European Commission, 2007).

The analysis of the work of the thematic group on the teachers professional development (started in 2010), has changed several times its name and emphasis during the last decade. It shows the evolution of the EU policy regarding the teachers' roles and functions under the conditions of the education information space expanding, rethinking the education content and its presentation as space of competences. Given that the WGs consist of experts from Member States and aim to set "specific thematic objectives for measures to increase the orientation of results and work efficiency". As a results, a number of important documents have been produced over the past decade. They had an impact on the policy, theory and practices development at the European and national levels.

For the formation of national PET policies throughout their professional career, the most influential, according to experts, were those related to strategies for supporting the teachers development (European Commission, 2012). In the leading provisions of these documents, for the first time, there is talk about the Framework of teachers competence. There is the analysis and summary of the European countries experience on implementing different frameworks of competences, performing different functions, reflecting different stages and profiles of a teacher's career in the context of modern education reforms. It stands out two contrasting approaches to standards. The first one is a "technical approach" for reporting purposes, focused on measuring, monitoring, comparing and regulating individual behavior. The second one is the "developmental approach". It has a free definition of the competence development effectiveness supporting by indicators and emphasizing the practice principles and codes. While the first approach focuses on observation, measurement, and control, the second is based on the values, purpose, the educators' role in teaching and involves the ability to balance educationally desirable priorities and make informed judgments based on theory and research. The standards are considered descriptive tools for reflection, understanding, direction of professional actions and assistance in determining opportunities and needs for the development of teachers at the individual and institutional levels and beyond (Biesta, 2009).

It is necessary to mention that the spread of these ideas and recommendations caused a wave of debates and discussions at the European and national levels. First of all, professional organizations that unite teachers and serve as tools of integration were the key initiators e.g. the European Association of Educational Researchers (ECER), the Association for Teacher Education in Europe (ATEE), European Network on Teacher Education Policies (ENTEPE) and others. In a short period of time, the ideas outlined in the political documents were translated into the theoretical and practical plane. An example of such a policy of action can be the holding by the European Association of Educational Researchers in the same 2013 of the annual scientific conference on the problem of encouraging creativity in the teaching profession. Taking into account that the conference attended by about two thousand researchers from EU countries and beyond, one of its tasks was to stimulate the discussion on the development of teachers' creativity and their openness to change. Also, it was aimed to promote reflection and consideration of examples of different approaches to the problem of management

in education, including standardization, in the context of different national traditions of education and teacher training. Among the "moot" problems for future research in the field of education in Europe, the following are highlighted (Hoveid, M.H., Keiner, E., & Seddon, T., 2014):

- Will future standardization be solely about measurability and accountability?
- To which measures standardization will help or will get in the way innovations in the field education?
- May the standardization help create an inclusive and reflective society?
- What kind must be modern concepts quality education and training?

Reflected in the impact on pedagogical education different traditions, understanding and conditions of professional development of teachers in member countries (at the national level) and actualize the problems of improving the quality of teacher education in the context of the European strategy for lifelong learning (at the European level). A significant contribution to the implementation was made by the ATEE, which for almost half a century has purposefully carried out work to unite teachers and improve the quality of pedagogical education in Europe through active dialogue and international exchange of research and best practices in the field of basic education, professional development and professional development for teachers. For this, the association created its tools, in particular, a certain system of conferences: a winter conference to discuss and deepen the issues studied by the research communities of the Association (RDC); a two-day spring conference for teachers who work with future teachers in the system of basic (mainly higher) education in European countries; the three-day Annual Conference, which is a meeting place and platform for practicing teachers and researchers from all over the world, as well as the European Journal of Teacher Education (EJTE). Its all 184 volumes (published from 1976 to the present day) are devoted to current issues of the theory, policy and practice of pedagogy education. For example, the first article about standards in education, including pedagogical ones, was published in the journal in 1982. However, the authors of the journal began to pay more attention to this problem later – during the first decades of the 21st century (European Journal of Teacher Education).

As the research has shown, one of the most powerful tools for the development of the European area of pedagogical education is the stimulation and organization of interaction of various degrees at the individual and institutional levels, which was (and continues to be) implemented largely thanks to professional networks. A significant role in the creation of a flexible multilingual transnational forum on the development of pedagogical education in Europe at the end of the 20th century organized by the Thematic Network on the Teacher Education in Europe (TNTEE). The most influential product of the network was the Green Book (2000), the first strategic document on teacher education in Europe, created in cooperation between TNTEE experts (Buchberger, F. 2000).

According to the renowned European education researcher, Professor P. Zgaga, significant developments have occurred in the Europeanization of education within Europe. Pedagogical education institutions and educational research organizations across European nations have articulated their stances on

European policies for pedagogical education. In 2001, during the European Conference on the Quality of Lifelong Education in Portugal, the Thematic European Network "European Policy on Pedagogical Education" (ENTEPE) was established with the explicit objective of advancing the political dimension of pedagogical education. From the outset, it has underscored several key priorities: enhancing the perception and standing of the teaching profession, engaging institutions responsible for professional training, development, and educator enhancement as partners in shaping pedagogical education policy, fostering research, advocating mobility, and promoting the European dimension of pedagogical education. Remarkably, these foundational principles continue to guide ENTEPE's work, earning it increasing recognition.

Pedagogical education, as a distinct domain within educational sciences, has also made substantial strides in the "Tuning of Educational Structures in Europe" project, aimed at realizing the objectives of the Bologna Process within universities and subject areas. This initiative has enriched university-level teacher education through comprehensive research findings addressing qualifications, learning outcomes, competencies, pedagogical methods, assessment practices, and quality enhancement. Experts have lauded the collaborative experience in this project and its outcomes for its instrumental role in modernizing educational programs in pedagogical education across European universities. Furthermore, it has contributed to the development of a unified approach to comprehend the extensive diversity and distinctive features of pedagogical education among EU member states.

Numerous projects supported by the European Commission's programs are explicitly aimed at the Europeanization of pedagogical education, fostering shared developmental trends and communities. An illustrative example is the EDIL project, later renamed EUDORA, under the Erasmus program (2000-2005), dedicated to establishing common European modules at the doctoral level. This endeavor was conducted by a consortium of ten universities from various European countries, resulting in the creation of five intensive training modules e.g. Educational policy in a comparative perspective; Innovative didactics of the native language in a comparative perspective; Active learning in higher education; E-learning in higher education; Research of social inclusion/exclusion and social justice in education. Practical implementation was systematically overseen through Summer Schools, which have accumulated valuable insights and best practices in the field of Europeanizing pedagogical education.

At the undergraduate level, an intriguing endeavor was the "European Teacher" Project under the Lifelong Learning (LLL) program in 2011. This one-year program offers six modules covering language, mathematics, natural and social sciences, art, pedagogy, didactics, philosophy, and culture. Notably, 60 ECTS credits earned under this program are fully acknowledged as an integral part of teacher training programs in the seven participating countries.

Over the past decade, European projects in pedagogical education have evolved into a potent instrument for shaping a unified space for pedagogical education and innovation in Europe. An exemplary contemporary initiative is the

EDiTE project, "Transformative Teacher Education for Better Student Learning in the New European Context." This ambitious four-year project, conducted from 2016 to 2020 under the EU's "Horizon" program, united five partner universities from Hungary, Austria, Poland, and Portugal. The project's central focus was on substantiating the scientific forecasts related to the development of the new European context for pedagogical education and professional development of educators.

Collaborating with Ukrainian pedagogical and research experts, a series of European projects has been successfully executed in the realm of teacher training and professional development, primarily within the higher education system. These international projects have yielded a publication with a comparative perspective (Kalashnikova S., Bazeliuk N., Bazeliuk O. et al., 2023).

Among the effective initiatives in integrating Ukrainian education into the European educational and scientific arena, the creation of the Ukrainian Association of Educational Researchers (UERA) in 2017 stands out. UERA holds the esteemed status of an associate member of the European Association of Educational Researchers (EERA). This status signifies a significant step towards aligning Ukrainian educational research with European counterparts (EERA).

Conclusions. Examining and scrutinizing European methodologies in teacher education and the professional development of educators serves as a pivotal catalyst in establishing an open platform for the exchange of ideas, knowledge, and experience among nations. This, in turn, actively fosters the evolution of a contemporary European pedagogical community.

A retrospective assessment of the trajectory of European Teacher Education Policy reveals a profound shift, with coherence, communication, and coordination emerging as pivotal indicators that strike a delicate balance between regulation, responsibility, trust, and autonomy. It's becoming increasingly evident that these elements are instrumental in shaping the landscape of teacher education and professional development in Europe.

In this pursuit, the research conducted by comparative scholars, notably the experts affiliated with the Thematic Group on Teacher Professional Development, representing all EU member states, assumes a vital role. Their contributions serve as a bedrock for substantiating policy decisions, offering recommendations, and engaging in constructive dialogues with a strong emphasis on actualizing the European dimension of teacher education and related matters.

The adoption of what's referred to as the "circular approach" to teacher education policy represents an innovative and strategic move. This approach seamlessly blends vertical procedures, extending from the European Community to the Member States, with horizontal processes that flow from the Member States to the European Community. This dynamic interaction fosters mutual adaptation between the European and national levels, effectively propelling the emergence of a unified European teacher education arena. Consequently, the very paradigms governing teacher education are undergoing a profound transformation, closely intertwined with the nuances of national contexts. This transformation extends to the roles, functions, content, and technological aspects of teacher education,

ushering in a reevaluation of these facets in the context of European professionalism.

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