

Learning for the Future

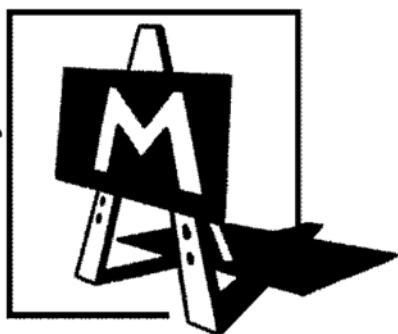
- the Challenge of Professional Learning

Prague, CZ
May 12–14, 2005



**2nd International Conference
on The New Role of the Teacher**

MZŠ Velký Osek





THE VENUES PRAGUE CONFERENCE 2005

The Opening Ceremony will take place in the Bethlehem Chapel (Betlémská kaple) in central Prague. This most historical site was founded in 1391 for sermons in the Czech language. The 15th century was marked by conflicts between the Protestants and the Roman Catholic Church. At the beginning of the century, a reform movement (*reformace*) was started and led by priest John Huss (Jan Hus). Master Hus preached in the Bethlehem Chapel between 1402 and 1412. This is a fascinating building, both in itself, and in what it stands for, and as a tourist attraction also highly recommended by visitors.



The Conference Venue will be the modern conference facilities at the Hotel Olympik/Tristar, www.olympik.cz.



The conference venue is situated on metro line B, just 10 minutes from the historical centre of the city and has its own large guarded car-park for private cars and buses.

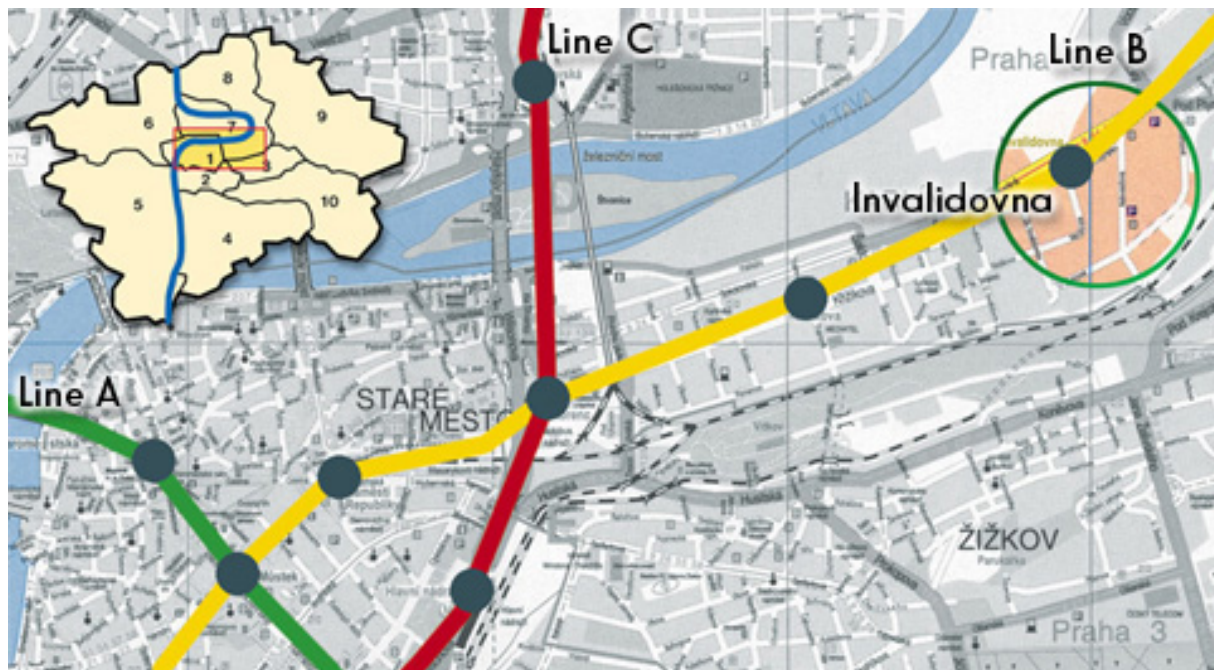


Foto: Ronald Hilmar

Thursday May 12th

Bethlehem Chapel

- 17h30 Welcome Drink
- 18h00 Cultural Ceremony
- 18h30 Opening Session with Words of Welcome
Plenary: Magnus Persson (Network Coordinator)
'The Challenge of Forming Professional Learning Communities'
- 19h30 Short walk through the city centre to the ...
- 20h00 River Boat Evening Tour including buffet and live music

Friday May 13th

Conference Venue Hotel Olympik

- 09h00 Plenary: Lisbeth Korp (Karlstad University)
'Learning and Leadership in Schools'
- 10h30 Parallel Workshops
- 11h30 Parallel Workshops
- 12h30 Lunch
- 13h30 Parallel Round Table Discussions
- 15h00 Plenary: Bill Goddard (University of Greenwich)
'The Future and the Professional Learning Needs of Teachers'
- 16h00 Parallel Workshops
- 19h30 Dinner at the Hotel Olympik

Saturday May 14th

Conference Venue Hotel Olympik

- 09h00 Plenary: Dr Karel Rýdl (PAU)
'Quality Evaluation System and the Learning School'
- 10h30 Parallel Double Session Workshops
- 12h45 Lunch
- 14h00 Parallel Presentations of Papers
- 15h30 Closing Ceremony
- 16h00 Farewell Reception



CONFERENCE STRUCTURE

Thursday

18h00	Cultural Ceremony
18h30	Opening Session: Official words of welcome
18h45	Plenary: Keynote address, Magnus Persson
20h00	River Boat Tour incl. evening buffet

Friday

09h00	Plenary: Keynote address, Lisbeth Korp						
10h30	Parallel workshops	A1	A2	A3	A4	A5	A6
11h30	Parallel workshops	B1	B2	B3	B4	B5	B6
13h30	Parallel Round Tables	C1	C2	C3	C4	C5	C6
15h00	Plenary: Keynote address, Bill Goddard						
16h00	Parallel workshops	D1	D2	D3	D4	D5	D6
19h30	Conference dinner, Hotel Olympik						

Saturday

09h00	Plenary: Keynote address, Dr Karel Rýdl								
10h30	Parallel workshops	E1	E2	E3	E4	E5			
14h00	Parallel papers	F1	F2	F3	F4	F5	F6	F7	F8
15h30	Closing Ceremony								
16h00	Farewell Reception								

Coffees will be served:

Friday at 10h00 and 14h30; Saturday at 10h00 and 15h00

Poster presentations will be displayed on Friday and Saturday in connection to the conference rooms on the ground floor

Friday May 13th at 10h30 – 11h30

A1 VALUE ORIENTATION CARDS

Presenters: Wiebe Goodijk and colleagues from ISM (NL)

Target group: General

Values are concepts that people regard as important aims in their lives and as guiding principles for their behaviour. Value preferences differ between people. That makes it interesting to see what values are important for you and others.

What do you consider to be the most important values for future teachers? Are you able to determine this for yourself and are you willing to share your views with others? By playing this game you will come to know which values fit you best, fit the best for the future teacher in your opinion. And you can explain your preferences and perceptions with others.

Aim of the game: Getting to know which values fit you best in your idea of the future teacher and explain to others why.

A2 PUPIL VOICE – THE CHALLENGES OF LISTENING AND RESPONDING TO THE LEARNER

Presenters: Helen Masani and Lesley Burnett (UK)

Target group: Primary school

This workshop will be led by two members of the East Sussex Language and Learning Support Service. We have been working with SEN pupils in mainstream schools, facilitating them to give their views on their own learning and needs. In this workshop we will describe the practical tools that have been used and discuss their use in different schools. The implications for school procedures will be considered, together with an explanation of how one school has used this approach as part of their assessment for learning with all pupils.

A3 ONLY A CRITICAL THINKER AND LEARNER CAN TEACH CRITICAL THINKING

Presenters: Hana Kostalova and Ondrej Hausenblas (CZ)

Target group: General

The long term in-service programme 'Reading and Writing for Critical Thinking' focuses on the improvement of critical thinking, problem solving skills, and other socially relevant skills. It provides a set of strategies supporting the change from transmissive to the learner-focused teaching. The participants will learn the structure of the programme and the ways it has been spreading out since 1997 in Central and Eastern Europe among teachers from primary to university level. They will experience an activity based on the constructivist teaching. They can compare their efforts aiming at active learning with those of their partners from other countries.

A4 TEAM TEACHING BY INTERACTION BETWEEN TEACHERS, AND TEACHERS WITH STUDENTS.

Presenters: Lydeke Zandbergen- Beishuizen (NL), Mateja Štih (SI), András Tárnoc (HU), Polona Oblak (SI), Nevenka Lamut (SI), and Bente Pedersen (DK)

Target group: General

The intention of the workshop is to focus on team teaching. Part of the presentation will be theory/research based and the other component will be practical experience in two different European countries. We will open up debate about the following questions: How do students benefit teachers working together? How do teachers benefit and learn from each other? Which are the conditions and which are the difficulties for working together?

The format will be interactive with key inputs from all participants and presenters. The objective will be to promote forward thinking about and to reflect on working as teams.

A5 PRACTICE IN TEACHER TRAINING

Presenters: Pavel Brebera, Monika Černá and Michaela Pišová (CZ)

Target group: Secondary school and Higher education

The University of Pardubice prepared for the study plan of the foreign language teacher (English) the new model of the practice - clinical year. All student must participate one year in the school with the aim to know the school life and develop our teacher competency. The workshop informs about the structure, system and practice outcomes. Exchange of ideas.

A6 PEDAGOGICAL CALL CENTRE

Presenters: Esko Kuittinen, Olli Hattaka and Teemu Valtonen (FIN)

Target group: General

Implementing ICT in education is a challenging and sometimes a stressful task for teachers. Feelings of powerlessness may be exacerbated, if there is a lack of appropriate pedagogical and technical support resources in the organisation, which is very common. Apparently, new innovations are urgently needed for responding to the complex situation and for supporting teachers' professional development.

This workshop invites participants to collaboratively set out to create new models of supporting teachers in using ICT in training. As a stimulant for working, we will present a support model that is based on an idea of pedagogical call centre that provides constant just-in-time support and guidance for teachers concerning pedagogical and technological issues.

Friday May 13th at 11h30 - 12h30

B1 COME TOGETHER

Presenters: Christina Johansson (SE), Marjeta Zabukovec (SI), Birgitta Andersson, Caroline Säfström and Irene Andersson (SE)

Target group: Pre-school, primary and secondary school

What can we do in our work against abusive treatment to develop moral values? In order to be successful in the struggle against bullying one must have the ability to see the problems in time and also have and also have a choice of methods to break patterns and behaviors. To deal with these questions in our roles as teachers of the future is a task of great importance. We will discuss examples of two methods, one from Sweden and one from Slovenia.

B2 FROM LIP SERVICE TO INSERVICE

Presenters: Penny Kershaw and Penny Ellis (UK)

Target group: Primary school

The Haven Centre is a facility for primary aged children who have speech, language and communication needs. Children attend the Centre for two mornings per week and are also supported in their mainstream school. A large part of the work of the teaching staff is delivering Inservice Training. This workshop will describe and discuss approaches to Inservice Training with examples of successful and unsuccessful scenarios. We will consider how the professional can adapt content/delivery to respond to a school's varying needs and priorities including practical activities to enable reflection from the perspective of training providers and those receiving training.

B3 TEACHERS' ROLE IN THE REFLECTIVE LEARNING PROCESS

Presenter: Jasna Škarič (SI)

Target group: Pre-school and primary school

We recognize and recommend the reflection as one of the best ways we can choose to get better understanding of the learning process, including the changing role of a child and a teacher as a learner. Based on the experience and outcomes of the research in the way of an action research in some slovenian kindergartens we suggest to put the reflection of the situation, roles, relations and activities into the center of the learning process. - Why and how?

Key words: the new role of a teacher, teacher as a learner, reflection, teacher's and child's portfolio.

B4 LEARNING TEACHER AND TEAM WORK

Presenters: Maja Bihelerova and two colleagues from school (CZ)

Target group: Primary and secondary school

The workshop presents the developing of the team work in the regulary public school at Prague 6. The teamwork makes the internal reform of the school possible. The role of the learning teacher. How can we motivate other teacher to cooperate? Exchange of ideas and practice opinions.

B5 THE LEADERSHIP AND MANAGEMENT OF LEARNING OF FUTURE TEACHERS

Presenters: Bill Goddard and Francia Kinchington (UK)

Target group: General

This workshop will explore ideas of leadership and management of learning with the needs of future teachers in mind. It will embrace ideas currently in the public domain about the nature and possibilities of learning in the future, the potential curriculum of the future, and the elements of an education which will be seen to meet the needs of pupils/students of the future. Ideas of how future teacher learning can be identified, led and managed will be the cornerstone of the workshop.

B6 DEXi

Presenter: Tomaž Murn and Vladimir Rajkovič (SI)

Target group: General

The Computer supported model for evaluation and selection of students in primary school, the "DEXi shell", was made to facilitate teachers/headmasters to evaluate. This model can be of help to teachers for different kind of selections and it will remind of criteria which are crucial for making good decisions. Every task has specific attributes, which determine its difficulty created by teacher (e.g.: very good, good, and bad). Decision-making with this model is reliable and the criteria assessments are transparent. The results are presented on different graphs which allow clear interpretation.

Friday May 13th at 16h00 - 17h00

D1 WE AMONG US

Presenters: Damjana Potočnik, Vesna Žagar Gabrovšek and Marjeta Zabukovec (SI)

Target group: General

We have prepared a long term preventive plan, which goal is to improve mutual relationship in class, in teaching staff room and in the school in general. In this way we could establish a positive climate which is very important for work and co-operation of all who are connected with our school. The project includes all and is organised on different levels. This school year we introduced a preventive programme "Improving positive self evaluation", which has been introduced by Dr. Robert W. Reasoner. The programme is intended to stimulate responsibility, self confidence and cooperation of children. It is based on the presupposition that by building personal strength we enable young people to encounter more efficiently everyday challenges that are to be faced in school and in society. The goals of the programme are self-realization, connection with others and including into society.

D2 APPRAISAL OF POTENTIALS FOR TEACHING (APT) – DIAGNOSTIC TOOLS FOR TEACHER TRAINEES

Presenter: Dr Bernd Hainmüller (DE)

Target Group: General, primary and secondary school

The APT (Appraisal of Potential for Teaching) project aims to support the education of student teachers by developing a diagnostic tool to help them identify and explore their fundamental attitudes towards the teaching profession. This instrument will provide the student teacher with the opportunity to increase self-awareness through reflection and critical questioning as a starting point for further professional development.

APT will include a comparative analysis of training processes for teachers in each of the partner countries, namely Belgium, Estonia, Germany, Ireland, Spain, Sweden and the United Kingdom. The project aims to develop a 'European portfolio' of identifiable attitudes under such headings as inclusive education, ethics and gender issues. The comparative analysis and the diagnostic tool will explore, inter alia, student teachers' attitudes to working with parents, teacher migrants, the teaching of second and foreign languages and dealing with bullying in schools.

D3 SELF-EVALUATION CHANGES OUR SCHOOL

Presenter: Dr Karel Rýdl (CZ)

Target group: General

The Czech educational system is changed under the conditions of more democracy and liberalisation inside the schools. The aim of the workshop is to change our opinions and to present how teachers may use self evaluation processes for making the school better and how we in PAU see the problem of the evaluation of the "good teacher".

D4 WHAT IS REALLY GOING ON IN LEARNING NETWORKS?

Presenters: Dr Linda Devlin, Dr John Beresford and teacher researchers from Networked Learning Communities (UK)

Target group: General

Networked Learning Communities have been established in England over a two year period funded by the National College for School Leadership. This workshop will explore features of networked learning on the basis of findings from a collaborative research project which looks at the activities which have enhanced the learning processes at all levels in the network. The purpose of the work shop is to review the research outcomes and determine if the research findings resonate with other members of networks in Europe. Recommendations for sustainable network practice will also be shared and considered in the light of experience of network activity in a range of contexts. The workshop outcomes will be shared across the wider Learning Teacher Network

D5 MINDING THE MINDERS - AN EXAMINATION OF THE WAY WE TRAIN AND DEVELOP HEADTEACHERS

Presenters: Francia Kinchington and Tony Hayes (UK)

Target group: Pre-school, primary and secondary school

According to the literature the effectiveness of a school and the quality of the students' learning experience is dependent on the vision, leadership and management skills of the Headteacher. The responsibility is enormous. This is not a job that can be easily carried out by an inexperienced or an untrained individual and it is often difficult to recruit the right person with the skills to carry out change. This workshop will explore the way we train Headteachers in Europe and once in post, the way we enable them to develop to their full potential. We ask Headteachers to act as 'minders', responsible for the intellectual and emotional wellbeing of their staff and students, but who looks after them? Who minds the minders?

D6 LEARNING WITH WEBLOGS

Presenter: Dr Fernando Albuquerque Costa (PT)

Target group: General

"A weblog, or simply a blog, is a web application which contains periodic, reverse chronologically ordered posts on a common webpage." (in Wikipedia: <http://en.wikipedia.org/>)

If used to educational purposes, these kind of online diaries are (could be) today one of the most powerful tools for reflective and meaningful learning.

In this workshop the opportunity to create them and to reflect about its pedagogical potencial will be offered to those educators which want be in touch with the future.

Saturday May 14th at 10h30 - 12h00/12h30

E1 QUALITY CRITERIAS OF THE LEARNING TEACHER AND THE SELF EVALUATION

Presenters: Dr Karel Rýdl and Olga Mrnová (CZ)

Target group: General

This workshop will try to develop key speech problems of the Selfevaluation of the Quality Criterias for the Learning Teacher. The participants will try to formulate quality criterias from their "country" knowledge background. The aim of the workshop is reflection on the possiblity to selfevaluate the effectivity of the own innovative educational activities

E2 A REFLECTIVE LEARNER REQUIRES A REFLECTIVE TEACHER

Presenters: Simone Fehlmann (FR)

Target group: General, primary and secondary school

This workshop intends to discuss how to make the learner autonomous through a reflection on his own learning method, so as to become a successful student in a lifelong project. The European Language Portfolio (ELP), based on a reflective approach, and used as a log book, helps teachers to plan their work, learners to come to terms with the objective aimed at and both to build up an autonomous approach to learning. Some achievements and difficulties will be discussed, related to the building of learners' autonomy through projects which imply planning, monitoring and evaluating their own learning.

E3 PBL: PROBLEM BASED LEARNING – A DANCE IN SEVEN STEPS

Presenter: Drs Margriet Kat (NL)

Target group: General

The teacher of the future needs new models and methods in teaching:

How to use the seven-steps method in problem based learning?

In this workshop you will learn about PBL by using the seven steps. As an active learner you can enhance both your experiences as your theoretical knowledge.

E4 TRANSITION – HOW TO DEVELOP COOPERATION

Presenters: Ann Englund, Anna Larsson, Christina Edwinsson and Ingolf Strand (SE)

Target group: Secondary school

"How do students learn?" - a project for co-operation between secondary and upper secondary schools in Karlstad and its neighbouring communities. The aim of this project is to create knowledge and understanding for each other's work at the different school levels, with the objective of creating an uninterrupted pedagogic line between secondary and upper secondary school within the framework of creating conditions for life-long learning. Twice every term we have met in groups with representatives from all schools in the region to discuss curriculum and assessment. We have also arranged teachers' seminars on different matters such as assessment, learner responsibility, learning styles, learning talks in groups and the European Language Portfolio.

E5 DESIGN FOR ACTIVE LEARNING

Presenters: Malcolm Ryan and Simon Walker (UK)

Target group: General

Teachers, trainers, researchers and academics from across the educational spectrum are encountering a new concept, that of design for learning. This contemporary approach replaces, and to some extent subsumes, the earlier concepts of instructional and educational design. Britain (2004) suggests that design for learning can make a valuable contribution to both physical and virtual classrooms. This approach is characterised by its focus on learning rather than teaching, which is active rather than passive, exploiting ICT appropriately and leading to an enhanced experience.

In this workshop we will consider elements of effective active learning and apply these principles to the design of materials in support of a chosen topic. Participants will:

- 1. Distinguish between aims, objectives and outcomes.*
- 2. Consider a model of design for learning*
- 3. Apply this model and draft some 'active' learning materials.*

Friday May 13th at 13h30 – 14h30

This part of the conference consists of six parallel Round Table sessions. The purpose of the sessions is to collaboratively reflect on, discuss and answer to mind-provoking statements and questions that address some core issues.

C1 School is out of date!

Coordinator: Ivan Lorenčič (SI)

Observer: Christina Johansson (SE)

C2 In team work you lose your own personality

Coordinator: Helen Masani (UK)

Observer: Gyöngyi Fábian (HU)

C3 Good teachers give no answers

Coordinator: Birgitta Andersson (SE)

Observer: Bente Pedersen (DK)

C4 Are there learning needs for the future teacher?

Coordinator: Cristovalina Afonso (PT)

Observer: Francia Kinchington (UK)

C5 Can everyone teach?

Coordinator: Herman Hoedemaker (NL)

Observer: Tony Hayes (UK)

C6 Any need to build teachers' and learners' self-esteem?

Coordinator: Luísa Carreira (PT)

Observer: András Tarnóc (HU)

Saturday May 14th at 14h00 - 15h00

**F1 TEACHING FOR CREATIVITY TO INCREASE RELEVANCE.
COULD THE STARTING POINT APPROACH TO TECHNOLOGY EDUCATION BE USED
IN YOUR SUBJECT TOO?**

Presenter: Keith Good (UK)

Target group: General

The exponential increase in the rate of change, makes creative thinking ever more relevant to the needs of students, industry and society. This paper argues that education that stresses creativity will seem more relevant and challenging to students than one which does not. The paper considers the teacher's role in implementing strategies for idea generation including one developed by the author. Delegates will be invited to consider whether the starting point approach (based in technology education) can be used to provoke ideas in other subjects too.

**F2 CRUCIAL COMPETENCES FOR THE YOUNG SWEDISH AND EUROPEAN
GENERATION**

Presenters: Pernilla Andersson Varga and Susanne Staf (SE)

Target group: General

Sweden has high expectation on the young generation of today. 98 % of the pupils leaving compulsory school continue to upper secondary studies, and the government expect 50 % of all 25-year old to have started their university studies, in a very near future. This paper presents some of the Swedish syllabuses (in compulsory and upper secondary school) which focus on competences such as being able to compare, discuss, reflect upon and analyse various phenomena - crucial skills both for coping with higher education and an information based society in general?! We will also point at some strategies that teachers/teams can use to help ALL pupils to succeed in school.

**F3 THE ROLE OF METAPHOR IN TEACHING AND LEARNING: MAKING PURPOSEFUL
"MISTAKES"**

Presenter: Susana Carreira (PT)

Target group: General

From a sociocultural point of view, learning is not simply the act of acquiring meaning but rather a process where language and signs mediate the production of meaning. Moving away from the rhetorical tradition, the idea of metaphor as a particular form of mediation brings new insights into the process of teaching and learning in the classroom. The purpose of this session is to present metaphor as a form of "seeing as" and to explore, based on examples, its role in the context of education.

F4 DESIGNING FOR LEARNING

Presenters: Simon Walker and Malcolm Ryan (UK)

Target group: General

A number of concepts have recently made an appearance which indicates a move away from "Instructional Design" towards "Designing for learning". 'Designing for learning' has been defined broadly as "the process of designing, planning, orchestrating and supporting activities for learners, as part of a learning session or programme" (Beetham, H & Knight, S 2004). Defined more narrowly, and within the context of the information society, its sister term 'Learning design' indicates the identification of methods of designing learning materials and systems, with a focus on learner activities and interactions. The DFES (draft 2003) goes so far as to suggest that engaging teachers and lecturers through simple e-learning design tools would bring them closer to experimenting with pedagogical design. This paper seeks to identify some of the differences between these concepts, consider some of the reasons for the change from teaching to learning and the implications for teachers and learners.

F5 THE REFLECTIVE LEARNER – A FRENCH EXPERIENCE WITH THE EUROPEAN LANGUAGE PORTFOLIO

Presenters: Simone Fehlmann (FR)

Target group: General, primary and secondary school

This presentation will highlight the objectives of the European Language Portfolio: its origin, a description and how to use it. Based on a reflective approach, and used as a log book, it helps language teachers to develop a student-centred approach and to explore ways of making learners more motivated, reflective and involved in their learning. The lecture describes a French experience with the European Language Portfolio (the ELP) by language teachers in Lycées, Collèges and primary schools from 1998 to 2002, according to the research and development project conducted by the Centre for Language and Communication Studies (CLCS), Trinity College, Dublin.

F6 ICT IN THE CLASSROOM: WHAT DOES IT TEACH US ABOUT TEACHING PRACTICES?

Presenters: Luísa Carreira, Cristovalina Afonso, Sónia Henriques (PT) and Julian Metcalf (UK)

Target group: Primary and secondary school

Despite the increase of technology use in everyday life and the easier access to ICT in schools, we are still a long way from having an effective and generalised introduction of new technologies in the classroom. Our aim is to offer an overview of the implications of using ICT in the classroom, namely, the effects on students, the teacher's role and the decisions embedded in the pedagogical context. Two specific tools will be considered – the Internet and the Hypertext – along with examples and illustrations taken from actual classroom experiences.

F7 WHAT IS NEW IN THE CZECH PRIMARY SCHOOLS?

Presenter: Jaroslav Richter (CZ)

Target group: General and primary school

This presentation will expose the reasons and the presumptions of the changes taking place in Czech primary schools. Parallel with reflecting on the new curriculum, the contemporary state and its negatives, and the future, will be portrayed.

F8 LEARN TO TEACH, HOW TO LEARN

Presenter: Maria David (HU)

Target group: General

Teaching of learning methods and the preparation of students to be able to learn independently became the central problem of the school of the 21st century. Our lecture shows the psychological aspects of the learning development process in the main period of life. It will also point out the direction of the way of the learning-methodology development tasks in several ages. Furthermore, it will present some methods of teaching the learning techniques in primary and secondary school. Our presentation contributes to the improvement of the competences of the teacher to teach effective learning methods for their pupils to prepare them for lifelong learning.



ADDITIONAL INFORMATION

The working language of the conference will be English.

The Plenary Sessions will be translated to Czech language by simultaneous translation via headphones.

This conference information is also to be found on the network website www.learningteacher.org and – more in detail - on the conference website www.lteacher.net. The network Prague Conference Bureau may be contacted on e-mail address prague@lteacher.net.

On the registration form you find two price levels of accommodation. There is also a choice of single or twin-bedded room. The higher price level provides for accommodation at the Hotel Olympik in the case of early registration. All the hotels used for conference guests are centrally located in Prague with direct or easy connections to the conference venue. Regardless of choice, accommodation will be proper.

Registration procedures: Registration is made by a) submitting the Conference Registration Form by fax or e-mail, or b) electronically on the conference website.

Registration is confirmed at full payment. We recommend early registration and payment in connection with the registration to assure the hotel booking and to ensure participation.

Note: Network partners and conference presenters register to the network coordinator.

The full conference pack will be provided by post in March 2005 to registered conference delegates and will include detailed information about accommodation, logistics in Prague and other practical information, list of participants, etceteras.

LEARNING FOR THE FUTURE - THE CHALLENGE OF PROFESSIONAL LEARNING

This is the title of the second annual conference of The Learning Teacher Network, a Comenius 3 thematic and educational network on the new role of the teacher. The conference is a platform for professionals all over Europe to meet with colleagues, to share experiences, theory and good practice, and to take part in the European dialogue on learning and teacher competence.

The conference will address topics such as learning and competences, values and relationships, team working and networking, leadership and training, pedagogical approaches to information and communication technology, and more.

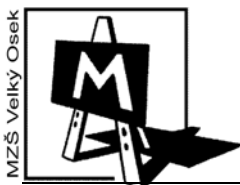
We hope that this conference will contribute to the European discussion on learning, provide a venue for professional debate and interaction, and thereby also bring added value to the tasks carried out back home.

We wish you very welcome to the Prague Conference 2005.

*Magnus Persson
Network Coordinator*

Local organiser is **MZŠ Velký Osek** in cooperation with PAU (Přátelé angažovaného učení) and Středisko Služeb Školám Nymburk





**PRAGUE
CONFERENCE 2005**

 **Learning Teacher Network**

www.learningteacher.org

To be returned before March 15, 2005 to:

MZŠ Velký Osek
Vrchlického 236, Velký Osek
281 51 – Czech Republic

or by fax:
+420 321 795 900
+46 54 29 57 90

or by e-mail:
prague@lteacher.net
learningteacher@karlstad.se

or on-line at the conference website www.lteacher.net

CONFERENCE REGISTRATION

Learning for the Future

PERSONAL DATA

Name: _____ Country: _____
Institution: _____ Post code: _____
Address: _____ City: _____
E-mail address: _____

HEREBY I REGISTER FOR THE PRAGUE CONFERENCE AS FOLLOWS

A. CONFERENCE FEE

Full conference fee € 240
LTN Network Member € 220
Conference Presenter € 190

Total sum A:

The conference fee includes full board (boat tour and buffet on Thursday; conference dinner on Friday; lunches on Friday and Saturday; coffee breaks; farewell reception) and all materials – but no accommodation.

B. ACCOMMODATION

Hotel nights requested May 12-13 May 13-14 May 14-15 Additional (date/s)

Price level A, single room € 90 *per person and night BB*
Price level A, shared twin room € 50 *per person and night BB*
Price level B, single room € 47 *per person and night BB*
Price level B, shared twin room € 32 *per person and night BB*
No accommodation

Total sum B:

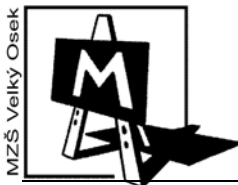
GRAND TOTAL:

Date: _____ Signature: _____

PLEASE TRANSFER THE FULL AMOUNT TO

Account holder : UCICI SE UCITEL, UCICI SE SKOLA
Account number: 51-5750120207/0100 IBAN number: CZ82 0100 0000 5157 5012 0207
BIC/SWIFT code: KOMBCZPPXXX Bank : Komerční banka, a.s., Kolin, CZ
and mention the name of the participant/s

This document is available as a separate Conference Registration Form. Registration may also be made electronically on the conference website www.lteacher.net.



REGISTRATION FOR SESSIONS

Learning for the Future

Abstracts of the presentations are exposed in the conference brochure, pages 5-12.

Name of participant:

School/institution:

Country:

*PLEASE INDICATE ONE CHOICE PER PARALLEL SESSION
BY TICKING X BELOW THE SESSION CHOSEN*

Parallel Workshops Friday 10h00	A1	A2	A3	A4	A5	A6
Parallel Workshops Friday 11h30	B1	B2	B3	B4	B5	B6
Parallel Round Tables Friday 13h30	C1	C2	C3	C4	C5	C6
Parallel Workshops Friday 16h00	D1	D2	D3	D4	D5	D6
Parallel Workshops Saturday 10h30	E1	E2	E3	E4	E5	
Parallel Paper Pres' Saturday 14h00	F1	F2	F3	F4	F5	F6
	F7	F8				

This registration for sessions is available as a separate Registration Form,
which is to be attached to the Conference Registration.



This conference is organised with the support of the European Community in the framework of the SOCRATES Programme. The content of this conference does not necessarily reflect the position of the European Community, nor does it involve any responsibility on the part of the European Community.



THE LEARNING TEACHER NETWORK

107811-CP-1-2003-1-SE-COMENIUS-C3 A Comenius 3 European Educational Network

Living in the information society creates a demand for flexibility and open-minded approaches to solutions, hence forcing education to provide for elements of lifelong skills. The network aims for discussing and contributing to answers on these vital issues for the future.

The Learning Teacher Network addresses the thematic area of learning and the new role of the teacher. The network focuses on empowering and raising awareness amongst professionals in education by identifying sustainable strategies and forming a conceptual framework in the thematic area. Through a thematic journey of gradual transformation from *'teaching'* to *'learning'* to *'the learner'* to *'the provider for learning'* the network intends to describe and make visible the future competences and the new role of the European teacher.

The rationale of the network is a number of coinciding shifts of paradigm deriving from the information society and creating major challenges to the educational community in all parts of Europe, such as:

- ❖ transition from teaching to learning,
- ❖ transition from factual knowledge to understanding of context,
- ❖ transition from formal organisations and structures to networking and partnerships,
- ❖ transition from fixed systems of didactics to the dovetailing of research and practice,

thereby concluding that:

- ❖ teachers, leaders and trainers must themselves be in the process of continuous learning,
- ❖ the response to current challenges and successful school improvement must originate from the professionals themselves, and
- ❖ education needs to embrace the importance of creating professional learning communities.

The network consists of 26 contractual partner institutions and additionally at present around 50 associated member institutions, thus covering 21 European countries.

Membership is free. To apply for membership, please contact the network on the e-mail address learningteacher@karlstad.se.

www.learningteacher.org