



EUCIM-TE = European Core Curriculum for
Mainstreamed Second Language Teacher Education



Bulgarian Teacher Education Partnership Report

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WHAT ARE OUR DOCUMENTS? – RESOURCES

Ordinance of Ministry of education for teacher training and in-service training
National program for development of primary and secondary education 2006-2015

SURVEY OF RELEVANT INFO

System- structure

The primary and secondary teachers in Bulgaria are trained at Universities and colleges, undertaking a four-year program for undergraduates. Educational systems, including Teacher Education, are centralized and the Ministry of Education has responsibility for the education policy and curricula design. Standards and curricula are developed by the faculties and scholars (Curricular-methodical Entity –CME) of the leading Universities – University of Sofia, University of Veliko Tynovo, University of Plovdiv, University of Shumen and disseminated to the other smaller universities and colleges after the approval of the Ministry of Education. But there are conceptual differences in curricula depends on author's framework. Every university has departments for teaching of methodology. The lecturers from the departments teach Bulgarian Language and Literature Teaching, Pedagogical Psychology, Pedagogy, Integrating of ICT in Education. They are researchers in the field of the methodology too.

There are three phases: bachelor's degree, master's degree and a doctoral degree. The students are taught modern scientific courses, aimed for every subject. For example the students from Bulgarian Philology taught Modern Bulgarian Language; Teaching Bulgarian Language and Literature in primary and secondary school, Pedagogy, and Pedagogical Psychology.

The students at the Faculties make guided observations and deliver observed lessons

<p>themselves in schools and after that they have a pre-graduation practice as trainees. To acquire a diploma the students have to pass special state examinations.</p> <p>There are departments for in-service training for primary teachers. The aims of this training are:</p> <p>Periodically upgrading of teacher's knowledge</p> <p>Acquiring new methods of teaching</p> <p>Learning how to use Information and Communication Technologies in education</p> <p>According to the National Program for the Development of Education there will be few in-service certificates – junior teacher, teacher, senior- teacher, principal teacher and teacher- expert. A system for career development will be introduced.</p>
<p>National Educational Strategy</p> <p>National Program for the Development of Education in Bulgaria 2006-2015, Ordinance for the teacher's qualification 5th. There will be special system for qualification's grades.</p>
<ul style="list-style-type: none"> • Strategic Plan: strategies and plan of the country on teacher education, training and development <p>National Program for the Development of Education in Bulgaria 2006-2015</p>
<ul style="list-style-type: none"> • Important national information/issues on politics, economics, language etc. <p>There are National educational standards for teacher's education</p>

Highlights: The modernization of system of teacher's qualification is coming soon. Introducing of professional degrees for teachers is ongoing. The aim is adjusting the three university degrees (bachelor, master and doctor) with teacher's degree.

Institutions – place

Items	Pre Service	In Service
Number of institutes	4 universities – national level Sofia University, Veliko Tynovo University, Shumen University, Plovdiv University	3 –national level -Institutes in Sofia, Plovdiv, Shumen, Stara Zagora, Varna, Dobrich, Kyrdzhali, Pleven, Bourgas, Silistra
Enrollment		
Strategic faculty details	Departments for methodology	
Number of years to complete	4 years– BA and 1year for MA	Few months or one year
Name and Contact of Apex Organization	Ministry of Education and Science	

Staff- who

Who determines the content (subject matter & pedagogy) ?	Faculties and scholars of leading universities- Departments for methodology	1. Faculties and scholars of leading universities- Departments for methodology 2. In Service training Institutes They are free to develop courses on their own.
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Description of infrastructures

Institutions

Resources Data statistics

National Center for information in Education and national Institute for Statistics

Education policy – what is situation with migrants pupils

At this moment there are not migrants pupils in Bulgaria. There are only few children in some schools.

Document review

Teacher educational low subject curriculum

Training units and so

- The National language, Bulgarian – a South Slavonic language, is spoken throughout the country by 100 percent of the population. By constitution it is the official language of administration, public relations and services, and instruction in schools. Other languages used in the country are Turkish and Romany. There are ethnical minorities speaking other languages as their mother tongue. These are Gypsies, Turks, Jews and Armenians who speak the corresponding languages.
- The language of instruction is the official language – Bulgarian. Beside this in the foreign language schools (called “Language high schools”) the instruction in different subjects is carried out in the corresponding language(for example- English, German, French, Spanish, Russian).
- There are no special second language reading programs in Bulgarian for emigrants. But for Roma children and for children who do not speak Bulgarian well, there are additional classes.

Minorities can study their mother tongue at public schools in the form of free elective instruction.

The Bulgarian educational system is centralized. The Ministry of Education and Science is a specialized body of the Council of Ministers charged with determining and implementing a unified government policy in the field of education and science.

- Higher education is offered at universities, higher schools (mainly vocational) and colleges. The duration of the education at universities and higher schools for the bachelor's degree is 4 years, for master's degree – at least 1 more year after being awarded a bachelor's degree. Colleges do not give a diploma for higher education but for a "specialist in..." After graduating from colleges, trainees can apply to universities for a bachelor degree after 2 or 3 years of education.
- One can obtain a doctor's degree in three calendar years after being awarded a master's degree.
- The higher education system included 43 universities and 47 three-year colleges. There were approximately 243 464 students and 21 534 teachers in higher education in 2005.

Standards and curricula are developed by the faculties and scholars (Curricular-methodical Entity –CME) of the leading Universities – University of Sofia, University of Veliko Tynovo, University of Plovdiv, University of Shumen and disseminated to the other smaller universities and colleges after the approval of the Ministry of Education. But there are conceptual differences in curricula depends on author's framework. Every university has departments for teaching of methodology. The lecturers from the departments teach Bulgarian Language and Literature Teaching, Pedagogical Psychology, Pedagogy, Integrating of ICT in Education. They are researchers in the field of the methodology too

- Teaching at Bulgarian school requires at least a university diploma for a Primary/Secondary Teacher with a bachelor's degree (4 years of education). The diploma is also a certificate for qualification.
- There are three phases: bachelor's degree, master's degree and a doctoral degree.

Teacher Education in Bulgaria. Core Curriculum. Components

- **A. Philology studies.** For example: Bulgarian, Czech, Slovakian, Slovenian, Serbian, Croatian, Russian, Ukrainian as we are Faculty of Slavic Studies; including Balkan Languages – Modern Greek, Romanian, Turkish.
- **B. Professional Training - Core Curriculum**
- The students are taught modern scientific courses, aimed for every subject. For example the students from Bulgarian Philology taught Modern Bulgarian Language; Teaching Bulgarian Language and Literature in primary and secondary school, Pedagogy, and Pedagogical Psychology.

Professional Training - Core Curriculum

Theoretical Aspect

■ Compulsory courses

1. Pedagogy – 60 hours
2. Psychology – 60 hours
3. ICT –60 hours
4. Teaching Methodologies – 120 hours

■ Facultative courses: two groups

1. Psychology of communication; pedagogical diagnostic; problems of deviant behavior
2. School law, health education, educational management, pedagogical rhetoric, religion and education and so on.

Practical Aspect - pre-service training:

- Observing in School – 60 hours
- Teaching Practice- first Lessons -60 school hours
- Practice Teaching – students are probationers. They are trainee in school – 100 hours . They teach independently or by theirs own. But there are tutoring and mentoring - qualified teacher and assistant- professor.
- State exam – 3 members Commission with Rector’s ordinance.

Teacher In-service Training

There are departments for in-service training for primary teachers. The aims of this training are:

- Periodically upgrading of teacher’s knowledge
- Acquiring new methods of teaching
- Learning how to use Information and Communication Technologies in education

According to the National Program for the Development of Education there will be few in-service certificates – junior teacher, teacher, senior- teacher, principal teacher and teacher- expert. A system for career development will be introduced.

Requirements for Entrance into Teacher Education Programs	Entrance exam and /or matriculation
Language Requirement - Native - Foreign	Bulgarian, English, French, German, Spanish, Russian
Numbers of Months or Years of Minimum Education (High School, O or A Level, International Baccalaureate etc.)	4 – years for bachelors and 1 for masters 3 years for PhD students in methodology
Alternative Process for qualifying for entrance	

CONCLUSION

- Should we have to create TOR – terms of reference concerning our European Teacher Education Second Language Core Curriculum
- Should we have to use such concepts like: *intercultural competence, pragmatic competence, language attitudes and so on.*
- What will be relation between national teacher education core curriculum and European teacher education core curriculum
- How to adjust them

From structural point of view: European Teacher Education Second Language Core Curriculum- should it be separate component in National teacher training or it will be implied in all components of National Teacher Training

From functional point of view – to recognize difficulties in making the National versions and their applying in Teachers Education in EU; how to adjust L1 activities and L2 activities.

- Identifying new qualification needs for teachers affected by policy shift from a “compartmentalized” concept of second language teaching to:
 - pupils from language and ethnic minorities
 - immigrant pupils

Possible solution: keeping in mind socio-linguistic diversity without segregation.

- Avoiding the segregation between L1 pupils and L2 pupils in assessment and by assessment

Possible solution: making of “inclusive education” and making of mainstreamed language education