

# Framing the mobility of global concepts and local practices in education: the European teacher in the era of globalisation

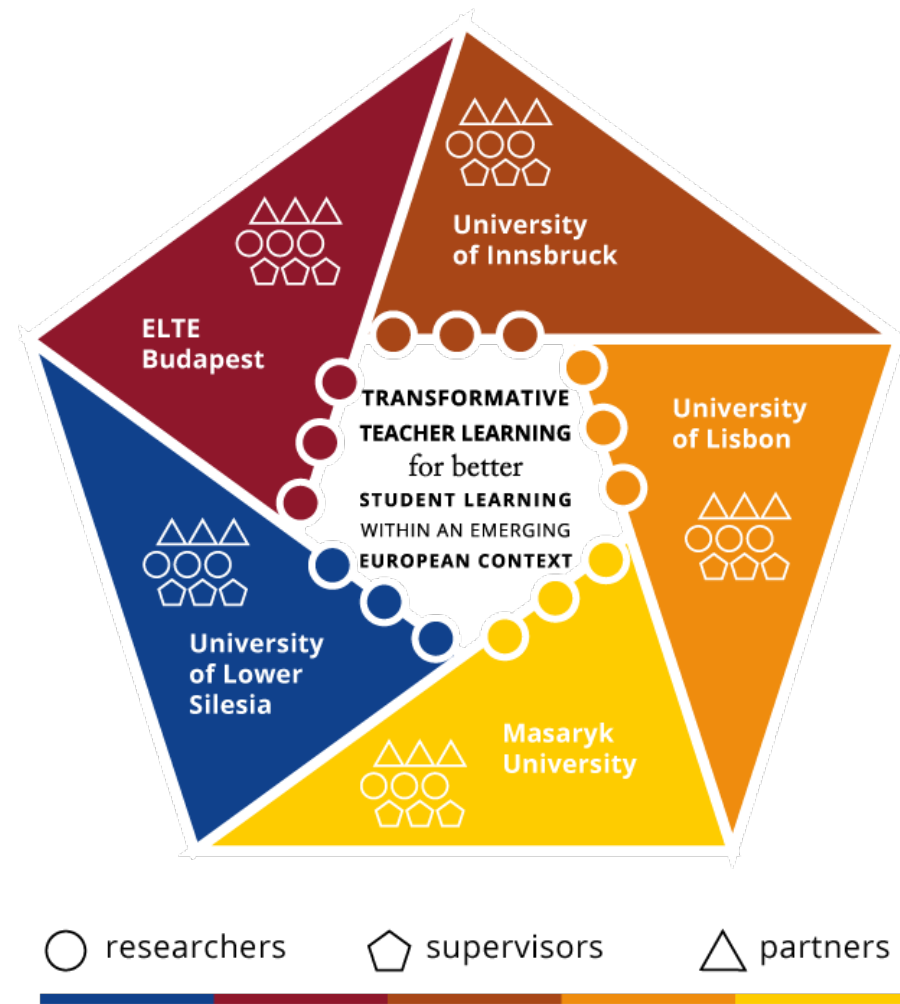
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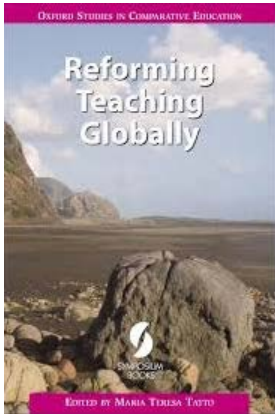
# European Doctorate in Teacher Education (EDiTE)



# On what there is



# Reforming teaching globally



Influence of educational reform on teacher education, teachers and their work

→ global

→ institutional

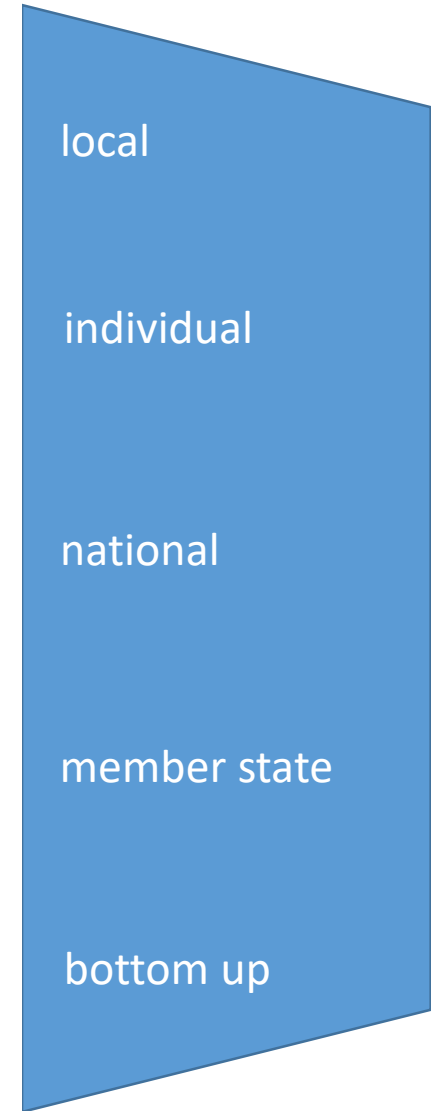
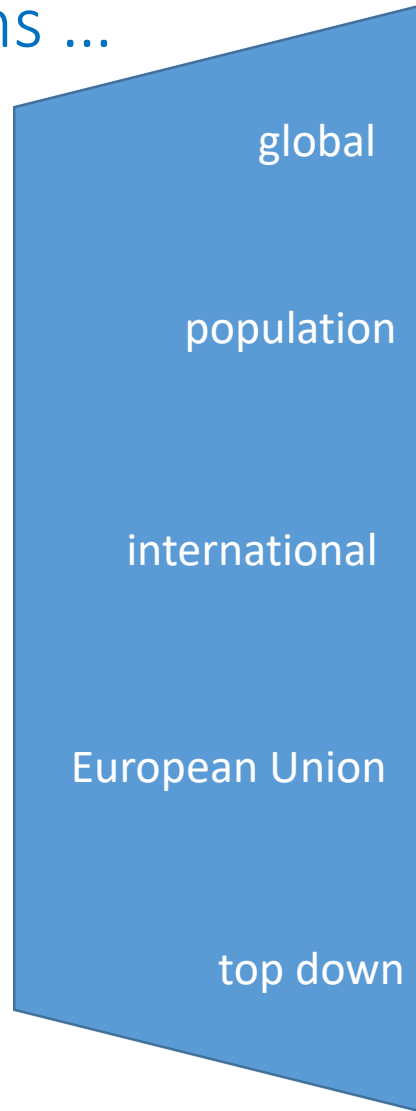
Effects of globalization in a competitive and dynamically changing global economy.

- *systemic educational **reform movements*** which exert an important influence on teacher education and teachers.
- *nations states* and their educational systems respond to these global pressures within their institutions → *secure compliance* with globally determined standards of quality via teacher learning and practice

Outcome:

- **standards** of recruiting and selecting teachers
  - redesigned teacher education **curricula**
  - systems of accreditation and **certification**
- reduction of (formal) teacher autonomy by shift of control and power from local to a more „global“ level

# (productive) Tensions ...



# Question

How do international decisions/global policies develop with/to local practices?

→ in education

→ in teacher education

or:

from the teacher to the  
European Teacher



# The complexity of analyzing educational processes

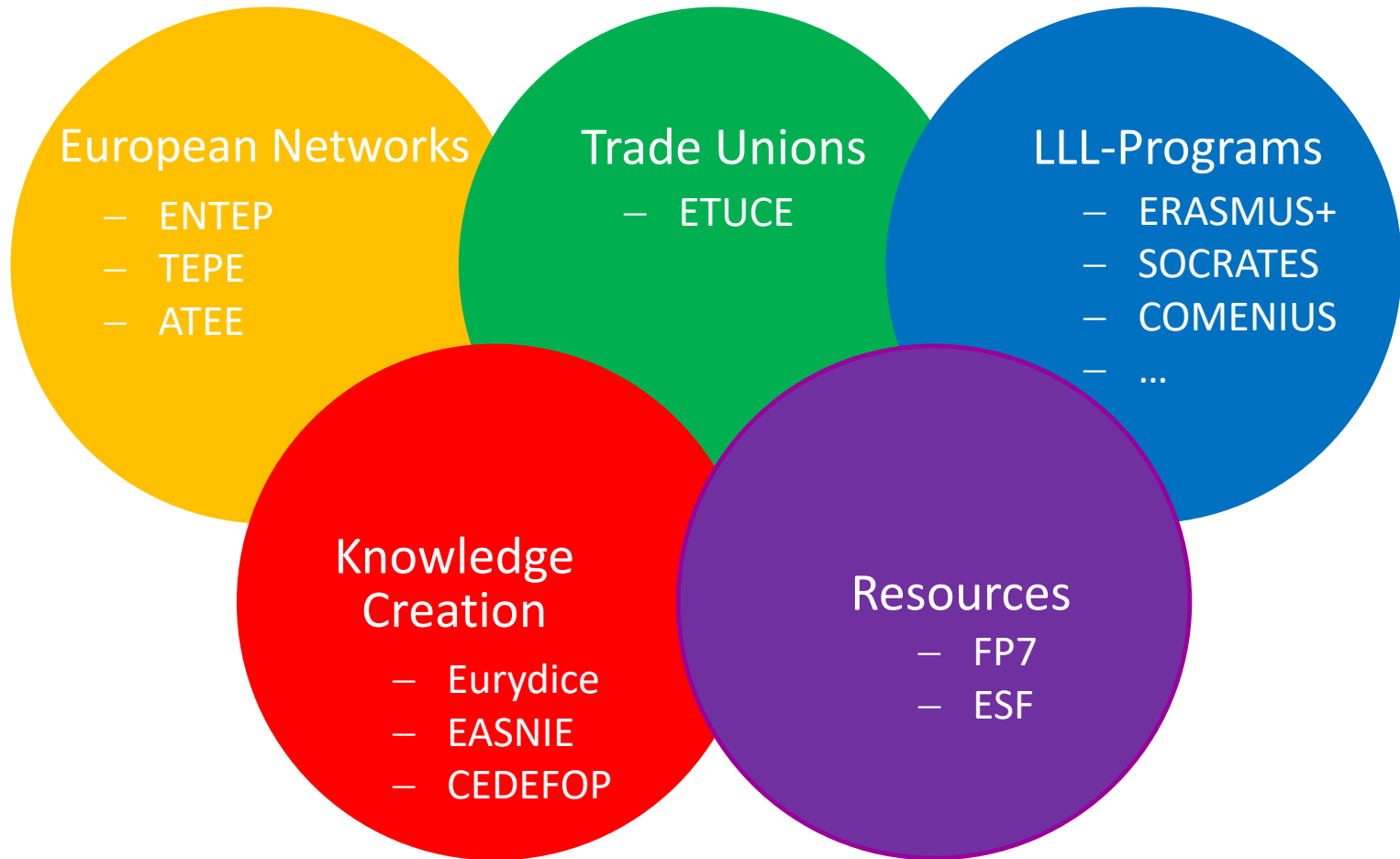
- International and national (mostly quantitative) research findings
- Large-scale assessments in education (e.g. PISA, PIRLS, TIMSS, TALIS)
- New modes of education governance: “Governing by numbers” (Ozga & Lingard, 2007; Grek, 2009); “Governance by comparison” (Martens, 2007)
- Quality of education interpreted as learning for economic growth and employability (Grek & Ozga, 2008; Grek, 2010)
- Education contextualized by ideologies, norms, and cultural traditions. “Policy is complexly encoded in texts and artefacts and it is decoded (and recorded) in equally complex ways” (Ball et al., 2012, p. 3)
- Educational practice struggles with acceleration, economization, social injustice, migration, insecurity a.s.o.

# What is the EU's role in education & training

- “It took the EU 30 years (1976-2006) to design a coherent framework of cooperation for the fields of education and training” (Pepin, 2007).
- The European Council conference in *Lisbon* in 2000, and in *Barcelona* in 2002, agreed on a “*European area of education and training*” as one of three education priorities by 2010. The **Open-Method of Coordination (OMC)**, supported by a **peer learning process**, was developed.
- Each EU country is responsible for its own education and training systems: **Principal of subsidiarity**; EU policy is designed to support national action and help address common challenges:
  - *ageing societies,*
  - *skills deficits in the workforce,*
  - *technological developments and*
  - *global competition.*
- The shift towards a **knowledge-based economy** in the late 1990s resulted in a complex outcome-oriented governance in education, which emphasized **lifelong learning** as a goal for the individual and as a synonym for Europeanization in the 21st century (Grek & Lawn, 2009).



# Key stakeholders and programs in European teacher policy dialogue



# Europeanization in (teacher) education: The perspective of research

- Teacher policies have gained importance through research that showed that:
  1. The most important single factor determining pupils' attainment amongst those that education policies can influence is the quality of the teacher labor force (Hattie, 2008; Barber and Mourshed , 2007).
  2. The changing demographic composition of the learner population is raising the question of what competences teachers need for working effectively in the 21st century (EDiTE, 2014) .
  3. We have increasing knowledge about human learning and the nature of professional knowledge (EDiTE, 2014).
- Increasing amount of comparative data on teachers:
  1. **TALIS** - The *OECD* Teaching and Learning International Survey
  2. **SABER Teachers** – The *World Bank* Systems Approach for Better Education Results
  3. **Recommendation Concerning the Status of Teachers** – UNESCO/ILO
  4. **eAtlas of Teachers**– Unesco Institute of Statistics

# Europeanization in (teacher) education: The perspective of policy

Policy on (Teacher) Education & Training	Year
COMETT and Erasmus programs are launched	1987
The European Dimension of Education, from the Council of Ministers of the European Communities	1988
⋮	⋮
<b>The Concrete Future Objectives of Education Systems, from the European Commission</b>	<b>2001</b>
<b>Detailed work programme on the follow-up of the objectives of Education and training systems in Europe (Education and Training 2010)</b>	<b>2002</b>
Common European Principles for Teacher Competencies and Qualifications, Document from the European Commission	2005
Improving the quality of teacher education, Communication from the European Commission	2007
Improving competences for the 21st Century: an Agenda for European Cooperation on Schools, Communication from the European Commission	2008
The professional development of teachers and school leaders, Conclusions from the Council of the European Union	2009
<b>A strategic framework for European cooperation in education and training (‘ET 2020’). Follow-up of the Education &amp; Training 2010 Programme.</b>	<b>2009</b>
Rethinking Education: Investing in skills for better socio-economic outcomes, Communication from the European Commission	2012

# The EU framework for cooperation in teacher policies

## Lisbon Strategy

- Improving the quality of training for teachers and trainers
- Making access to learning easier
- Strengthening links to the world of work

## ET2010

- Competences teachers should acquire
- Lifelong learning for teachers
- Attracting sufficient teachers
- Promoting innovative teaching, including the use of efficient methods

## ET2020

- Lifelong learning and mobility
- Improving quality and efficiency of education
- Promoting equity, social cohesion and active citizenship
- Enhancing creativity and innovation, including entrepreneurship at all levels of education

# European contribution to national teacher policy

## Teacher Competences

- Transversal skills
- Knowledge, skills, attitudes
- Framework of competence levels

## The Continuum of Teacher Professional Development

- Overarching unity of ITE, induction and CPD – Teachers are expected to develop continuously
- Self-reflection
- Strong learning orientation, beyond traditional teacher based approaches – Learning outcomes and competence levels

## The Support of Teacher Educators

- Those who actively facilitate the (formal) learning of student teachers and teachers
- Key role in introducing innovation and change in schools, and research on teacher education
- A supportive policy is rare; still in the early stages of development

# Austrian case

## Teacher Competences

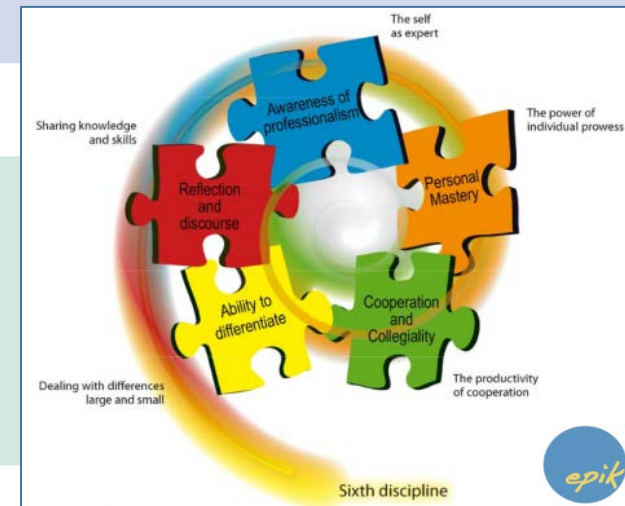
(2013 ministry paper)

- General pedagogical competencies
- Subject specific and didactical competencies
- Diversity and gender competencies
- Social competences
- Understanding of the profession



## The Continuum of Teacher Professional Development

- „PädagogInnenbildung Neu  
→ new curriculum reform
- ITE: BA/MA structure (Bologna process), Induction (overlap with ITE and new mentoring support), CPD (systematic implementation is missing)
- Learning outcomes oriented curricula

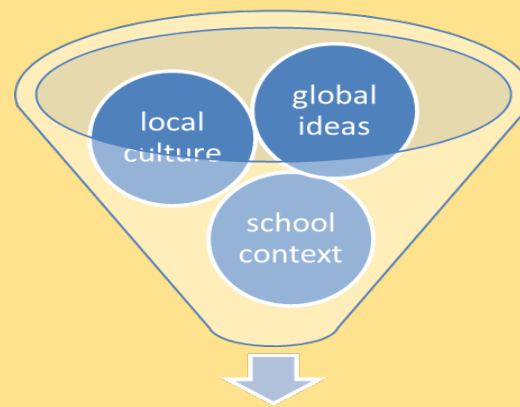


## The Support of Teacher Educators

- Lack of definition of the profession
- Locally defined regulations on formal requirements
- Supported by „QSR“ via fostering research areas and joint research activities between different Teacher Education Institutions



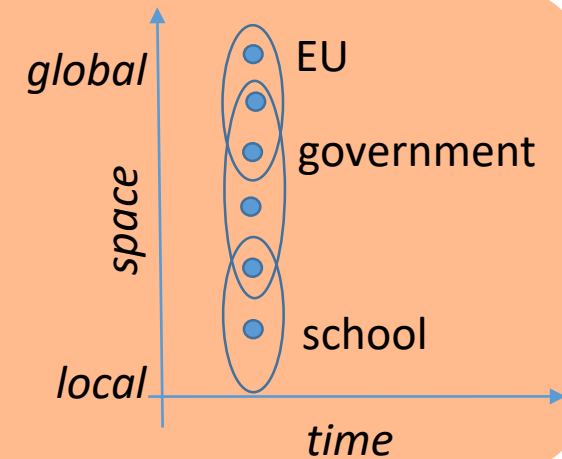
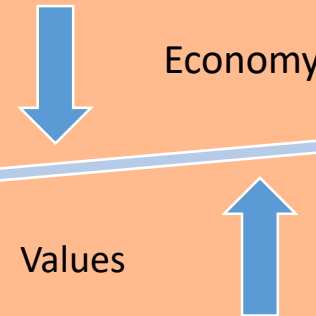
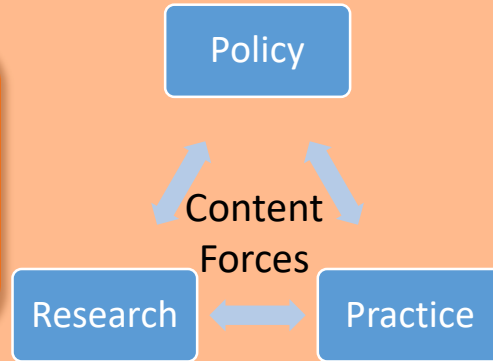
# Transformation



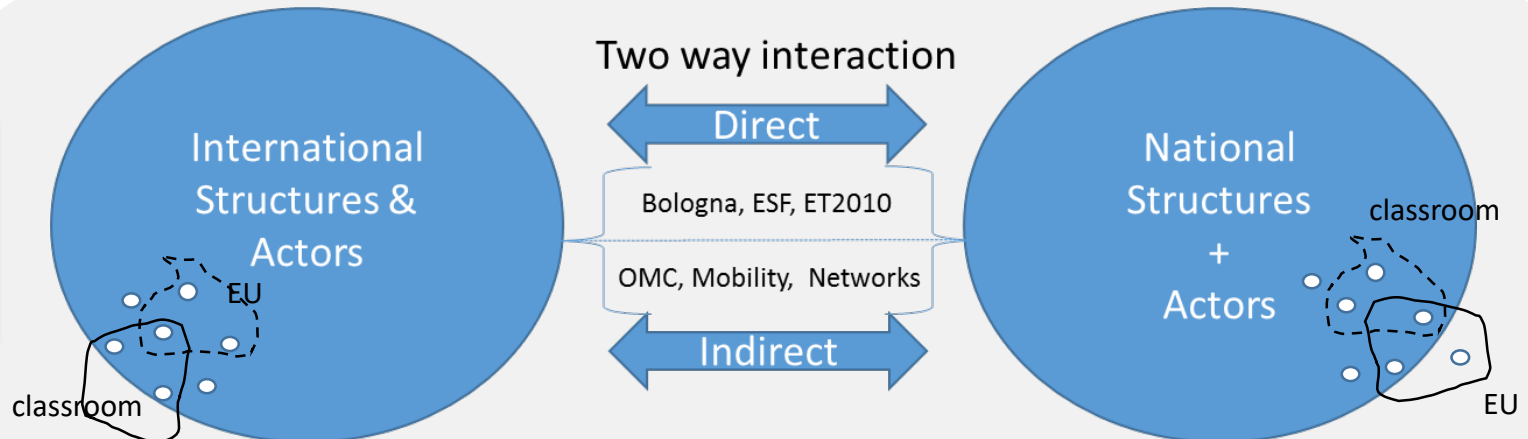
globalization

„local embeddedness of global ideas“

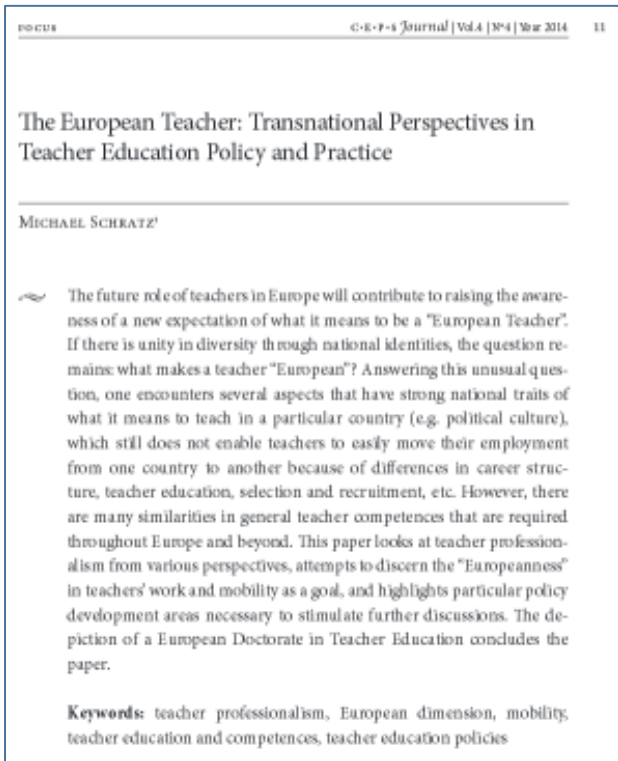
# Translation



# Transfer



# The European Teacher





European Identity  
Cultural Awareness  
Cultural Heritage

European Teacher part 1 of 4

European Citizenship

European Teacher part 2 of 4

European Diversity  
Multiculturalism

European Teacher part 3 of 4

With the support of the Lifelong Learning Programme of the European Union  
PROJECT NUMBER: 510134-LLP-1-2010-1-NL-COMENIUS-CAM



European Professionalism  
School concepts in Europe

European Teacher part 4 of 4

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\*Kanjor training technique- Fontetes School in Cerdanyola (Spain) 8 year old students

