



International Doctorate in Teacher education

Lessons learned and considerations for the future

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Setting the scene in 3 steps

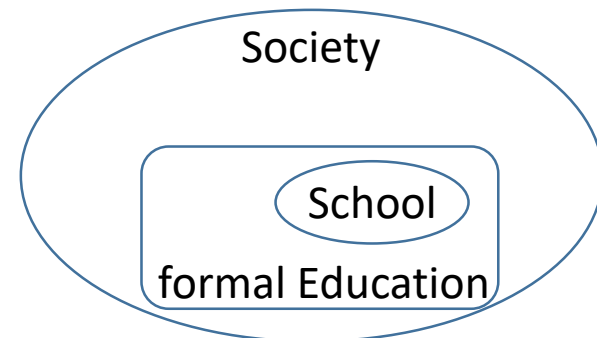
We inevitably face societal developments of

- globalisation,
- acceleration,
- economization,
- diversification & pluralisation,
- Movement of political ideas, people, goods,...

Glocalization:

Simultaneous occurrence of both universalizing and particularizing tendencies in social, political and economic systems
[dochakuka (jap.): „global localization”, originally referred to the adaptation of farming techniques to local conditions]

School as a societal subsystem is a **mirror** of society.



Setting the scene in 3 steps

(3)

*“The importance of the role of the **teacher as an agent of change**, promoting understanding and tolerance, has never been more obvious than today. It is likely to become even more critical in the twenty-first century. The need for change [...] places enormous responsibilities on teachers [...].*

Improving the quality of education depends on first improving the recruitment, training, social status and conditions of work of teachers; they need the appropriate knowledge and skills, personal characteristics, professional prospects and motivation if they are to meet the expectations placed upon them.”

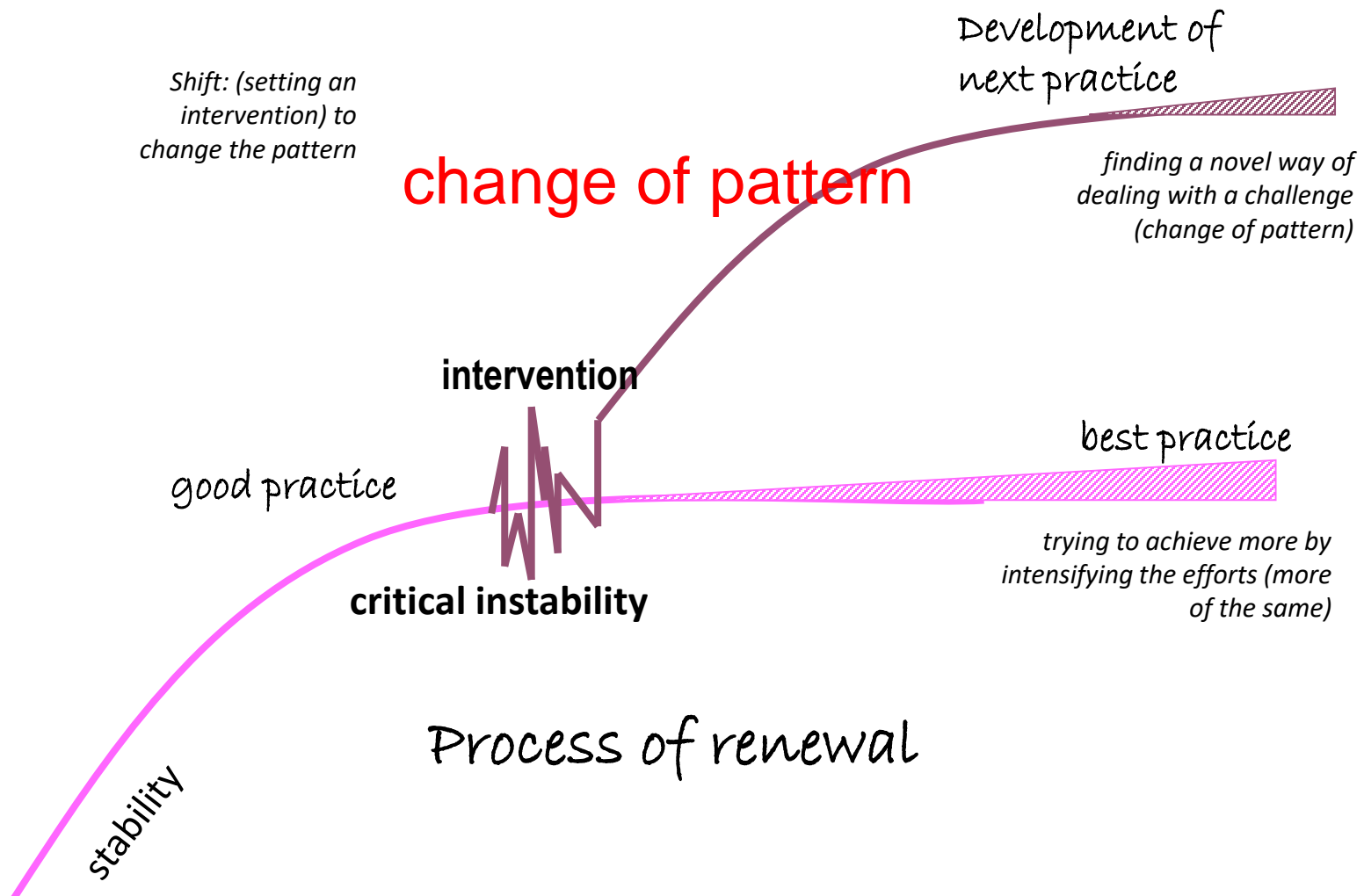
(Delores, 1998, S. 141f.)

→ PhD-programs in teacher education

- exploring educational glocalization
- science and research as means
- dissemination and implementation of ideas



A shift from best practice to next practice



→ International Doctorate in Teacher Education

European Doctorate in Teacher Education



Horizon2020 Grant

Duration: October 2015 – Sep 2019

Project No. 676452

Grant Sum: 3,4 Million €

Consortium: 5 Universities

Project Coordinator: University of Innsbruck

PhD students (funded): 15

PhD students (self-funded): ~8

Supervisors: ~22

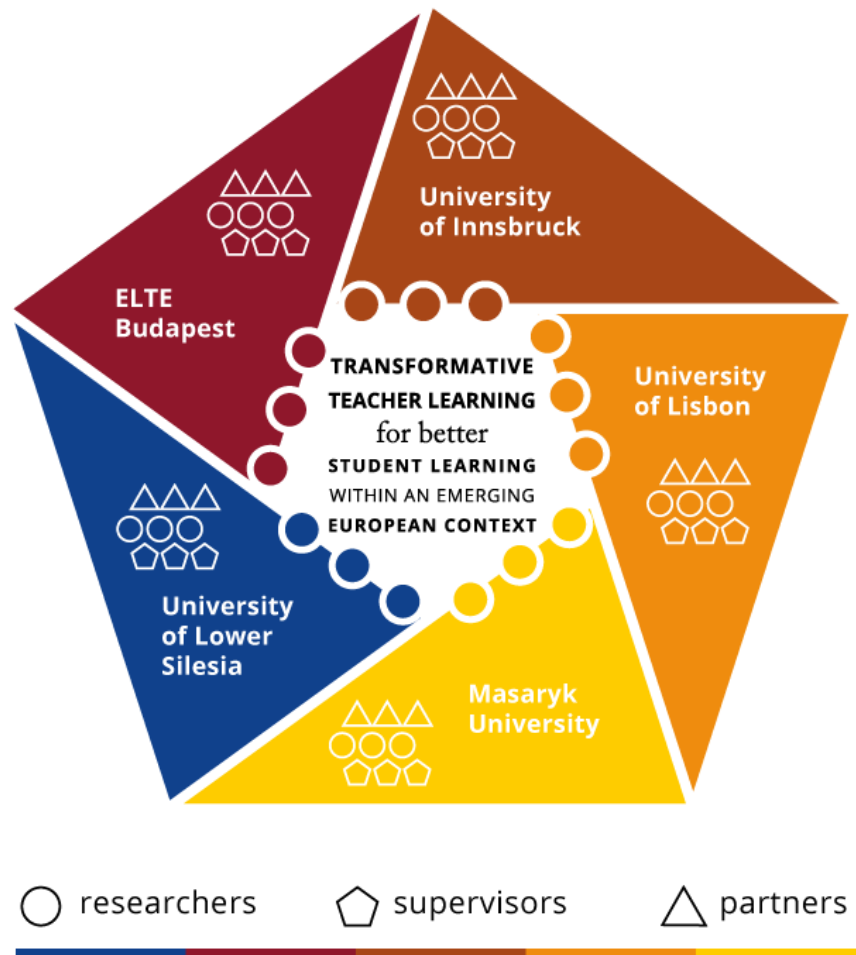
Nationalities (students): 12
(6 EU + 6 World)

Local Project Management: 5

Supervisory Board Members: 5

23 external partner institutions (schools)

Edite structure



EDiTE community



Freedom & structural constraints



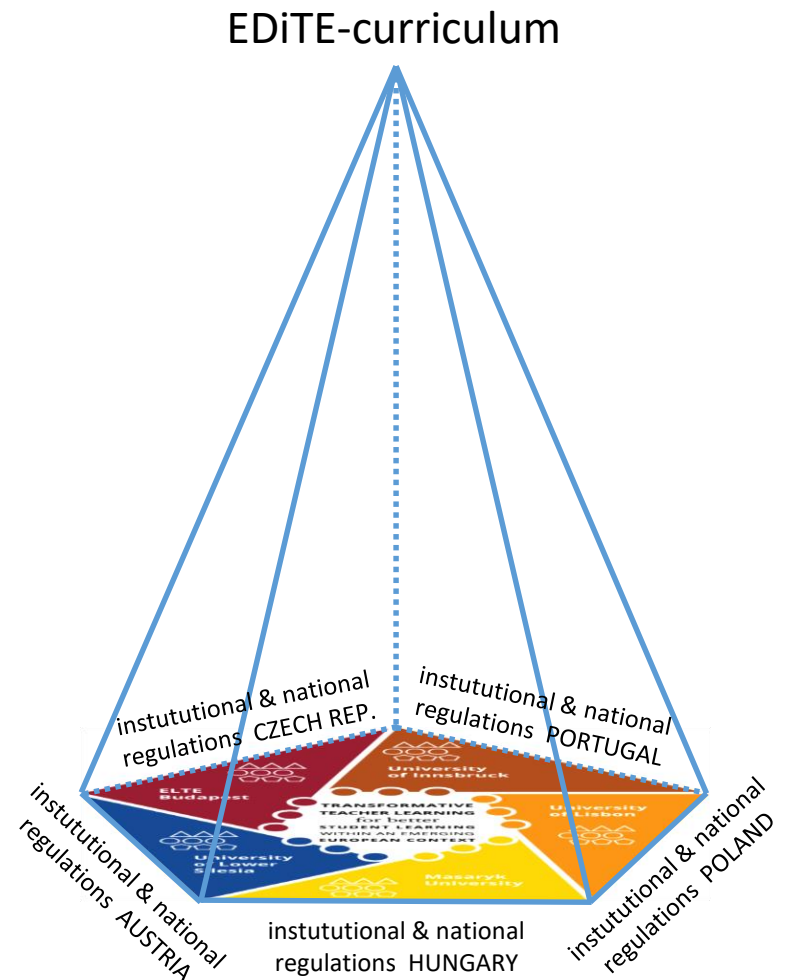
High diversity

High diversity: organisational & cultural

- high project immanent complexity
 - structured instruments to foster interaction/mutual understanding

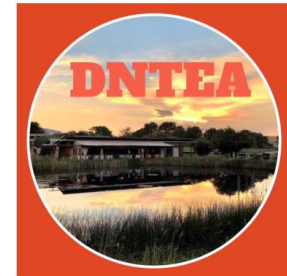
Examples:

- 1) Secondment
- 2) Summer schools /winter schools
- 3) Virtual Seminars / Meetings
- 4) Cross institutional collaborations / activities



<http://www.edite.eu/edite-phd-curriculum/>

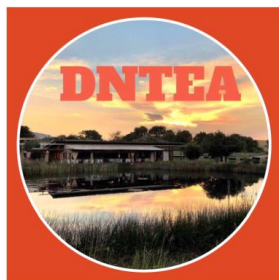
DOCTORAL NETWORK IN TEACHER EDUCATION (DNTEA)



- Conceptual & development phase
- Enhanced doctoral experiences in Africa
- Starting small and scaling up
- Supporting Sustainable Development Goal #4
- Aligning with the work of the Unesco International Teacher Task Force

DNTEA:

- A doctoral network
- IN Africa
- BY Africa
- FOR Africa

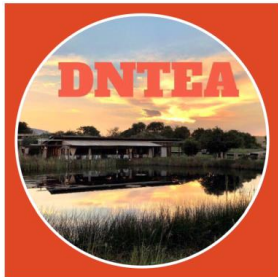


DOCTORAL NETWORK IN TEACHER EDUCATION (DNTEA)



Founding members:

Irma Eloff (South Africa), Therese Tchombe (Cameroon), Alois Solomon Chiromo (Zimbabwe), Antonio Cipriano Gonçalves (Mozambique), Amani Ibrahim Abedelgafar (Sudan), Marie Hyleen Mariaye (Mauritius)



DOCTORAL NETWORK IN TEACHER EDUCATION (DNTEA)

PRINCIPLES:

Partnerable, phased-approach, scalable, investable, inclusive & flexible, collaboration of excellence, mutual reciprocity, future focus.

PIVOTS:

Short term exchange periods for students *and* supervisors
Long-term research partnerships

Lessons learned

- Importance of a *theoretical framework*
- Backward design & sustainability
- Face multiple (partially contradictory) national and institutional regulations
- Common framework EDiTEe curriculum bilateral agreements
- Value of personal direct interaction of all project members
- Align with long-term continental strategies (e.g. EU and AU)
- Lift conceptualizations of teacher education & teacher identities beyond the national level

Literature:

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