

Training Teachers for Educators in Adult Education,  
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✘ A Look into the Profession of  
the European Teacher

# Skills of the Good Teacher

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- **Organizing student learning opportunities;**
- **Managing student learning progression;**
- **Dealing with student heterogeneity;**
- **Developing student commitment to working and learning;**
- **Working in teams**

# Skills of the Good Teacher

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- **participating in school curriculum and organization development;**
- **promoting parent and community commitment to school;**
- **using new technologies in their daily practice;**
- **tackling professional duties and ethical dilemmas;**
- **managing their own professional development.**

# **New Dimensions in Teachers Work**

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## **Contributing to Citizenship Education of students/trainees**

**Living in a multicultural, inclusive and  
tolerant society;**

**Living according to sustainable lifestyles  
regarding environmental issues;**

**Dealing with gender equity issues  
in family, work and social life;**

**Living as European citizen;**

**Managing his/her own career development;**

# **New Dimensions of Teachers Work**

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**Promoting the development of competences of students/trainees for the knowledge and lifelong learning society**

- **Motivation to learn beyond compulsory education**
- **Learn how to learn/learning in an independent way;**
- **Information processing;**
- **Digital literacy;**
- **Creativity and innovation;**
- **Problem-solving;**
- **Entrepreneurship;**
- **Communication;**
- **Visual culture;**



# **New Dimensions of Teachers Work**

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## **Working in restructured ways in the classroom**

- Dealing with social, cultural and ethnic diversity of students**
- Organizing learning environments and facilitating learning processes**
- Working in teams with teachers and other professionals involved in the learning process of the same students**

# **New Dimensions of Teachers Work**

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**Working “beyond the classroom”:  
in the school/training  
centre and with social partners**

- **Working in school curriculum,  
organizational development and evaluation**
- **Collaborating with parents and other social partners**

**Integrating ICT in formal learning situations  
and in all professional practice**

- **Increasing levels of teaching professionalisation**

# New Dimensions of Teachers Work

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## **Acting as professionals**

- Acting in an investigative or problem-solving way
- Assuming greater responsibility for their own professional development in a lifelong learning perspective



# **The Teachers and the “Europeanness”**

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- **Teachers in the European Union do not only educate future citizens of their particular country, but also support them in becoming future generations of European citizens.**
- **They work within a national framework, which emphasizes the need for a national identity as a basis for transnational awareness within a European society.**
- **The term “European Dimension” has been used to balance national and transnational values in educational policy making.**

# European Identity

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- **A European Teacher has certain values which show that he or she is not just a national teacher but one who teaches “beyond” the national curriculum.**
- **He/she would see himself/herself as someone with roots in one particular country, but at the same time belonging to a greater European whole.**
- **Diversity within unity is therefore a key aspect of a developed European identity with an open mind toward the world at large.**

# European Knowledge

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- **A European Teacher has some knowledge of other European education systems and, possibly, of educational policy matters on the EU level.**
- **He/she has a knowledge of European and world affairs.**

# European Multiculturalism

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- **A European Teacher engages with the multicultural nature of European society.**
- **He/she has a positive relationship with his/her own culture and is open towards other cultures.**
- **He/she knows how to behave in other cultures in a confident and non-dominant way.**
- **He/she works with heterogeneous groups, sees heterogeneity as valuable and respects any differences.**



# European Language Competence

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- **A European Teacher speaks more than one European language with differing levels of competence.**
- **He/she experiences other languages in initial and further teacher education and is able to teach subjects in languages other than his/her first language.**
- **He/she spends some time in a country with a language different from his/her first language**



# European Professionalism

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- **A European Teacher has an Education which enables him/her to teach in any European country.**
- **He/she has a “European” approach to subject areas in his/her teaching and links up cross-curricular themes from a European perspective.**
- **He/she exchanges curricular content and methodologies with colleagues from other European countries.**

# European Citizenship

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- **An European Teacher should act as an “European citizen”.**
- **He/she should show solidarity with citizens in other European countries and shares values such as respect for human rights, democracy and freedom.**
- **His/her critical teaching should foster autonomous, responsible and active citizens of a Europe of tomorrow.**

# Mobility as a Goal

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- **An European Teacher experiences the benefits of the European Union in part through easy mobility.**
- **This mobility encompasses studying abroad and learning languages as well as getting acquainted with other EU countries' cultures.**
- **He/she may seek employment in other countries and use exchange programmes offered by the European Union.**
- **An European Teacher facilitates mobility among his/her students by enabling them to have physical and virtual contact with peers in other European countries.**

# **Common European Principles for Teachers' Profession**

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## **A Well-qualified profession:**

- **All teachers are graduates from higher education institutions**
- **Every teacher should have the opportunity to continue their studies to the highest level in order to develop their teaching competences and to increase their opportunities for progression within the profession.**
- **Teacher Education is multidisciplinary. This ensures that teachers have extensive subject knowledge, a good knowledge of pedagogy, the skills and competences required to guide and support learners, and an understanding of the social and cultural dimension of Education.**



# **Common European Principles for Teachers' Profession**

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**A profession placed within the context  
of lifelong learning**

- **Should be supported in order to continue their professional development throughout their careers.**
- **They and their employers should recognize the importance of acquiring new knowledge, and teachers should be able to innovate and use evidence to inform their work.**
- **They need to be employed in institutions which value lifelong learning in order to evolve and adapt throughout their whole career.**



# **Common European Principles for Teachers' Profession**

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## **A mobile profession:**

- **Mobility should be a central component of initial and**
- **Continuing Teacher Education programmes.**
- **Teachers should be encouraged to participate in European projects and spend time working or studying in other**
- **European countries for professional development purposes.**

# **Common European Principles for Teachers' Profession**

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**A profession based on partnerships:**

**Institutions providing Teacher Education should organize their work collaboratively in partnership with schools, local work environments, work-based training providers and other stakeholders.**

**Teacher Education partnerships, which have an emphasis on practical skills and an academic and scientific basis, should provide teachers with the competence and confidence to reflect on their own and others' practice.**

# **Teachers should be able to:**

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## **Work with others:**

- **They work in a profession which should be based on the values of social inclusion and nurturing the potential of every learner.**
- **They need to have knowledge of human growth and development and demonstrate self-confidence when engaging with others.**

# **Teachers should be able to:**

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## **Work with others**

**They need to be able to work with learners as individuals and support them to develop into fully participating and active members of society. They should also be able to work in ways which increase the collective intelligence of learners and co-operate and collaborate with colleagues to enhance their own learning and teaching.**



# **Teachers should be able to:**

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## **Work with knowledge, technology and information:**

- **They need to be able to work with a variety of types of knowledge. Their Education and professional development should equip them to access, analyze, validate, reflect on and transmit knowledge, making effective use of technology where this is appropriate.**
- **Their pedagogic skills should allow them to build and manage learning environments and retain the intellectual freedom to make choices over the delivery of Education.**



# **Teachers should be able to:**

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- **They should have a good understanding of subject knowledge and view learning as a lifelong journey.**
- **Their practical and theoretical skills should also allow them to learn from their own experiences and match a wide range of teaching and learning strategies to the needs of learners.**

# Teachers should be able to:

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## **Work with and in Society**

- Teachers contribute to preparing learners to be globally responsible in their role as EU citizens.
- Teachers should be able to promote mobility and co-operation in Europe, and encourage intercultural respect and understanding.
- They should have an understanding of the balance between respecting and being aware of the diversity of learners' cultures and identifying common values.

# **Teachers should be able to:**

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## **Work with and in Society**

- **They also need to understand the factors that create social cohesion and exclusion in society and be aware of the ethical dimensions of the knowledge society.**
- **They should be able to work effectively with the local community and with partners and stakeholders in Education**

# **Models of Work with Adult People**

## **Formal Education -Technological model**

**Most important social problem**

**Ontology of the man**

**Key value**

**Context of Education**

**Educational Ideal**

**Role of the teacher**

**Task of the teacher**

**Character of Education**

**Role of the experience**

**Position of the Teacher**

**Responsibility**

**Criterion of Effectiveness**

**Social Development**

**Cognitive being**

**Democracy, Welfare**

**Social structure**

**Social Engagement**

**Leadership**

**Transfer of Knowledge**

**Teaching**

**No significance**

**Domination**

**Teacher**

**Reproduction of knowledge**



# **Models of Work with Adult People**

## **Non-Formal Education – Humanistic Model**

**Most important social problem**

**Ontology of the man**

**Key value**

**Context of Education**

**Educational Ideal**

**Role of the teacher**

**Task of the teacher**

**Character of Education**

**Role of the experience**

**Position of the Teacher**

**Responsibility**

**Criterion of Effectiveness**

**Individual conscience**

**Acting being**

**Self Realization**

**Individual Personality**

**Integrated personality**

**Support for Learning**

**Construction of Competences**

**Learning**

**Potential source of Learning**

**Partnership**

**Teacher and Learners**

**Ability for Problem Solving**



# Models of Work with Adult People Informal Education in Everyday Life – Critical Model

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**Most important social problem**

**Ontology of the man**

**Key value**

**Context of Education**

**Educational Ideal**

**Role of the teacher**

**Task of the teacher**

**Character of Education**

**Role of the experience**

**Position of the Teacher**

**Responsibility**

**Criterion of Effectiveness**

**Opressive Environment**

**Free being**

**Freedom**

**Me in the society**

**Emancipated orientation**

**Rising of awareness, empowerment**

**Putting the identity of Learners into question**

**Critical Reflection**

**Basic source of Learning**

**Service**

**Learners**

**Ability to change life**

**/Emancipation/**

