

The European dimension of teaching and the core competences of the “European teacher”

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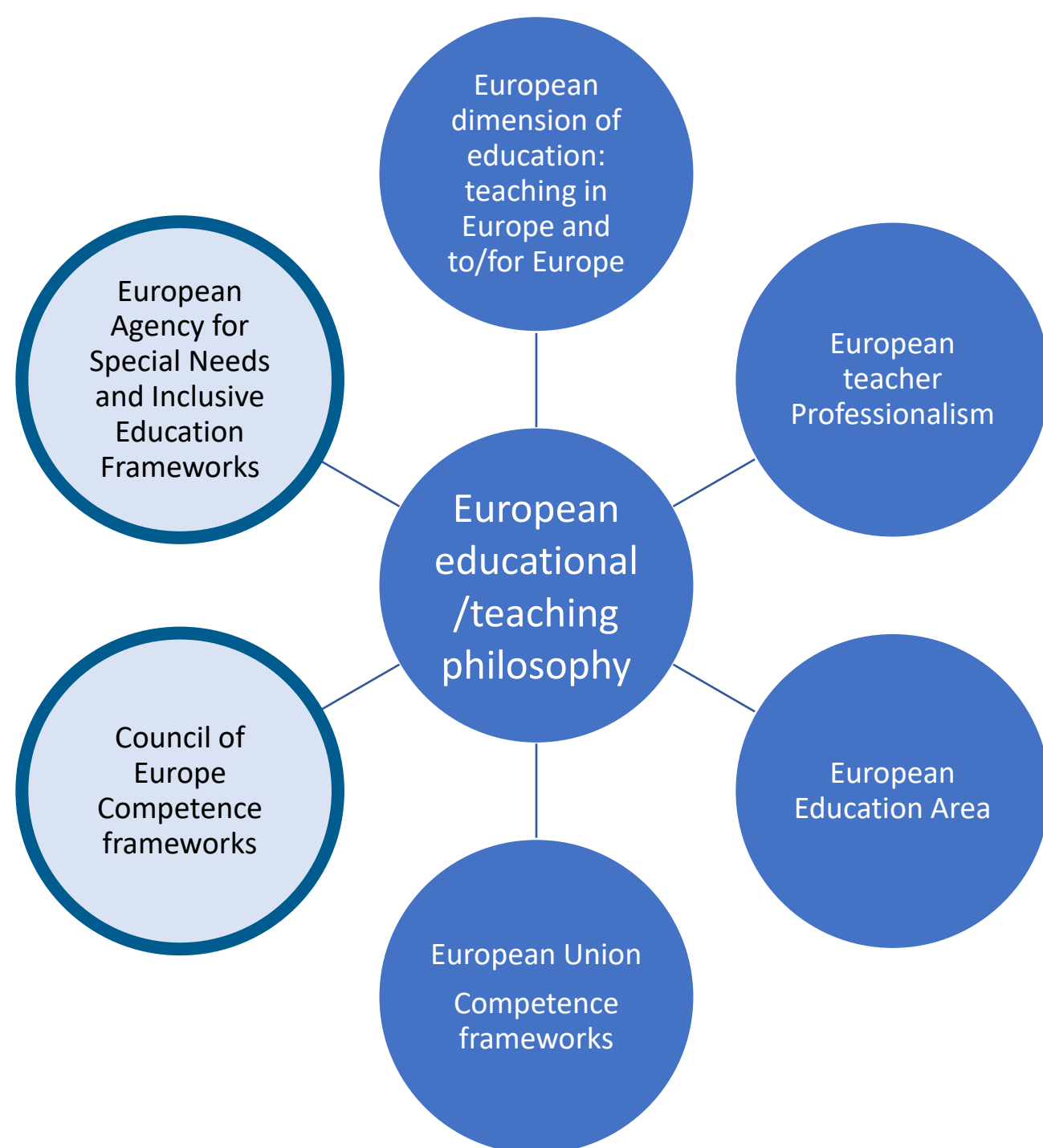
European Education Area and the «European teacher»

One of the objectives of the European Union's educational policy is the development of a common European reference framework of core competences of the "21st century European teacher", to which the member states could refer when developing national professional frameworks/standards. These common principles are contained in the "Common European Principles for Teacher Competences and Qualifications" and in the European Commission's Syllabus of teacher core competences and, for digital competences only, in a specific framework (DigCompEdu).

In order to develop a common reference framework of European teacher core competences, two theoretical constructs need to be outlined in advance: what is meant by the definition of 'European teacher' and what are the dimensions of the 'educational/teaching philosophy' of the EU, i.e. the set of shared principles and values on which the European Union itself is founded, the objectives of the cooperation policy in the field of Education and Training, the aims of the European Education Area.

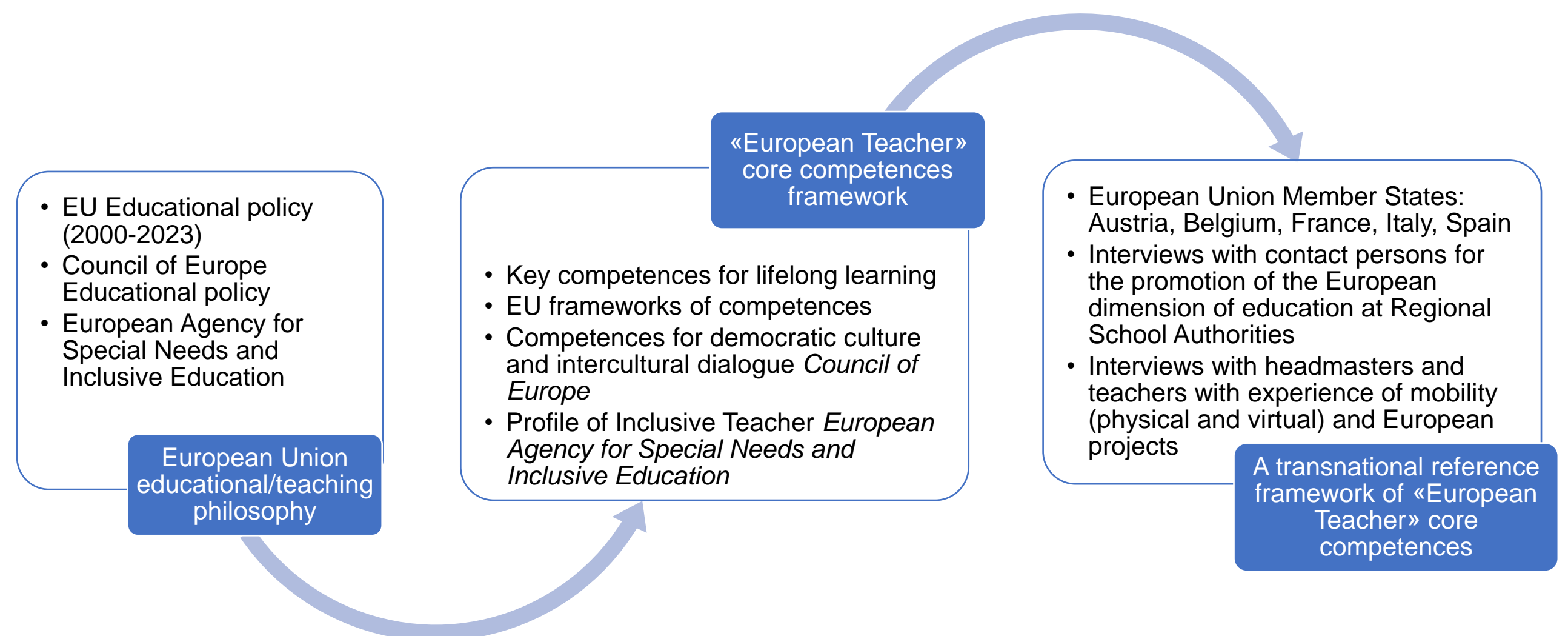
At the same time, it is necessary to broaden our perspective beyond the political boundaries of the European Union to include in the analysis the areas in which it cooperates with the Council of Europe and the contribution made by other European organisations/agencies operating in the field of education and training.

Theoretical framework and research design



What is a «European Teacher»?

The “European teacher” is not just a national teacher but one who teaches “beyond” the national curriculum and is fully aware of his/her identity and belonging to a “European teaching and learning community”. He/she shares the values underlying the European “Educational/teaching philosophy” and introduces into teaching practice the European dimension of education in the twofold meaning of 'teaching in Europe' and 'teaching to/for Europe'. The “European teacher” is aware that his main task is to train the citizens of a particular member state and of the European Union at the same time.

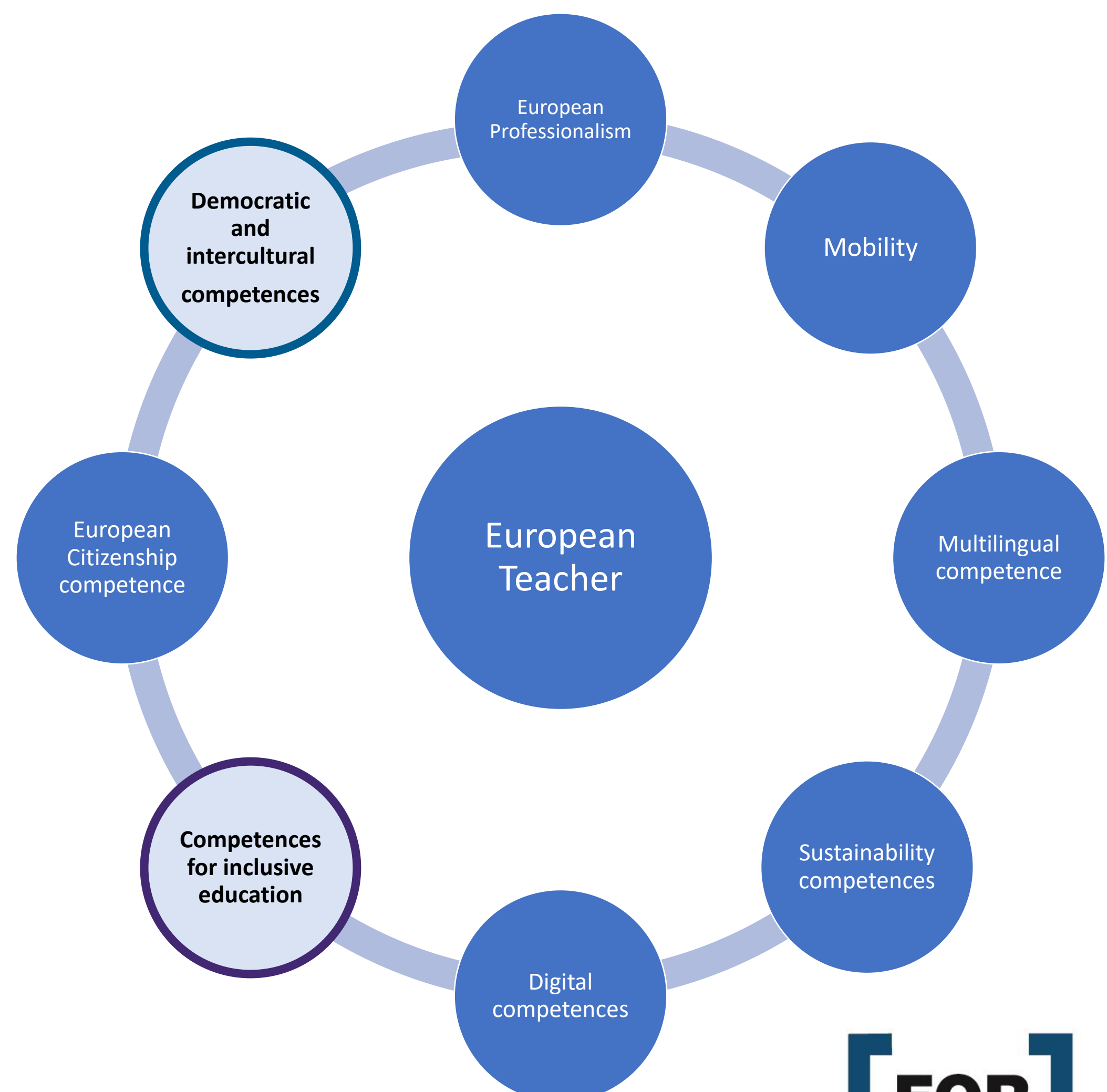


«European teacher» core competences framework

Discussion and perspectives

The aim of our research project is to develop a reference framework core competences required of all European teachers that adopts a common language and, above all, one that is consistent with the educational policy of the European Union and can thus promote reflection and cooperation, also in a transnational perspective, on issues related to the European dimension of teaching and the shared construction of an idea of a 'European school'.

A reference framework should represent, at national level, an operational tool available to the different subjects of the Tuscan educational system (Regional School Office, schools and "teaching and learning community") to promote the European dimension of teaching. At transnational level, the definition of a common reference framework of “European teacher” competences should foster dialogue, exchange of good practices and co-operation between the "Regional School Authorities", the levels of the European Ministries of Education most directly involved in the integration of national education systems into the European Education Area.



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