



4. PRACTICES: Activities, Attitudes and Competences

In a final step of the analysis, we explore the concrete practices of ITE actors as they are displayed in the everyday life **activities** of teaching. These practices, basically, include **attitudes** and **competences**, which are expressed in the performance. Defined in the broad terms of EntreComp, EE already goes hand in hand with many of teachers' existing attitudes and goals as educators, e.g. in terms of fostering creativity, innovation, and humanistic values (EC, 2011, p. 23). For these reasons it is suggested to undertake an audit of existing activities which "helps build understanding and overcome teacher concerns by demonstrating that much of what they already teach and the way in which they teach it has a good fit with the entrepreneurial approach" (ibid., p. 9).

Knowing: forms of knowledge and research orientation

This set of questions contains the categories of **knowledge, science and research**. What form of knowledge is required in teaching? This question focuses on the division of content knowledge and pedagogical knowledge, further it problematizes the general relation of theory and practice. Do teachers require professional experience and/or scientific competence? Is teaching generally related to (e.g. educational) research? Is doing research and scientific work part of the job? Is participating in research projects a mandatory task or only a possibility? How much teaching load and how much research load is designed on average? As these questions indicate, the research orientation of the individual teacher is, again, depending on the research culture of the organization. Thus, we have to ask whether there are institutional structures, which support research? Are there grants or excellence programs for teachers (as researchers)? Finally, where does research happen at all – inside or outside the academy of sciences?

One also could ask some of these questions from a curricula perspective: How much freedom do teachers have in conceptualizing their teaching, that is, in adapting the requirements of the curriculum to their own needs and interests? Where, in the curriculum, are links from theory to practice? Who, finally, is responsible for the course content?