



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).

Organizing: codes of conduct and organizational ethics

Most of the aforementioned categories are individual practices, which are nonetheless deeply connected to the organizational level of ITE providers. The individual teacher and his or her practices are mainly framed, influenced, fostered or limited by organizational **structures**, its **culture** and **ethics**. This frame, of course, depends from the organizations' history: From where does it originate? Which heritage does it incorporate from the past decades? Apart from these historical accounts, we ask whether there are explicit codes of conduct or standards for being a good teacher at the institution. Does the institution have a clear and shared vision of good teaching? If so, how is it communicated to the teaching personnel? What is the professional responsibility of a teacher and what are corresponding career values? How much do teachers in their professional self-understanding relate to the outlines of their employer? Another issue of organizational culture is whether individuals are encored to become team-players: Are colleagues sharing the same values and understandings about what they are doing? Are there open discussions about the basic understanding of pedagogical or professional approaches? How much do educators have to cooperate with (or connect to) colleagues for preparing the teaching?

With regards to EE, it will be interesting to know if there are any, and if so then how many, EE characterized activities enacted within the organization? Do ITE providers “know” about their own “approach”? Do they have a clear vision and policy for EE, which expresses it as an entitlement for all students (EC, 2011, p. 8)? Such an analysis of organizational practices also should stress the roles of coordinators and leaders. For EE to become a vision of the organization, leadership should entail staff consultation and clear communication of the own understanding and definition of EE¹. What role do teachers have in (re-)presenting this vision to the public? Are they designated as coordinators with specific responsibility for EE activities? How much organizational support and resources (e.g. for staff development) are available?

¹ For more information on the leader’s or principal’s role in EE see <http://ee-hub.eu/monitor/>