



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).

Levels of competence

At the end, all these practices of teaching, knowing and organizing as well as the corresponding activities, skills and attitudes are mapped on different levels of competence, which depend on the concrete setting of the ITE system (see Figure 3). Competences are relevant at the individual student level when it comes to the management of teaching-and-learning-arrangements. At the same time competences are relevant at the classroom level, e.g. when specific strategies for diversity and individualization are required. Another dimension of competence is the school level where teachers are expected to be team players, colleagues, organizers or managers. Finally, we also can detect competences at the community level where teachers are expected to engage in advising and networking with other stakeholders. Figure 3 exemplifies one possible tableau with the different levels of competences, which of course needs to be adapted to each institutional context.

Competences for teachers

At the individual student level

- Initiating and managing learning processes
- Responding effectively to the learning needs of individual learners
- Integrating formative and summative assessment

At the classroom level

- Teaching in multicultural classrooms
- New cross-curricular emphases
- Integrating students with special needs

At the school level

- Working and planning in teams
- Evaluation and systematic improvement planning
- ICT use in teaching and administration
- Projects between schools, and international cooperation
- Management and shared leadership

At the level of parents and the wider community

- Providing professional advice to parents
- Building community partnerships for learning

Figure 3: Competences for teachers on different levels (Snoek & Zogla, 2009, p. 20).