# 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).

The overall purpose of this section is to ask what it means to be an educator in the ITE-sector. Whereas the former sections helped to get an overview of relevant actors and artefacts at different levels, we will now focus on the institutional insights of TTCs and thus determine defining criteria of educational work done at a micro-level. This is mainly an empirical challenge. In fact, there is a lot of literature about "quality criteria of good teaching", which discusses the subject in normative and programmatic ways. To add, ITE-institutions usually have their own "Vision", "Professional ethics" or "Codes of conduct", which prescribe the ways how professional practice and practitioners should look like (see Figure 2 as an example for the "ideal" entrepreneurial teacher). However, these accounts do not necessarily provide insights into the realities of the practice – its challenges, requirements and problems. Therefore, our criteria strive not so much for normative ideals of teaching, but rather for empirical indicators. They cover different professional, social and cultural fields, which, in sum, constitute the teacher workforce with its practices, attitudes and competences.
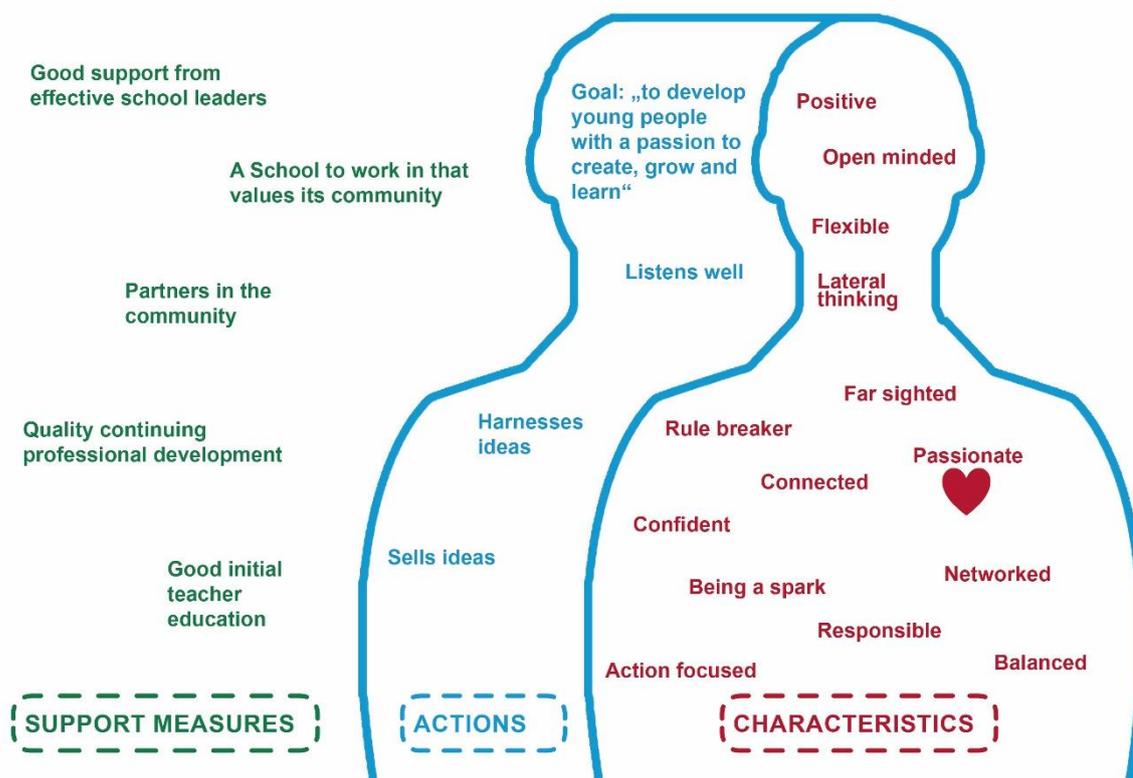
Good support from
effective school leaders

A School to work in that
values its community

Partners in the
community

Quality continuing
professional development

Good initial
teacher
education

SUPPORT MEASURES

Goal: „to develop
young people
with a passion to
create, grow and
learn"

Listens well

Harnesses
ideas

Sells ideas

ACTIONS

Positive

Open minded

Flexible

Lateral
thinking

Far sighted

Rule breaker

Connected

Passionate

Confident

Being a spark

Networked

Responsible

Action focused

Balanced

CHARACTERISTICS

*Figure 2: The Entrepreneurial Teacher: Characteristics, Actions and Support Measures (EC, 2011, p. 7).*

## Teaching: skills and practices

A first set of questions deals with the main variables that define and influence daily practices of teaching. Are there specific **teaching skills** required? Skills can contain categories like planning, designing, performing and managing of the teaching. In more detail we can ask, what professional and what social and emotional competences (e.g. motivational and affective competences) are required. Are classes diverse in the sense of students coming from different study programs and studying for different purposes so that teachers need competence in diversity management? What about individual coaching of the students and other strategies of individualizing?

Besides teaching, it may be relevant that teachers are also involved in **learning activities**. Learning activities foster the learning capacities of students and require teachers to act as a coach or consultor rather than as a traditional instructor. It depends not only on the teachers' skills, but also on the organizations' culture, strategy and leadership whether students are "increasingly encouraged to take on responsibility for their own learning" (EC, 2011, p. 9). They should be challenged in their decision-making and problem-solving skills and ideally work in teams as well as "get involved in 'supported' risk-taking and learning activities that incorporate the possibility of failure" (EC, 2011, p. 9). In all these activities, the preferred learning styles of students need to be considered and fostered.

Another topic are **assessment methods**: Which assessment practices are carried out? Examples would be learning-oriented assessment, feedback culture (immediate feedback on group-work; written feedback for papers…); written or oral examination, and self-evaluation of the students. In regards to EE, it has to be asked which assessment criteria are appropriate. For example, how to assess "transversal skills and attitudes like those involved in entrepreneurship"? (EC, 2011, p. 9) A specific entrepreneurial form of assessment would be peer-review, meaning students being encouraged to assess their own and others' work. Outcomes could be systematically included in students' records, portfolios and progress files. In general, assessment methods do not depend on the individual teachers' practices only, but also on the ITE providers' culture. Do teachers e.g. have incentives to engage in rather time-consuming assessment tools, as they are required in EE?

Other important categories of teaching are **reflection** and **feedback**: Where does reflection of teaching (and learning) take place? Are there opportunities to "enact" (i.e. practice) teaching? Are there specific mentoring programmes? In which form do students have the opportunity to evaluate the teachers?

Information on all these categories – teaching skills, learning activities, assessment methods, reflection and feedback – shed light on the dominant paradigms of teaching (e.g. action-oriented mode of teaching). Besides, they illustrate the different roles of teachers, which they are required to perform (e.g. as instructor, teacher, facilitator and coach), as well as the nature of the relationship between teachers and students.