



Tuning in the world

New Degree Profiles for New Societies

21 November 2012

Tuning in Africa
Teacher Education
SAG: Brussels

Education and Training



Teacher Education SAG



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The Meta-Profile of the Teacher Education Competences: Tuning in **Africa** + comparisons with work in **Latin America** and **Russia**

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Education: a weapon for change



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Nelson Mandela: ***“Education is the most powerful weapon which you can use to change the world”.***

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Tuning in Africa meetings:



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- ✓ From the Yaoundé discussions: ***The teacher as an agent of change for:***
 - Social and economic development and growth &
 - Conflict resolution and reconciliation for sustainable and peaceful living environments

- ✓ From the Cape Town discussions: The meta-profile should be viewed as a **Venn diagram-*the integrated nature of the curriculum***

Teacher Education Tuning Africa Meta-profile?



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Four Key areas

- ✓ Context (regulatory, geographic, socio-economic ...)
 - ✓ Local and global
- ✓ (Theoretical) Knowledge/Understanding & Practice
- ✓ Interpersonal Skills
- ✓ Values & Ethics

The Venn Diagram

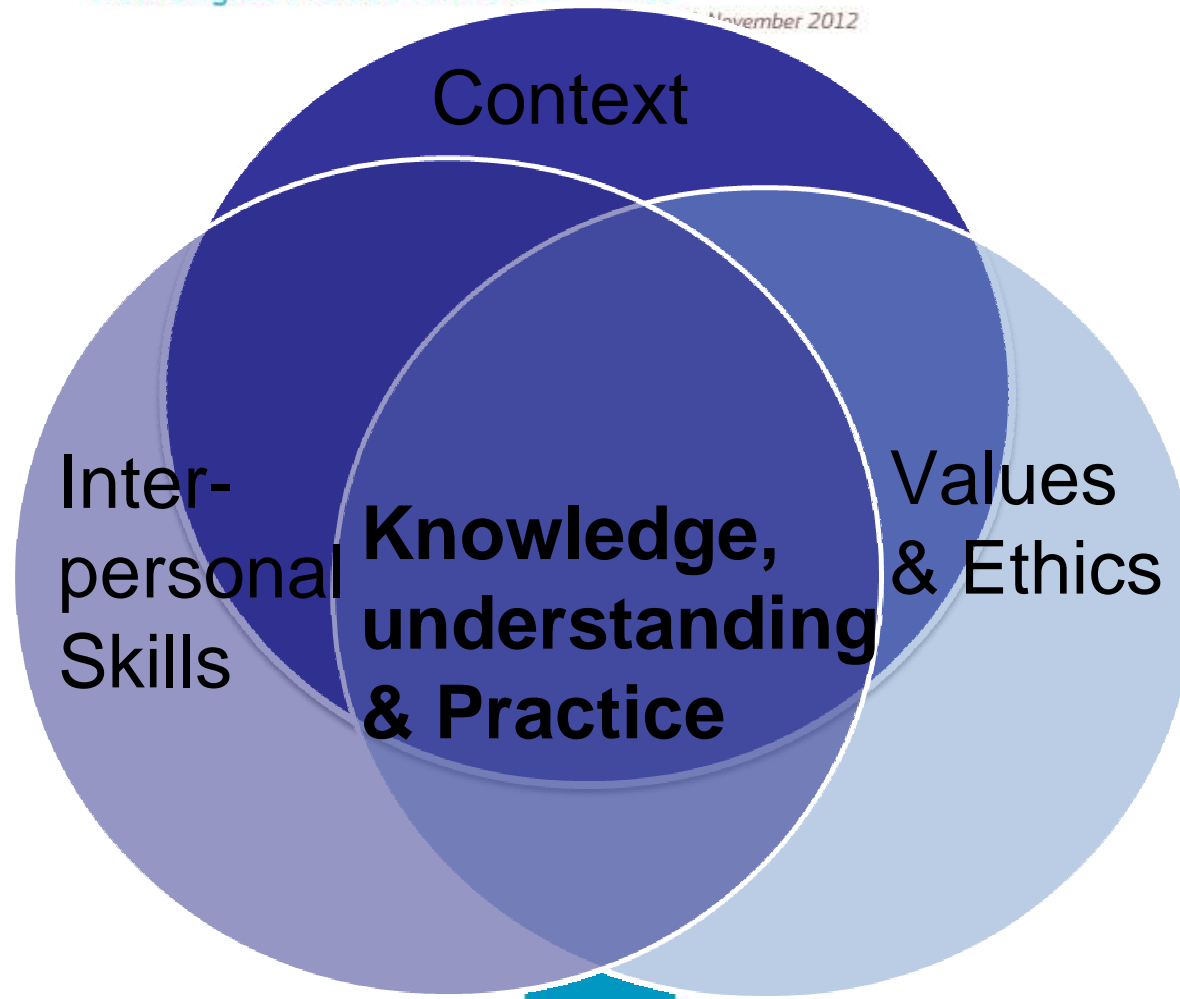


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Why a Venn Diagram



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- ✓ To represent the **interconnectedness** of the four areas: context, knowledge/understanding & practice, interpersonal skills and values & ethics
- ✓ These areas should not be treated in isolation, not to be taught in a fragmented manner
- ✓ This view of the meta-profile presupposes specific pedagogies in the teacher education curriculum delivery, informed by an **integrated approach**

? So what?: What frameworks and methodologies will be able to deliver on these competencies?

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Comparisons



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Africa

- ✓ Context
- ✓ Knowledge/
Understanding
& Practice
- ✓ Interpersonal
Skills
- ✓ Values &
Ethics

Latin America

- Professional
- Academic
- Social

Russia

- Ability to learn
- Ability to work
- Ability to interact
with others
- Ability to live in
harmony with
oneself

Similarities & Differences



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Similarities

- Emphasis on knowledge, including pedagogical knowledge
- Interpersonal skills & interaction

Differences

- The social role of a teacher: a common feature in LA & Africa; the teacher as an agent of Change
- Central role of values and ethics
- Africa: sustainable & peaceful environments

In Africa and LA there is a strong emphasis on values and the Social and ethical role of the teacher, from Russia there was an emphasis on what is measurable... 'instrumental?'

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Mega/meta-meta profile?



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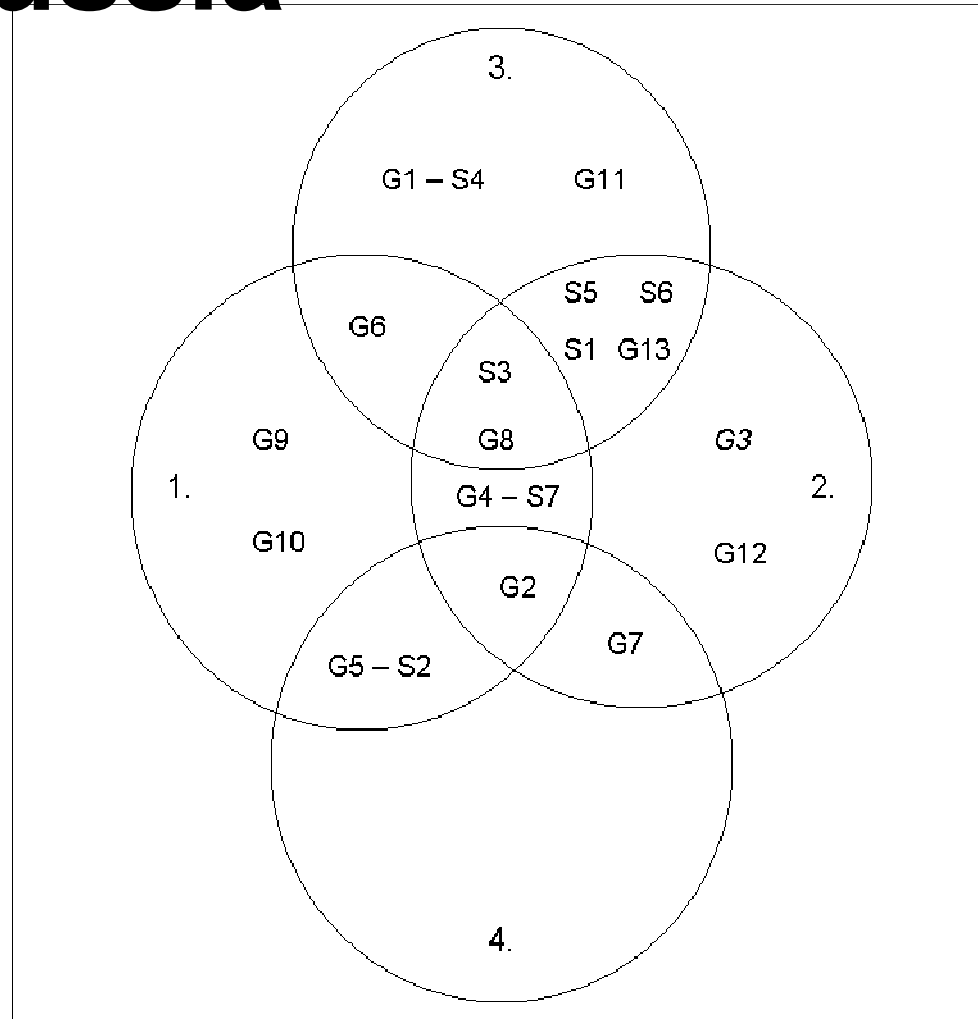


1. (Cognitive) Knowledge: Subject + Pedagogical knowledge
2. Interpersonal Skills
3. Ability to learn +
4. Life Long Learning
5. Role of the teacher in society/Teacher as an Agent of Change/Values and ethics

? How to teach and assess values and ethics. Do good practices exist?

Meta-Profile Diagram: Russia

- The vector of professional training in Education is to be preferably directed towards **interpersonal** and **instrumental** competences.



Metaprofile Competencies:

PROFESSIONAL	ACADEMIC	SOCIAL
CG1 Ability of abstract thinking, analyses and synthesis.	CE18 To understand education theory and use it in different contexts.	CG22 To value and respect diversity and multiculturalism.
CG7 Ability to communicate in a second language	CE2 To master subject specific content.	CE26 To work with people from different social backgrounds to promote community development.
CG16 Ability to make decisions	CE16 Ability to perform research and apply the results in practice.	CG5 Social responsibility and citizenship

Metaprofile Competencies

CG6 Ability of written and spoken communication	CE5 Understand the background theory of teaching methodology.	CG18 Interpersonal communication skills
CE7 To design and implement diverse criteria based evaluation strategies	CE1 To understand curriculum theory and instructional design to improve teaching.	CG 17 Ability to work in groups
CE19 To reflect on teaching improvement practice		
CE12 To bring the students to desired learning outcomes.		

Metaprofile Competencies

CE9 To select, design and contextualize education materials.

CE13 To plan learning activities for students with special needs

CG15 Ability to identify, articulate and solve problems.

CG8 Ability to use ICTs.

CE3 Ability to design and apply teaching and learning strategies in different contexts.