

As a part of Joint Master in Teacher Education initiative (JoMiTE), the paper presents the results of the analysis of national legislative documents and local teacher training curricula with respect to teacher competences.

An Analysis of Teacher Competence Descriptions in Eight European Countries

The competence-based education (and teacher education) has been under serious discussion lately. Two aspects seem to be generally included in the definition of competence: (1) the integration of knowledge, skills and attitudes; and (2) reference to a certain job context or job situation (Baartman, Bastiaens, Kirschner & van der Vleuten, 2007, p. 116).

The aims of the analysis were:

- To produce a shared description of teacher competences for the joint programme for secondary teacher education (see list on the right column).
- To compare the teacher competences and the descriptions that are nationally or locally produced within project partners' homelands.

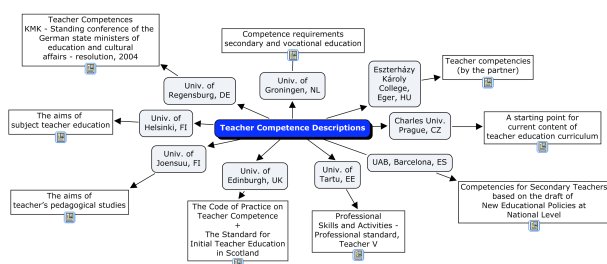


Figure 1. Analysed documents that were provided by the project partners.



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Competence area	With Learners	With Colleagues	With the Environment	With Oneself	With the World / Internationally	Total
Interpersonal	26	26	26	13	3	94
Pedagogical & Psychological	103	8	24	37	6	178
Subject Content & Methodological	40	4	4	44	1	93
Organisational	35	14	27	32	1	109
Intercultural	1	0	0	1	0	2
Total	205	52	81	127	11	N=476

Table 1. Coded references of the analysis. Coded reference could be in two or more competence sections. The framework is constructed in the project workshop on the basis of the Dutch framework of the teacher competences (see "Competentiematrix" www.lerarenweb.nl/bekwaamheid/matrix.swf).

Results

- The emphasis in the national or local teacher competence descriptions among the nine JoMiTE partners was in relation to learners (n=205 coded references).
- Only some coded references were in relation to the world (n=11) and so bringing the global and international aspects in.
- Teacher's intercultural competence was insubstantial (n=2).
- The strongest emphasis was on the pedagogical and psychological competence (n=178).
- Teacher's pedagogical and psychological competence in relation to learners (n=103) emerged the most frequently in the documents.

The five larger competence areas in the shared description of JoMiTE were:

- 1. Interpersonal competence** deals with the ability to communicate, perform and interact in teacher's work.
- 2. Pedagogical and psychological competence** is the core of general education. The teacher provides psychologically oriented support for learner's development.
- 3. Subject content and methodological competence** consist of knowledge of the subject as well as how it is taught.
- 4. Organisational competence** is naturally connected to organising things in teacher's work.
- 5. Intercultural competence** adds value to a student teacher's participation to the joint programme instead of national teacher education only.

Conclusions

- In light of this analysis, the pedagogical and psychological relationship with learners appeared to be the most important competence area considered necessary in teacher's work.
- There seems to be a minimal emphasis on the intercultural aspects in the sweep of European secondary teacher education.

References

Baartman, L.K.J., Bastiaens, T.J., Kirschner, P.A. & van der Vleuten, C.P.M. 2007. Evaluating assessment quality in competence-based education: A qualitative comparison of two frameworks. *Educational Research Review* 2(2007), pp. 114–129.

Joint Master in Teacher Education Initiative (JoMiTE) includes two European Union projects:
Joint Curriculum in Teacher Education (JoCITE) and
Shared Practice in Teacher Education (SPRITE).

Partners are:

- University of Groningen, Groningen, The Netherlands (coordinator)
- Charles University, Prague, Czech Republic
- Universitat Autònoma de Barcelona, Barcelona, Spain
- University of Tartu, Tartu, Estonia
- University of Edinburgh, Edinburgh, United Kingdom
- University of Helsinki, Helsinki, Finland
- University of Joensuu, Joensuu, Finland
- University of Regensburg, Regensburg, Germany
- Eszterházy Károly College, Eger, Hungary
- Dr. Nassau College, Assen, The Netherlands
- EKF Training School, Eger, Hungary
- Akadémické gymnázium Štefánika, Prague, Czech Republic
- Institut d'Educació Secundària Sabadell, Sabadell, Spain
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