



# TEACHERS ON THE MOVE

Teacher Education Group Vision Statement<sup>1</sup>



## INTRODUCTION

In this vision statement we express our view on the essence of being a teacher, i.e. on what is common and valuable to all those involved: prospective teachers, teachers and teacher educators. Pin-pointing the essence is important to us, as we want our vision to be sustainable. In that way it will serve as a landmark helping us to deal with a complex and ever-changing educational context.

We nail our colours to the mast: this vision statement epitomizes everything that matters to us when it comes to becoming and being a teacher. It is a touchstone for all stakeholders to call us to account. Our vision is the point of departure in our interaction with students and the design of the educational environment. The principle of congruent education serves as a basis for modelling tomorrow's teachers.

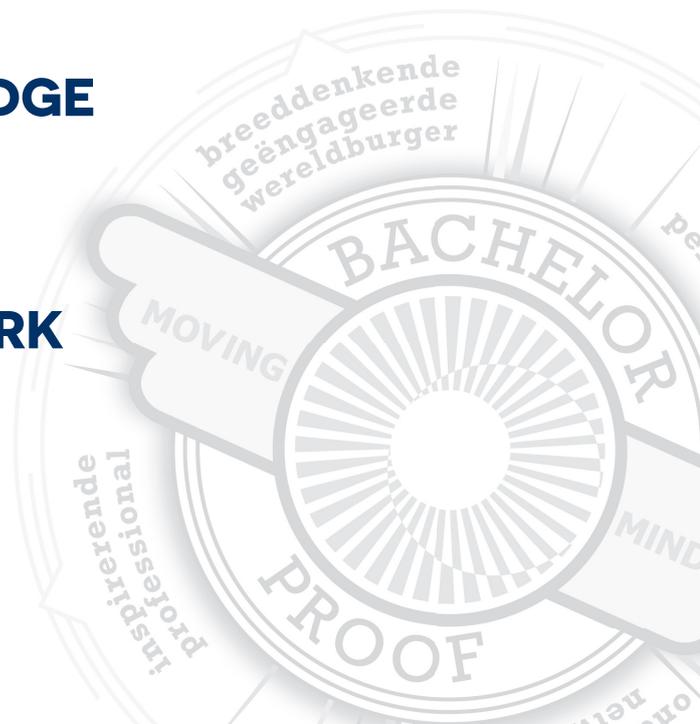
On a group and college level, this vision is a guiding principle allowing us to determine together the quality of education we aim for and to innovate on a permanent basis.

## MAKE A DIFFERENCE

## OPEN YOUR MIND

## VALUE KNOWLEDGE

## ENJOY TEAMWORK



<sup>1</sup> Authors: group management, based on a proposal by Erik Schrooten and with the input of lecturers, students and staff



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## MAKE A DIFFERENCE

Teachers are driven by children's and adolescents' preoccupations, by who they are and how they look at the world. Teachers developing an educational model invariably use the children's and adolescents' perspective and social world as their starting point.

Teachers believe in the emancipatory power of education. All individuals have the right and the capacity to learn. Learning means learning to know, learning to do, learning to live together and learning to be<sup>2</sup>. Spurred by a passion for learning and developing teachers challenge children and adolescents to develop their skills and their individuality. Teachers instil confidence into their students, and an open-minded view on the unknown world – a world they will want to explore in the company of others, gradually finding out its meaningfulness. Teachers encourage children and adolescents to take their lives into their own hands, grasping reality step by step.



## OPEN YOUR MIND

Being a teacher is more than a job – it is an identity. Teachers are authentic, inspiring and innovative. They are entirely dedicated to making others learn. Teachers realize they have the responsibility to make constant choices in the complex world of education, in the best interest of children and adolescents.

Teachers are an integral part of society. They commit themselves to playing a part in the creation of a sustainable and fair society. As world citizens they are aware of new developments and their impact on education. Driven by their idealism they actively contribute to a better world. Teachers aim at being the change they strive for.



## VALUE KNOWLEDGE

Teachers create powerful learning environments. They use the group's diversity as a starting point and focus on children's and adolescents' learning and development.

Teachers have a wide knowledge base in which subject-related and pedagogic-didactic elements interact. They use it to find adequate answers within the complex practice of education. Teachers are aware that knowledge is in constant evolution and that asking questions is sometimes more important than giving answers.

That is why teachers have an investigative attitude. They systematically explore the possibilities to strengthen their educational practices. With a broad outlook they venture on new paths.



## ENJOY TEAMWORK

Teachers need other people to be a good teacher and to offer strong education. They commit themselves within a school team, the broad educational community and society as a whole. 'Making school together' is what they do with various partners. As they are convinced that education does not stop at the school gates, teachers actively engage in dialogue with children, adolescents and their environment.

Teachers cooperate with others to continually raise their level of professionalism. The educational system is shaped within the own school team as well as outside, both on a regional and an international level.

<sup>2</sup> Delors, J, e.a. (1996). Learning: The treasure within. Paris: UNESCO

We further drew inspiration from the works of Biesta, Hattie/Timperley, Sahlberg, Kelchtermans, Korthagen, Vandamme, Fullan, Horizon 2020 reports...