

Teachers Matter: Attracting, Developing and Retaining Effective Teachers. OECD Publishing Version: Print (Paperback) Availability: Available Publication date: 28 Jun 2005. Dostupno na www.oecd.org/document

The Quality of Teachers. Policy Paper. Recommendations on the development of indicators to identify teacher quality. ATEE. (www.atee.org)

Towards the European Higher Education Area. Priopćenje sa sastanka europskih ministara zaduženih za visoko obrazovanje (Praško priopćenje. Prag, 19. svibnja 2001.) (http://www.bolognaberlin2003.de/pdf/Prague_communicuTheta.pdf)

Tuning Educational Structure in Europe: Closing Conference Document. Tuning education. (www.unizg.hr/unesco/o_projektu/novosti.hr)

Universities' Contribution the Bologna Process – An Introduction. General Brochure final version. tuning.unideusto.org/tuningeu/ – 22k –

Ostali mrežni izvori:

<http://www.eurydice.org>

http://europa.eu.int/eur-lex/en/com/cnc/2002/com2002_0779en01.pdf

http://europa.eu.int/eur-lex/en/com/cnc/2002/com2002_0629en01.pdf

Summary

European Perspective on Teacher Training or Teacher Training at a Crossroads between the European and the National

Jasna Krstović
Faculty of Philosophy, University of Rijeka, Croatia
Department of Pedagogy

There is a growing public awareness, especially in political and academic circles, of the need for a knowledge society in Europe as an irreplaceable factor of social and human development. Such a society would enrich and strengthen the link between Europe and its citizens but would also enable the continent to adequately prepare its citizens for the challenges of the new millennium and raise the awareness of common values and belonging to the same social and cultural area. In a changing world there is a constant need to adjust higher education systems in order to enhance the competitiveness of the European area and enable it to respond effectively to the challenges of globalisation. In its endeavours to draw nearer to the developed countries of Western Europe through the processes of European integrations and the general process of globalisation, Croatia, as a transitional country, faces significant difficulties with education system reforms and the reforms of the teacher training subsystem, especially when it comes to their content, the way they are implemented or the dynamics of their implementation. The paper tries to help us find the way to follow integration and globalisation processes while safeguarding our own traditional, national and other idiosyncrasies and values, especially when faced with a highly developed concept of European professionalism in teaching, made manifest in teacher training and development.

Key words: teacher, school, teacher training, European professionalism, competence approach