Erasmus Policy Statement (Overall Strategy)

The strategic policy plan KPZ 2011-2016 says:

"It is the task of Dutch education to enable pupils to acquire competencies by which they can find their way in this globalized world. This means an emphasis on the development of creative (artistic, intellectual, commercial), problem solving and communicative skills." Staff and students are invited to observe the perspectives of others, to put themselves in the position of their fellow men. Through this arises also an orientation on communal challenges which confront the population of the 'global village'. KPZ considers identification with Dutch and European citizenship, an open mind towards the world and social participation as essential facets of professional identity. It is therefore impossible to imagine higher education without international and intercultural competencies. They belong to the overall training program of KPZ and the professional identity of primary school teachers. The subsequent main task for internationalization stemming from this is: "to make a contribution to the quality of education, the quality of the teacher and the quality of the student. Internationalization as an incentive for the quality of cooperation, exchange, mobility and good partnership."

a. Choosing international partners:

Central to all key-words in education is Good Partnership which entails outstanding education at KPZ's bachelor primary teacher training program. In order to formulate the ambitions of KPZ PARTNERS are of paramount importance with regards to achieving these ambitions. In order to reach the objectives for internationalization good partners are essential and is the foundation for working within internationalization. The main target of the International Office is to find suitable partners and to consolidate and extend the existing relationships for the benefit of student exchange and teacher & staff mobility. In the field of teacher training at primary level KPZ cooperates with accredited and qualified institutions in Graz, Bruges and Linköping. In Graz (PHST)and Bruges (KHBO) KPZ participated in a peer review and audit regarding the curriculum and achievement of its aims and goals. In this perspective KPZ makes a clear choice to find the right partners for development and improving work processes. In the policy plan of the KPZ ambitions for action research are formulated as follows: to initiate national / international connections and cooperation with research centres. This implies seeking alliances with suitable partners in the field of research as well as universities of applied science. Suitable partners are primary schools in EU & non-EU for internship of student teachers. Mobility should focus on arts, civics, concepts and science in the Profile-Final Phase as a 'teachers' choice. Once chosen it will guide participants to find the right partner within the EU or non-EU supported by the IO for exchange or deepening the focus.

b. Geographical Area:

KPZ as a member of the federation Interactum Universities organised desks to enforce mobility worldwide, areas as South-Africa, Dutch Caribbean Islands, Suriname, Nepal and Canada were involved. For preparation, guiding and feedback concerning mobility in those areas the desks worked out successfully. On the map of Europe there are still a number of blank spaces. So far no contact has been established with countries like England, France, Germany and Switzerland. Finding suitable partners is also a matter of finding a proper match in different disciplines. Although the last two years partners in Poland, Scandinavia, Turkey and Spain cooperated with KPZ more intensively. Focus

in future will be on Canada and Nepal with regards to new developments in education. (Toronto OISY and Nepal the post graduated teacher training courses by KPZ.)

c. Objectives and target groups:

In general the main objective for mobility is to achieve fruitful cooperation in a triangular relationship: KPZ, a EU or non-EU university and primary schools in the same area involved with teacher training. Good examples are cooperation with Innsbruck (PHT) & Graz (PHST) students are able to combine study and internship during their stay abroad. Teachers and staff have the opportunity to explore equal experiences with our partners.

Students: The present target is that 50% of our students will go abroad. The focus for student mobility will be in future more on studying within the EU guided by the choice in the Profile-Final Phase as mentioned before.

Teachers: Teaching / lecturing abroad to improve one's own quality and perform as an internationally accepted teacher and professional in his field of study are at the heart of teacher exchange next to curriculum comparison and exploring educational developments abroad in a special field of subject.

Staff: This activity is in particular aimed at the exchange of expertise, job shadowing, cooperation in the development of programs and curricula, accreditation/audits.

KPZ is a relatively small compared to other universities, although it hosts a highly qualified teacher training institute according to the ranking of HEI's and accreditation. Therefore the capacity for international cooperation projects like IP is limited by the number of staff and teachers. In future KPZ intends to organize international projects within the employees' workload. On a small scale KPZ started to organize mini-conferences in the field of reform pedagogic like Dalton education and student conferences like Teacher in Europe financed by the national European Platform. In 2014 KPZ will organize a conference for all EU and non-EU partners: theme "alternative education and / or reform pedagogics for primary education"

For the past two years KPZ has organised post graduate teacher training courses in Nepal for teachers in primary education financed by the Theole foundation. KPZ teachers have developed special courses.

Crossing borders step by step is the main idea with regards to the capacity and ambition in quality of KPZ concerning international projects in future. The IO has to explore challenges and possibilities for funding of the international programs supported by CEO and management team.

KPZ underlines the statement of The International Alliance of Leading Education Institutes (IALEI) in its educational policy in order to address the modernization and innovation of the curriculum. The IALEI redefined the desired professional profile and identity of teachers based on analyses of international trends in teacher training colleges. Redefine professionalism: there is an urgent need to recognize teachers' work as complex and demanding.

1. Increasing attainment levels to provide the graduates and researchers EuropeNeeds: The National Dutch policy towards teacher training institutes primary requires a higher entrance level conducted by national assessments for Dutch languages and mathematics than before. To attract more students for this type of education KPZ will inform those interested in the best way to avoid drop outs and

specialized guidance for students with arrears while studying. Prior to IALEI policy KPZ will improve the design and delivery of teaching: it must be attractive for the best students to become teachers. This requires innovative approaches to recruitment and sustained innovation in teacher preparation programs.

- 2. Improving the quality and relevance of higher education: According to IALEI KPZ demonstrates an exploring attitude towards pedagogical and didactical questions and capacity to foster up to date research outcomes for reinforcing teaching practice. Frequently surveys prior to quality of the curriculum, study and work satisfaction will be hold on behalf of quality assurance. A strong connection with stakeholders in primary education delivers a quality and relevance check of the offered teacher training education by KPZ.
- 3. Strengthening quality through mobility and cross-border co-operation: Foster lifelong career learning: teacher effectiveness is enhanced by comprehensive initial preparation. Induction and lifelong development as a self-regulating capacity (IALEI). In this perspective KPZ achieved before inter institutional cooperation's prior to quality assurance like peer reviews, project weeks for student exchange and conferences. In future those initiatives will be continued and increased.
- 4. Making the knowledge triangle work: In the field of teacher training education no business companies are involved. In the vision of KPZ the triangle teacher training colleges, primary schools and research centres will make the knowledge triangle work. According to this vision KPZ will strive to achieve strong partnerships and cooperation to educate excellent teachers for regional needs and purposes. New projects like "Vierslagleren" develops a master for graduated bachelor students in combination with boards of primary schools for intership and the research centre KPZ. The outcome of this project will be a master title and a job.
- 5. Improving governance and funding: In point 4 KPZ shows an example of good governance and funding as approved by the government and supporting the teacher training in NEPAL funded by KPZ.

Endorsement:

I, the undersigned, legal representative of the applicant institution,

certify that the information contained in this application is complete and correct to the best of my knowledge. All Programme activities will be implemented on the basis of written agreements with the relevant authorities of the partner institutions;

agree to the content of the Erasmus Charter for Higher Education (ECHE) application outlined above and commit my institution to respect and observe these obligations;

agree to the publication of the Erasmus Policy Statement by the European Commission

Place: Zwolle

Name: Jan Heijmans Date (dd/mm/yyyy): 13/05/2013

☑ I have read and accept the Privacy statement

Original signature of the legal representative of the Institution (as identified in section A.2 above)

Original stamp or seal of the Institution



University of Applied Science, Teacher Training Institute International Office min hocal