



Teachers' Perspectives on Global Trends in Education Policy and their Practical Implications

Vesna Kovač

University of Rijeka, School of Humanities and Social Sciences, Department for Education (Croatia)
vkovac@ffri.hr

Abstract

In this paper the main focus will be given on features of global trends in education policy and their implication on the professional practice of Croatian school teachers. In the first part of the paper, the solid theoretical framework on global issues on education policy will be offered using the various points of view of the leading researchers in the field of education policy and reform. In the second part of the paper, research outcomes from the comprehensive (nation-wide) empirical study on teachers' perspectives about global trends in educational policy and their practical implications on school practices will be presented and discussed. The specific objectives of the survey were: 1) assessment of school teachers' competences needed for active participation in education policy making and implementation; 2) assessment of teachers' activity, interest and motivation in/for education policy making and implementation and 3) identifying teachers' perspectives on specific features of educational policy in Croatia with the special emphasize on teacher education policy and political concern for teachers' professional role and dignity of teaching profession. The main focus for discussion will be directed to the fact that teachers' role and competences in/for the process of creating and evaluating educational policies are often neglected and undermined by policy makers.

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