

## Policy Statement

The internationalization strategy of PH Burgenland aims to successfully position the PH as the hub of an international university or college education network for the professional training of teachers and students in educational professions.

The selection of new partners is primarily based on the aspects of the profile forming focal points of PHB namely

- New teaching and learning culture | individualisation and differentiation | competence orientation
- Virtual learning spaces | Media Education
- Multilingualism | Intercultural Education

In addition the Institute for Religious Education is orientated towards the possibilities of inter-religious exchanges with corresponding organizations within the partner institutions.

The focuses of interest are international (elementary) teachers and people who work in other educational professions. The overall objective is to be achieved by initiating topics and thus leadership and participation in relevant international cooperation projects in the teaching of education, training and further education, and also in research. The achievement of the objectives requires increased mobility of university staff and students.

High-quality mobility and cooperation activities are essential for international and intercultural experiences of university staff and students in terms of technical, career-related, linguistic and personal and social development. Mobility therefore contributes to high quality and leadership and the development of demand-oriented courses at the PH Burgenland.

The already successful and long-standing collaboration with the Universities from Hungary and Croatia at the primary level will be increasingly used for joint research from the elementary to the primary level and will be supported by student and staff mobility. This list of priorities is designed to promote mobility, shared teaching commitments, and field trips.

The institutional cooperation with educational institutions was established with the 2013 Burgenland University Conference (FH Eisenstadt, Haydn Conservatory, University for Peace Schlaining University of Music in Graz / Oberschützen), but there is also close cooperation with companies and local and regional authorities to develop and implement innovative practices in the promotion of education, training and employability, creativity and entrepreneurship.

Because of the recognized national minorities in Burgenland, principally, Croatian, Hungarian and Romany, and the common historical past with near and distant neighbours, the cooperation will be geographically intensified in Southeastern Europe.

In addition, Scandinavian and German universities are attractive destinations for outgoing students of the PHB, accordingly reinforced cooperation will be established in these countries.

In the planning and implementation of personal mobility programs, thematic and linguistic interests of university staff and students are taken into account and these programs are designed in accordance with the profile of the PH Burgenland.

As part of the annually determined areas of responsibility the goals of teachers are agreed in relation to international activities.

The IO organizes events in cooperation with the institutions of the PH appropriate to their specific implementation as part of the internationalization strategy of the PHB. The results are incorporated in the periodic target, performance and resource plans in terms of a quality control loop.

Due to the limited human resources of the IO, the Erasmus program will also remain the dominant long-term training program for mobility at the PHB. At the center of the endeavour is "Mobility for better learning", the training of teachers to promote continuous improvement in teaching methods. This requires close coordination between the curricula of PHB and its university partners as well as

individual counseling ahead of the students in their choice of higher education institution and in the determination of their program of study. As it always has done the PHB will continue to pursue the goal that students should suffer no "loss of progress" through their period of study abroad. In addition, bachelor subjects with an international context are promoted, bachelor in an international context and young researchers are encouraged.

The Erasmus program contributes to the attractiveness of study at a higher education institution in Eisenstadt. Therefore, university marketing begins with information for prospective students.

Courses for university staff and students are offered regularly in order to improve their language skills. The restructuring of education at the PH requires developments in curriculum which allow the introduction of an optional module 'internationalization'.

The multilingualism and intercultural education language workshop (with particular reference to the Burgenland minority languages Croatian and Hungarian) is furnished to the needs of the PH and is initiated together with the "Online Campus Virtual PH" or the Learning Management System Burgenland (LMS ) which are also established at the PH. Research and / or development projects for online learning are undertaken in cooperation with Croatian and / or Hungarian universities (especially in Zadar, Osijek and Győr) and with ethnic associations and clubs in Burgenland.

Teachers at the institutes for Personal- and School Development for professionally educated students at the PHB shall play a greater role as competent education partners in the technical, industrial, and commercial career fields above all through cooperation projects in the border regions with Hungary.

#### *Modernisation and development of the PHB*

1 The PHB programs aim at better coordination between the different phases of teacher training (initial training - mentoring of young professionals Interior - job training) from. The development of these programs through to research-led teaching takes place in the national development network Styria - Burgenland with the PH of Styria, the KPH Graz and the University of Graz as well as within the international doctorate programs with the universities of Brno, Koblenz-Landau, Potsdam and the University of West Hungary Sopron.

2 The PHB contributes to an increase in the percentage of graduates not only to Bachelor level, but also supports the Bologna criteria appropriate training system for educational professions in the province of Burgenland to the doctoral level. With increased focus on profile development research expertise in terms of the tertiary sector of teacher education should be guaranteed.

3 The PHB offers comprehensive support to students on exchange to expand their cultural skills and broaden their language skills. The acquired skills will help to promote their careers and their personal development. Those involved will be competent in dealing with students from diverse cultural backgrounds within their chosen careers as teachers.

The impact of mobility and international cooperation are reflected in the generation of new knowledge in pedagogy, didactics and methodology as well as in a positive personal attitude towards foreigners. Social exclusion is counteracted in this way.

4 The Institute of Personnel and School Development at vocational schools is aimed at the development of synergies with the private sector and thus indirectly contributes to regional development. By improving quality and relevance young people will be provided with those skills they need to fulfill their development potential and to meet the needs of the labor market.

5 The strategy for the implementation of an internal quality management system of the PHB is based both on the structure of the particular areas of strength and on the principle of periodic self-assessment and external assessment of the current "quality level" of the PHB based on the model "European Foundation for Quality Management (EFQM)." A first peer-review process has been carried out with the PH Carinthia, and in the future foreign partner institutions will be involved as peers.

The PHB supports the need for equitable and sustainable professionalization of managers and teachers in school development processes and in the case of PE measures offers support through the concept of consulting and support. The existing support range will be expanded gradually and financial resources will be used giving priority to school site-specific implementation.