

Abstract:

Being and Becoming a Genuine Educator

Level descriptors (1-8) in the European Qualification Framework in the light of Novalis' stairway scheme of the evolving human genius

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Not only education for children and youth, but also adult education is guided by the educators' view of the human being. Taking Biesta's (2006) question 'What is education for?' as a point of departure for an analysis of the 'level descriptors' (1-8) in the European Qualification Framework (EQF), the paper discusses and explicates a view of human professional process of becoming implicit in the progressive 'step descriptors', from level to level. One challenge that all higher teacher education institutions in Europe are faced with today, is the interpretation of this stairway of levels (1-8). The paper's main argument is that this interpretation is not a given. Hence, a transparent and explicit view of the overall human developmental journey is needed - and also clear concepts of key-qualities that constitute each level. The second part of the article offers such an interpretation.

Two key elements in the progression of the EQF step descriptor is autonomy and responsibility. This corresponds to Novalis' scheme, where focus is how human genius (Hugo 2012) stepwise develops. From childhood (1) into youth (2) and adulthood (3) there is what he describes "a triad"; a developmental pattern with inner lawfulness where the third step represents the synthesis of the dichotomy of the first two. Animals end their developmental journey here, at the ripe adult stage. Human beings continue a developmental journey, self-induced. The primal triad is now seen repeated at a new level in professional life from reflective practice (level 4), through being theoretician / practitioner (level 5) to finally having the synthetic competence in a particular field of performance (level 6). At this stage of development there is a new threshold to be passed, where you enter 'conscious self-education'. This level in Novalis' scheme (level 7) resemble the level where – in the EQF system – you independently research your own field of practice. It implies the capacity of building your own ground academically through a process of self-generated conscious self-education.

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