

This work attempts to identify and analyse factors that have an effect on the identification of teachers with Europe: “European identity” of a teacher is being argued. We widely discuss actual meaning of the term “Europe” and seek an empirical approach to the “European identity” research. Correctness of the “European identity” of a teacher is not put to test; actual issue of the teacher’s profession is being discussed instead. The structure of this work consists of three chapters. First of all some basic assumptions for the work need to be posted: we discuss such terms as “globalisation”, “knowledge society”, “educational aims” and context of “European dimension of education”. The second chapter presents three interrelated parts. They are focused on the meaning of theme “teacher as a subject of research”, “identity as a subject of research” and “Europe as a subject of research”. We conclude with the own meaning of the “European identity” of a teacher in the end of the second chapter. Empirical approach throughout the rest of the work is based on this conclusion. The methodological approach is derived from the character of the postulated hypothesis. We compare two independent samples. Two samples being a) teachers (teachers of basic and secondary schools in Prague) and b) random population. Based on the results of our survey we analyse following factors of how teachers (in Prague basic and secondary schools) view the meaning of “Europe”: First of all those teachers view Europe as a political idea and as culture unity, and its shared history. The results of this survey refer to absence of identification with Europe citizenship. Teachers don’t reflect the real awareness of the European Union, but reflect the contribution of the European Union for future of their pupils. Based on the survey results we can interpret these means of identification as widely related to contemporary changes of society.