**VET for ALL – Skills for Life Conference Session 5 – Changing role of teachers and trainers**

# STORIES

**EUROPEAN VOCATIONAL SKILLS WEEK 2019**

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The slides contain hyperlinks to relevant projects, publications and events.

**EUROPEAN VOCATIONAL SKILLS WEEK 2019**

# FINLAND

Katja Österberg, Omnia
and
Dr Sanna Brauer, Oulu University of Applied Sciences, University of Oulu

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# Professional Teacher Education, Vocational Programs in Finland

- 5 institutes of vocational teacher education.

- Regulated by law (356/03) and statute (357/03).

- The Professional Teacher Education Programme consist of 60 ECTS credits and provides a teacher qualification to work as a teacher at vocational institutions or at universities of applied sciences.

- Combining study and work: study paths for both practicing teachers and teacher candidates who want to gain the official ***teacher's qualification diploma***.

- A general entrance requirement for vocational teachers is Bachelor's (or higher) degree and 3 years of professional work experience.

- Multidisciplinary groups and multiform studies to meet the needs of adult students.

- Fast track or flexible part-time studies from 9 months to 3 years.

# Versatile roles of teachers in VET
# Case Omnia
# Developer teachers

Katja Österberg, Pedagogical manager

Omnia, The Join Authority of Education in Espoo Region

# 1. Why developer teachers?

- Working life is undergoing big changes => The teacher's work is becoming more diverse

- new identity of teacher?

**Teacher? Coach? Tutor? Mentor? Counsellor? Developer?**

- VET teachers and trainers need courage and strong community to support changing teaching and diversification of the work

- The changing environment challenges teachers and pedagogy and provides the opportunity to create a new culture of learning and acting, but also requires new skills

- Developer teachers guides, assist and encourages colleagues in different ways in their everyday challenges and changes

- Different roles of teachers support new way of leadership => helps the managers to succeed in implementing the changes

- Promotes common discussion and understanding with teachers and trainers

- Involving everyone in development => shared leadership

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# 2. What?

**Pedagogical peer coach (40 teachers)**

- Responsible for Omnia's pedagogical development work  together with education manager
- Encourages and inspires colleagues for new pedagogical approaches

**Qualification coordinator (40 teachers)**

- Ensures quality of personal competence development plan and assessment of competence
- smooth application process for the applicant

**Digital tutor teacher (10 teachers)**

- Promotes good online pedagogical practises and supports digital competence development of colleagues

**Coming 2020  => Worklife cooperation coordinators**

- Developing cooperation with working life and building partnerships

# 3. When?

- 2015 starting piloting (project) with 10 pedagogical peer coach
- 2018 autumn
  - => expansion of activities (over 100 developer teachers)
  - =>internal recruitment as a developer teacher (pedagogical peer coach & qualification coordinator)
  - => recruitment for 2,5 years at a time
  - => not only VET but also general upper secondary school for adults, basic education for adults and liberal adult education
- 2020 evaluation of model of developer teachers

# 4. Who?
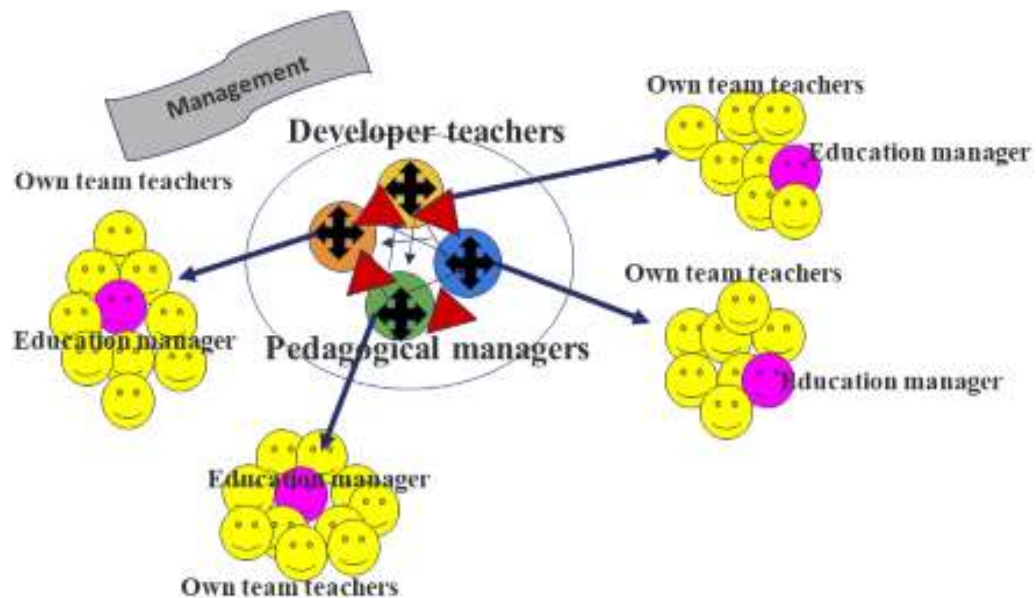
# 5. How?

• **Strategic goals for work** ⟶ **Management**

- The education provider enables the developer teachers to operate, provides management support and the necessary resources.

• **Coordination and support** ⟶ **Pedagogical managers**

• **A strong developer network** ⟶ **Developer teachers**

- Joint meetings with other developer teachers and pedagogical managers
- Regular meetings with education manager => Goals for the work
- Peer guiding and coaching
    - Helps, guides, and supports teacher colleagues in changing situations and matters of concern
    - Identifies organizational development and training needs and actively participates in pedagogical development.
    - Strengthens the competence of staff and the overall quality of operations

# 6. It has been successful because:

- Better overall quality and consistent operating methods
- Implementing shared leadership
- Organizing the work of a large organization together
- Working together => shared expertise => Peer coaching
- Sharing good practises and inspiring each other
- Openness, inclusion and well-being throughout the work community
- Everyone's skills are growing and staying up to date
- Competent and relevant education for students and the work life

# 7. Main challenges are:

- Peer guiding (teacher to teacher) is not an easy role => needs bold attitude, good communication- and teamwork skills
- Adequate support for developer teachers work
- Shared leadership
- requires a great deal of collaboration across networks => lack of time

# Innovative Practice from Digital Open Badge-Driven Learning

Dr Sanna Brauer
Oulu University of Applied Sciences, Professional Teacher Education
University of Oulu, Faculty of Education
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# 1. Why Digital Open Badges?

## Future: increasingly numerous ways to develop competences.

- Electronic *micro-credentials* offer novel possibilities in identifying and recognising different competences independent of how they were acquired.

- Digital badges are used in learning to encourage students, to pinpoint progress and to support credentialing.

- Clear principles of judgement: equal, egalitarian and transparent way of assessment

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# 2. Digital Open Badge-Driven Learning

- *A competence-based learning process grounded on the badge constellation of competences.*

- *The entity involves learning materials, badge criterion, instructional badging, scaffolding and peer support*

- 'Learning Online' is a national competence development program designed for vocational teachers. Over 21000 competence-based badges (three levels of UNESCO's ICT-CFT) since 2014.

  - Badges are assessed based on an application: tangible tasks to apply new competences in working life. Promotes independent self-evaluation of existing competences and identification of individual competences needed in working life.

  - Supports validation of prior learning: *efficient professional development.*

# 3. Timeframe for the European Development

- Digital open badges have become a successful tool in Finland for fostering vocational teachers' professional development.

- Several national badge constellations of competences will be published in 2020-2023.
  - E.g. Teacher's Badges offers to create and establish "a national digital badges system to support the recognition and acknowledging of professional competences of vocational teachers during their teacher studies as well as their entire professional career"

- Development and pilots should inform ongoing Europass development

# 4. Who owns the "open"?

#openrecognition

Different stakeholders have various value expectations of badges

- Learning pathways should include collaboration between different stakeholders *so that badges hold value and are highly recognised in society*

- Different development projects share various networks: municipalities, secondary education, universities of applied sciences, schools of professional teacher education and research universities

- Finnish Ministry of Education and National Agency for Education

# 5. How to get (Inter)National?

Frameworks, recommendations and official guidelines (e.g. DigiCompEdu/Org/NQFs/PIAAC)

- Fit the language (ESCO)

- Network! National, international, technical, pedagogical - different kind of expertise is needed

- *Share Experiences - Learn from Others!*

- *Study Research - Do Research!*

- Apply for resources for diverse purposes: to ground theory, to pilot practices, to develop technologies, to educate trainers, to disseminate results...

# 6. Key Success Factors of Badging:

Excellent learning outcomes, by quantity and quality

- Visualise study progress and optional study paths.

- **A sense of excitement similar to that of playing games:** inspiring gamification encourages the participant to proceed.

- Evidence: the demonstration of competence in question - tangible applications in working life.

- Personal development plans - driver for personal growth.

- Interaction, collaboration and feedback

# 7. Main challenges

*The criteria for the future skills and knowledge are developing and evolving while staying compatible with the nationwide administration and learning management systems.*

- Technologies under development
- (Inter)National guidelines for quality badging
- Freely organised networks as stakeholders
- Transition from simplistic grading to assessment of competences can be a demanding challenge for both teachers and students
- Personalisation, customisation, individual study paths
- → scaffolding resources

Brauer, S. (2019). *Digital Open Badge-Driven Learning –Competence-based Professional Development for Vocational Teachers* (doctoral dissertation). Acta Universitatis Lapponiensis 380. http://urn.fi/URN:ISBN:978-952-337-110-1

# Digitalising education in Estonia: educating teachers to be confident with digital

Rita Kask,
Ministry of Education

# 1. Educate to create

## Estonian LL strategy 2020
**Vocational and Higher Education**

- **Contemporary way of learning/teaching**
- **Awareness AND understanding of IT as a tool and profession**
- **Creativity and problem solving skills**
- **IT skills in each profession**
- **Understanding of programming as a tool in each sector**
- **IT as a profession**

# 2. Incorporating a digital culture into the learning process

digital skills

modern infrastructure

empowering learning

# 3. Timeline

**2014-2023**

# 4. Responsible authorities

- [Ministry of Education and Research](#)
- [HITSA](#) (Information Technology Foundation for Education ensures that teachers at all levels of education have modern digital skills and they know how to use them in their area of teaching.
- Education institutions in all levels
- Estonian ICT sector

# 5. Developing the digital competences of teachers and school teams

Teacher's digital competence model by the Information Technology Foundation for Education (HITSA)

- Briefing sessions training courses and master classes, seminars and conferences;

- traineeships in businesses for teachers;

- foreign visits for school teams and teachers and exchanging international experience;

- training the next generation of teachers;

- creation of e-tests for the theoretical part of occupational qualification certificate examinations piloted.

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# 6. Boosting the use of technology

- **Development programme for school teams, Digikiirendi**
- tailor made for every school team (including managers), regional approach;
  - ✓ directs to use digital tools in school management, teaching and learning;
  - ✓ teams selected on a basis of self-assessment, Digipeegel;
  - ✓ duration 6 months, practice in other institutions incl.;
  - ✓ piloted in 6 schools 2018.

- Development programme EHE for the **education innovation network**
  HITSA, Estonian universities, entrepreneurs, start-up community. Tailor made content for seminars, workshops etc.

# 7. Boosting the use of technology

- Partnership programme with **enterprises proposing innovations for education** [Education Technology Test Ground Estonia](): 

   HITSA provides companies a chance to use and evaluate their new technologies in education;

- School-life, education portal, [koolielu](), **-** a gateway to learning and teaching resources, tools, networking, sharing;

- [e-koolikott]() **-** digital learning resources aligned with curricula help teachers to find, create and adapt materials;

- [kompass]() **–** monitoring technological trends in education, analysing **and promoting international best practice;**

- [EdTech]() **-** pilot programme to foster the development of a supportive EdTech start-up community, bring **education innovation** closer to schools.

# 8. It has been successful because

- systematic long term digitalizing policy;
- cooperation and partnership between:
  - public sector services,
  - forward-thinking government,
  - pro-active IT sector,
  - and a switched-on, tech-savvy population;

- significant role of educational innovation, technology and research, digital pedagogy, linking research end teaching

- monitoring technology trends in education;

- VET teachers digital competences development, networking, training courses and 'learning by doing', 2007-2013 support for schools and teachers on creating e-materials.

# 9. Main challenges are:

## proceed with digital transformation

- too device-centred approaches should change towards skills and learning outcomes-focused;

- teachers' ICT skills, ability to adapt, create and find learning materials;

- access to the digital infrastructure and learning materials is still limited and inconsistent;

- the level of use of ICT digital technologies;

- to ensure the support provided by educational technologists in every school.

# Spanish Common Digital Competence Framework for Teachers
# + Online Teacher Training Offer

César Herrero
Ministry of Education and VET

# 1. Why?

1. **Digital competence is one of the 8 key competences** ([Recommendation 2006/962/EC of the European Parliament and of the Council Official Journal L 394 of 30.12.2006](#))

   - *Digital competence involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society.*
   - *It includes **information and data literacy**, **communication and collaboration**, media literacy, **digital content creation**, **safety**, intellectual property related questions, **problem solving** and critical thinking (Recommendation of the European Council on Key Competences for Lifelong Learning, 2018)*

2. Because a **reference** has become **necessary** as a follow-up **for teachers** to be aware of their Digital Competence as professionals.
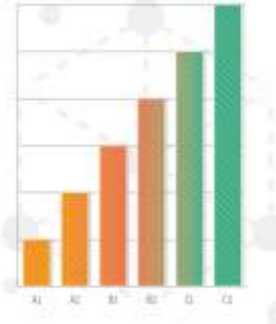
# 2. What?

- **Standardised proposal** that specifies digital competence through descriptors.
- 21 sub-competencies
  - 6 levels
  - 5 areas
- Adapted from DigComp 2.1 and DigCompEdu.
- Reference to be used for training purposes and evaluation in relation to the digital competence.

Competence levels of the
**Digital Competence Framework for teachers**

Digital Competence Framework for Teachers
Areas

Information and data literacy

Communication and collaboration

Digital content creation

Safety

Problem solving

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# 3. When?

**Digital Competence Framework for Teachers - Changes within areas -**

2013 Version

2017 Version

**2012** The 'Common Digital Competence Framework For Teachers' project is born under The Plan for Digital Culture in Schools and The Strategic Framework for Professional Teacher Development.

The draft of **The Common Digital Competence Framework For Teachers** is published by **INTEF** and includes a proposal of descriptors. **2013**

**2014** The draft framework is revised by stakeholders in a **Workshop on The Common Digital Competence Framework For Teachers**, held in Valladolid in February.

An **update** of the draft **Framework** is published in june.

The **Common Digital Competence Framework For Teachers** is translated into English. **2015**

The **Working Group on Teachers' Digital Competence** meets once a term.

**2016** The **descriptors for competencies and levels** are designed.

The **Portfolio** and **SAT** are developed.

The full **Common Digital Competence Framework For Teachers** is published in January. **2017**

The **Digital Competence Portfolio For Teachers** is piloted in March.

**Stakeholders** and **Teachers** help **refine** the **Framework** and the **Portfolio** in April.

http://portfolio.educalab.es

# 4. Who?

- [Ministry of Education and VET](#) - [INTEF](#) (National Institute of Educational Technologies and Teacher Training)

# 5. How?

**http://formacion.intef.es**

**http://enlinea.intef.es/**
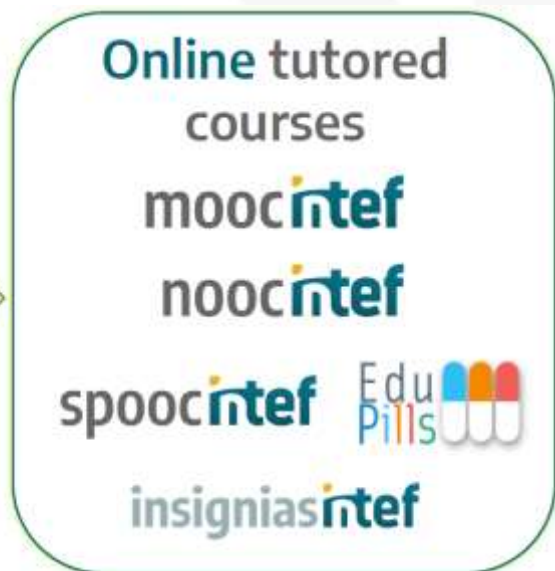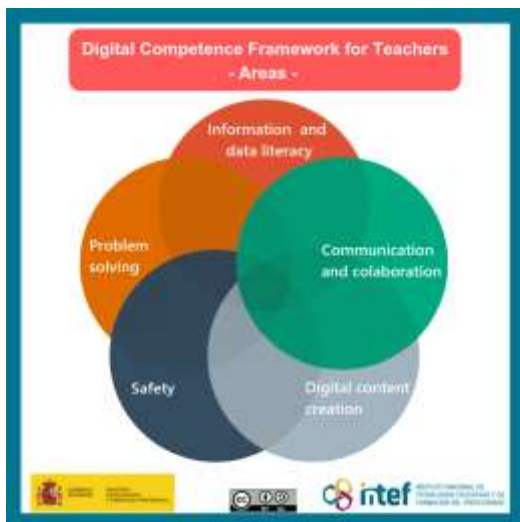
## Online tutored courses

- **Two** yearly editions + official call
- Open to **working teachers** at state schools or educational administrations.
- Official **certificates**
- **Free of charge**

### What is moocintef?

They are

massive  open  online  courses

Offered by **intef**
to promote teachers' professional development

noocintef

EduPills

spoocintef

Live self-learning experiences
at your own pace

| School year 2018/2019 | | | |
|---|---|---|---|
| | Total number | Enrolled | Completed |
| Tutored courses | 43 | 8247 | 5110 |
| NOOC | 42 | 30210 | 5338 |
| MOOC | 16 | 20611 | 1139 |
| EduPills | 134 | 23907 | xx |

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# 6. It has been successful because

- **Social learning** promoting interaction.

- **Collaborative creation** of digital artifacts

- Creation of learning **communities** and **networks** (lifelong learning)

- Improvement of Teachers' digital competence (and digital skills)

- Development of professional competences

- Management of their own learning

- Connectivist approach with a social character, in which social spaces, virtual communities and dynamization play a vital role.

insignias**ntef**

Manage, store and share
your digital badges

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# 7. Main challenges are:

- Revision and updating of the DC Framework

- Improve schools digital competence (+teachers, +students…)

- Extend the training plan related to the DCF

- Massive online courses Official recognition (digital badges – "blended learning")

# Teacher teams: collaborating on quality educational programmes

Patricia Brouwer
Stichting CINOP-ecbo

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# 1. Why?

- Context: Dutch teacher teams
    - The need for combining expertise
    - Team-focused policy measures
        - Teams as basic organizing units: structure and culture
        - Teams responsible for delivery and quality of educational programme

- Rationale: In order to take responsibility for quality the of education, teacher teams need proper support from school leaders and supporting staff

# 2. What?

- Practice-based research: collaboration between researchers and VET-schools
  - Starting point: current issues schools
  - Funded by NRO
  - Aimed at generating knowledge and set in motion learning and change
- Objective: insight in how VET schools can support teacher teams in continuously working on the quality of their educational programme.
- Research question: which factors influence the way teams collaborate on the quality of their educational programme? And: how to these factors relate?
- Main target group: 6 involved VET schools and other Dutch VET schools
- Approach: regular cycles of gathering data, feedback sessions with teams, teams connecting feedback to team plans

# 3. When?

- Duration: October 2015 - April 2019

# 4. Who?

- The research project is a collaboration of research institutes and VET schools
- 9 teacher teams from 6 VET schools
- Stakeholder within the school:
  - Teacher teams
  - Team manager
  - Supporting departments HR / Education and Quality

# 5. How?

Supporting departments

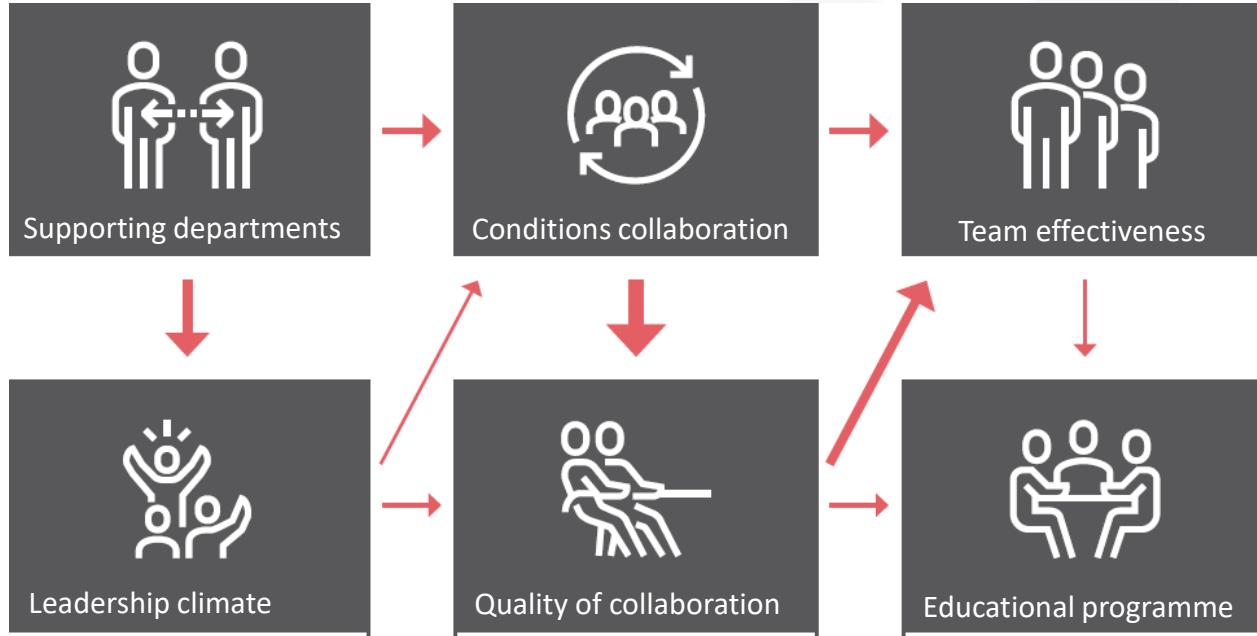Conditions collaboration

Team effectiveness

Leadership climate

Quality of collaboration

Educational programme

# 6. It has been successful because



Supporting departments

Conditions collaboration

Team effectiveness

Leadership climate

Quality of collaboration

Educational programme

# 7. Main challenges are:

- Team based HR / Education & quality
- Little transfer from team effectiveness and quality of collaboration to educational practice
    - Collective agency
    - Responsiveness regional business/developments
    - Alignment between strategic goals and team goals

# Internship for Teachers and Head of Schools

Véronique Blanc

Ministry of education / CEFPEP that means training for teachers in companies

# 1. Why?

- Teachers participate in the orientation of pupils without knowing how businesses work

- The vocational path is little known

- French companies face difficulties to recruit specific talents

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# 2. What?

- Creation of the Centre for Business and Professional Partnership Studies and Training (CEFPEP)

- To offer VET teachers the opportunity to update their knowledge

- To offer teachers in general matters the opportunity to discover the ways in which industry and services companies operate.

# 3. When?

- All along the year but often on holidays

- An average of 4 days by training period

- An average of 2 days by discover period

# 4. Who?

- The Ministry of Education

- The Companies (Opera de Paris, L'Oréal, Microsoft, IBM, Malongo,…)

- Companies Syndicates

- The 30 '*Rectorats*' (Regional Education Administrative Level)

**Building partnerships answering to needs**

- Needs come from:
  - Education system
  - Companies
  - Teachers

# 6. It has been successful because

from 500 internships in 2014 to 5 000 in 2019

- Wide variety of internship proposals

- A unique human experience

- Development of a platform

# 7. Main challenges are:

- 50 000 teachers in companies in 2024

- Strengthening the use of platforms

- Developing internships in European companies

# Changed role of the Teacher

## Biotehnical Centre Naklo
## Inter - Enterprise Educational Centre

Peter RIBIČ
Biotehnical Centre Naklo

# 1. Why is it necessary?

## Changing of teacher's roles

- Challenges of Economy, Labour market became diverse, New skills and knowledge are needed.
- The world is more connected, complex and demanding in the context of the future's challenges.
- **Due to new challenges, our Centre strives for Teacher's education upgrade to be a part of this global change.**

# 2. What are we doing?

- Teachers are being included in educational courses knowledge transition (as lecturers or participants);

  Homeland and foreign expert connections - connecting and upgrading economy and educational sector with professional qualification.

- Professional education within the Centre of good practice *(Floriculture, Arboriculture, Horticulture, Farming, Nature conservation, Dairying);*

- Visiting of different companies, teaching the employees (knowledge relevance).

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# 3. When?

- Education / Trainings throughout the year based on market needs

# 4. Who?

- Connections with foreign lecturers and professional instituations

*(transition of knowledge and practical skills, development of profession, International exchange – Erasmus+, other projects)*

# 5. How?

- Knowledge investment results of all above listed process

# 6. It has been successful because

- The actuality of skills, knowledge and competences
- Our clients perceive us as a trusted institution
- Our main benefit is to be capable of meeting the challenges of tomorrow

# 7. Main challenges are:

- Challenges of the labour market in the future
- Permanent professional training of teachers
- Transition of relevant knowledge and skills to young people
- Fast learning society

# Training Programme and Education for Mentors in Companies – Erasmus+ Cap4app

Božo Pavičin

Croatian Chamber of Economy

# 1. Missing link

- Mentor is an experienced employee who possesses certain pedagogical knowledge.
- 2009: New Vocational education and training act - responsibility for the development and implementation of mentor programme was transferred to the Ministry of Science and Education, which adopted it (programme for mentors) in 2016 - Programme of acquisition of pedagogical competences for vocational teachers, teaching assistants and mentors.
  - necessary to carry out practical training in VET schools and at the employer;
  - stipulated that an in-company mentor must be trained for a year at a higher education institution;
  - cost: 1000 €.
- Programme was put out of force after few months (on – from 2013 to 2017 there was no programme for mentors.
- Companies could not meet staffing requirement to be eligible for apprenticeship.
- The only way they could meet the requirements was to have a worker who passed the master's exam.

# 2. The programme according to the needs and possibilities of the economy

- In order to enable companies to fulfil the requirement for admission of apprenticeships, the Croatian Chamber of Economy has decided to develop such a programme within the Erasmus + project with the acronym Cap4app.

- Programme was developed following the visit from project partner, University of Zadar, to the Austrian partners (WKO and ibw) where they participated at the training event and learned about the programme.

- 25 hours: 3-day event (fast track 2 days) (even shorter then in Austria).

- No exam!

- The Programme was submitted to the Ministry of Economy, Entrepreneurship and Crafts, which prompted them to organise a stakeholder working group for the development of officially recognized Programme for mentors.

# 3. Timeline

- November 2017 – Programme for Mentors;
- March 2018 – Guidebook for Mentors;
- April 2018 – first education for mentors, Zagreb;
- October 2018 –Database of licensed SMEs and mentors;
- February 2019 – second education for mentors, Rijeka;
- July 2019 - education for mentors, Zagreb.

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# 4. Partnership

- Croatian Chamber of Economy is the main organiser.
- Officials from Ministry of Education provide lectures about legal framework important for apprenticeship.
- Professors from University of Zadar provide lectures about basics of pedagogical, psychological an andragogical skills.

# 5. How it works?

- 4 modules:
    - Planning and programming of teaching and learning in the work environment,
    - Specifics of apprenticeship, strategies and skills of workplace teaching,
    - Guiding students in practical training,
    - Evaluation and assessment of learning at work.
- Unfortunately, still ex cathedra lectures.
- In future we plan to provide education for mentors in Moodle with interactive approach and test.

# 6. Short but good quality

- The success of the programme we have developed lies in the fact that it is:
    - short enough and enables company employees to attend it (3 days);
    - at the same time it is recognised by the pedagogical profession because it was created in cooperation with the University of Zadar;
    - In addition, professors from the UNIZD participate in the implementation of the programme, which guarantees its quality.

# 7. We're still worried…

- Main challenge still is how to ensure that the employer lets the worker (future mentor) 'spend' three days on education that at first glance does not contribute to production.

- Solutions can be some tax breaks and/or grants for employers who have mentors – or full (90%) online programme??

## Thank you!

# Parental involvement by teachers and trainers

Arja Krauchenberg, president
European Parents' Association – EPA
president@euparents.eu

# 1. Why?

- Studies show that parental engagement in their children's learning has a positive effect on students' achievements in school and/or at the working place.

- This implies collaboration between the home and the school/workplace in particular with teachers and trainers.

# 2. What?

- Fostering collaboration between the family and the VET providers through the establishment of guidelines;

- The guidelines contain a general methodological part and

- Key principles of how to involve the parents of VET students and/or apprentices in their youngsters' learning;

- They concern teachers and trainers but also principals and other school and workplace staff and are meant to support them in their working with parents.

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# 3. When?

# Before, during and after the training

- **Before:** define learning objectives, set rules, timing and amount of homework, schedules of tests and exams.

- **During:** respect each others' roles, empower parents to support their children's learning, adjust timing, communication channels, culture and language.

- **After:** assess outcomes, follow-up on future career pathways.

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# 4. Who?

All stakeholders need to collaborate to best support the students' learning but also each other

- parents,

- teachers,

- trainers,

- principal,

- students,

- other staff at school and at the working place.

# 5. How?

To foster collaboration an atmosphere of trust has to be created by putting in place a culture of welcoming parents and respecting their role as primary educators

- Information evenings and informal gatherings,
- Personal conversations – including home visits,
- Leaflets in various languages,
- Interactive website,
- Social media,
- Training teachers and trainers to work with parents,
- Establishing a home school community liaison officer.

# 6. It has been successful because

- Collaboration needs trust and benefits all;
- Schools that invest in regular communication with parents can prevent problems before they even arise;
- Having a strong and positive relationship is always helpful not only in cases of crisis;
- In case of minor students parents have the legal responsibility for their youngsters.

# 7. Main challenges are:

- Make teachers and trainers see parents as partners striving for the same goal whose involvement can present a benefit to all.

- Provide them with competences and skills to be able to reach out to all parents (especially vulnerable groups) and empower them to support their children's learning.

- Foster collaboration, mutual trust and understanding amongst all stakeholders.