Staying up to date!
An insight into VET teachers continuing professional development from 3 European Countries

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Part of the VETteach project

- "Teaching VET teachers for their different roles and challenges as innovators in Europe"

- Erasmus+ Strategic Partnership Project 2020- 2022

- The core idea of the project is to share good practices of initial and continuous teacher training at universities in six countries in Europe and getting suggestions for new European projects and didactical innovations for the country-specific VET teacher-training

- Partners from: Germany, Spain, Switzerland, Finland, Sweden and Norway

- Project website: https://www.ibp.uni-rostock.de/erasmus-vetteach/

Topics prepared and discussed in project meetings

- Civic engagement and critical self-reflective thinking
- Learning at the workplace
- **Teacher training – including continuing professional development**
- Integration of disadvantaged people
- Digitalization and digitalized learning
- Vocational guidance and career development

Framing

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Why does it matter for Universities?

Continuous professional development (CPD)

As a content in teacher education: we convey the importance of lifelong learning for future VET teachers in its relevance to the teaching profession

As a „service" to teachers' education: we act as a provider of continuing education

Importance for VET teachers

recent developments in teaching and learning

latest development in the respective professional field

dual professionalism*

Source: Fejes & Köpsén 2014

What is CPD good for?

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CPD has an impact on teachers' skills and dispositions *(Borko, 2004; Garet et al., 2016; Youngs, 2001)*

CPD affects teachers' classroom practices *(Fischer et al., 2018)*

CDP affects teachers' beliefs *(Guskey, 2002; Nir and Bogler, 2008; OECD, 2014)*

CPD build professional learning communities *(Darling-Hammond, Hyler and Gardner, 2017; OECD, 2013)*

CPD provides effective mechanism to prevent burnout among teachers *(Kyriacou, 2001)*

CPD helps teachers acquire the necessary skills to be informed and critical receptors of such policy efforts *(Kennedy, 2005)*
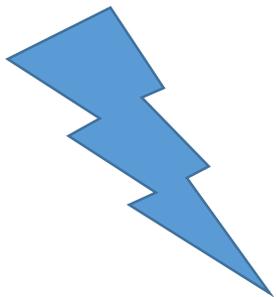
Source: OECD 2018

Definition

Common agreement on the broad definition:

professional development includes activities "… that develop an individual's skills, knowledge, expertise and other characteristics as a teacher [or principal]." *(OECD, 2009, p. 49)*

- Demand-side: different access routes lead to different necessities for CPD
- Supply-side: different institutional responsibilities lead to different ways in providing CPD

National multilevel CPD system

- Micro-Level: individual

- Meso-Level: schools, companies

- Exo-Level: local community

- Macro-Level: universities, Ministries

Macro

Exo

Meso
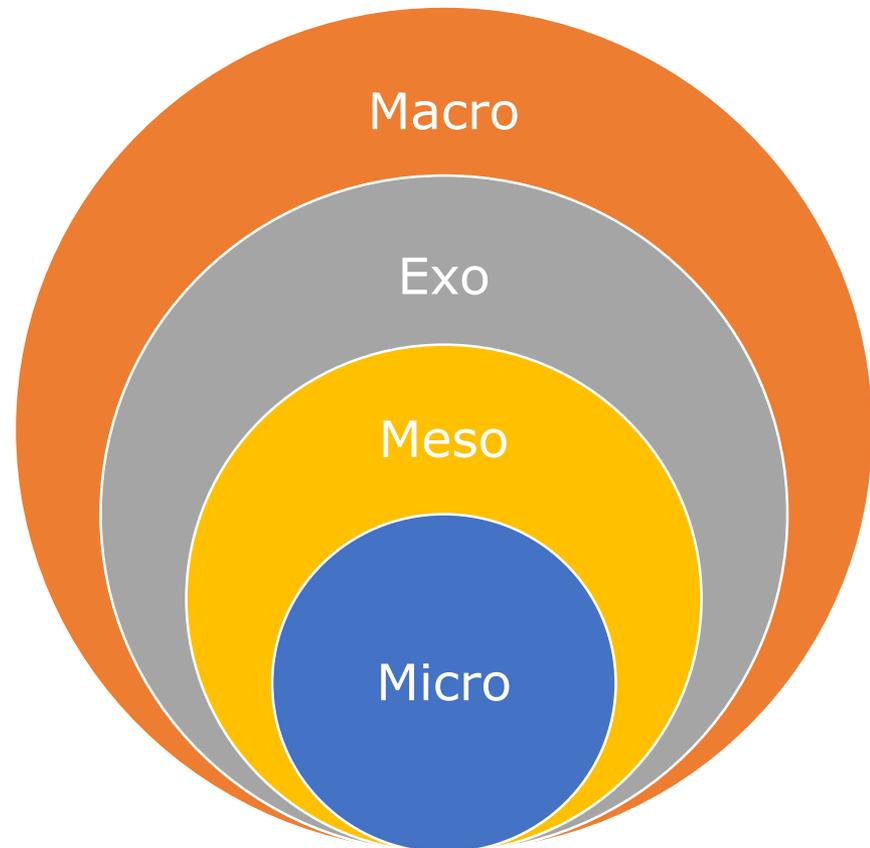
Micro

Micro-Level

- Professional journals (branches)

- VET professional journals

- VET professional associations

- Conferences

- Industry networks

- Involving external experts in teaching

Micro

Main commonalities and differences

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- **Micro and Meso-Level:** the different roles and employment of teachers in schools require different levels of CPD

  - Germany - school and company as equal partners in VET
  - Sweden - industry networks
  - Norway – In-depth study projects, Internships

- **Exo-Level:** local communities/counties organize CPD

  - Norway – decentralized competence development (DEKOMP-Y), state funded. Universities may be involved without ECTS

  - Sweden – regional networks, regional CPD initiatives for upper secondary teachers including VET teachers

  - Germany – counties hold responsibility for VET teacher's CPD as part of the education ministries

- Macro-Level: Universities take different roles as CPD providers
    - Norway – Universities respond to tenders from the Directorate or design own CPD offers. Ex: Application of new technology, implementation of new curricula, Master in Vocational pedagogy
    - Sweden – Universities respond to tenders from the National Agency of Education or the Ministry of Education, e.g. organizing networks, courses, master programme.

    - Germany – Universities are seldom a CPD provider for teacher education (in general only initial VET teacher education)

University offers usually last one semester or more (or give 15-30 ECTS), and funding differs across countries

Macro-Level (selected examples)

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CPD at Rostock University (Germany)

CPD at OsloMet (Norway)
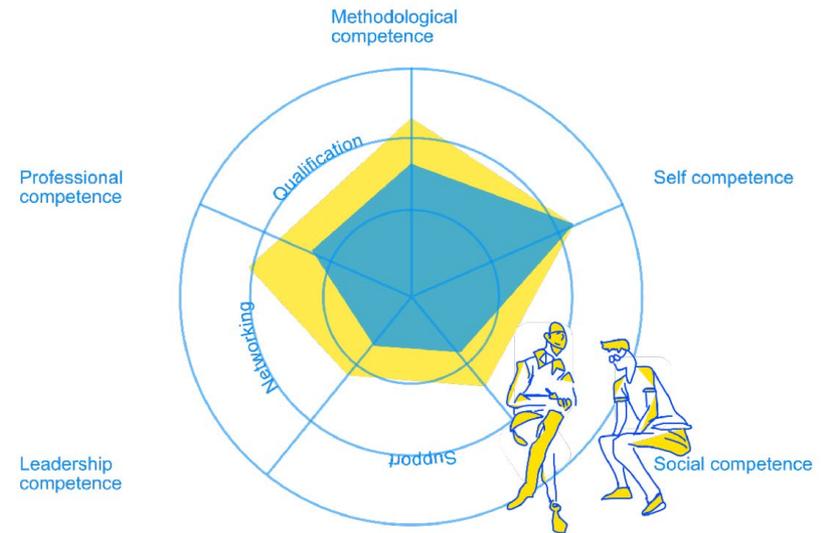
CPD at Linköping University (Sweden)

Macro

Macro-Level: CPD at Rostock University (Germany)

Mentoring qualification

- Project duration: 09/2019 – 08/2022 – to be continued

- Participants: 10 teachers per year

- VET teachers: metal, agriculture, social, health

- 5 modules, 2 reflection meetings

Source: Dahn, Stephanie (2021)

Macro-Level: CPD at OsloMet (Norway)

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Application of new technology in vocational subjects (ATEKO)
- The program is part of the Directorate of Education's offer within the Vocational Teacher Promotion
- The study is an **asynchronous** online study, without joint gatherings. It is expected that the participants follow the set progression, participate in online interaction, complete **internships** (3-5 days per course) in relevant activities and work requirements related to the study.
- Based on analysis of the curricula for the students' own program areas, the students will develop and facilitate good teaching arrangements where new technology in relevant subject areas and professions are key concepts.

Source: Brevik, Birger; Nore, Haege (2021)

Macro-Level: CPD at Linköping University (Sweden)

Validation of prior learning in practice (7,5 ECTS)

- A course for VET teachers, adult education teachers, study and careering counsellors etc. with focus of validation/recognition of prior learning (tenders from the National Agency of Education)

- A master programme in education for VET teachers (starting autumn 2022), in cooperation with two other universities (request from the Ministry of Education)

Reflection/discussion

What are the role of Universities in CPD?

How are VET teachers conducting CPD „rewarded"?

What is the industry's responsibility in providing CPD for VET teachers?

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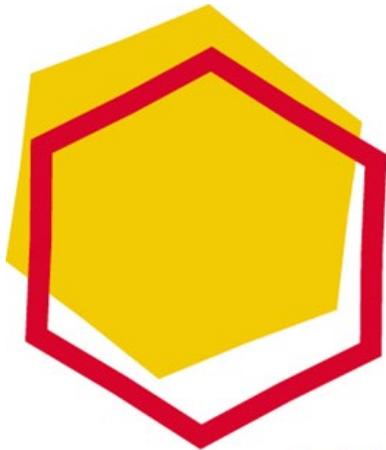
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