



Leonardo da Vinci



Universität
Stuttgart



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HÄMEEN AMMATTIKORKEAKOULU

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Leonardo da Vinci programme project

**DEVELOPMENT OF SYSTEMS FOR VOCATIONAL TEACHER QUALIFICATION
IMPROVEMENT**

LT/06/B/F/PP-171009

Vocational Teacher Qualification Improvement: Conception and Experience in Germany

Introductory conference

University of Stuttgart
Stephan Abele

Kaunas, June 28th



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- 1 Introduction**
- 2 Basic form of vocational teacher education**
- 3 The Stuttgart vocational teacher education model**
- 4 Other accesses to the vocational teaching profession**
- 5 Main problem areas**
- 6 Major goals of our national research project**



1 Introduction

- Development after World War II:
 - Vocational teachers (technical field) vs. economic teachers
 - Academisation
- Federalism and the German system of vocational teacher education
- Concentration on vocational teacher education system



2 Basic form of vocational teacher education

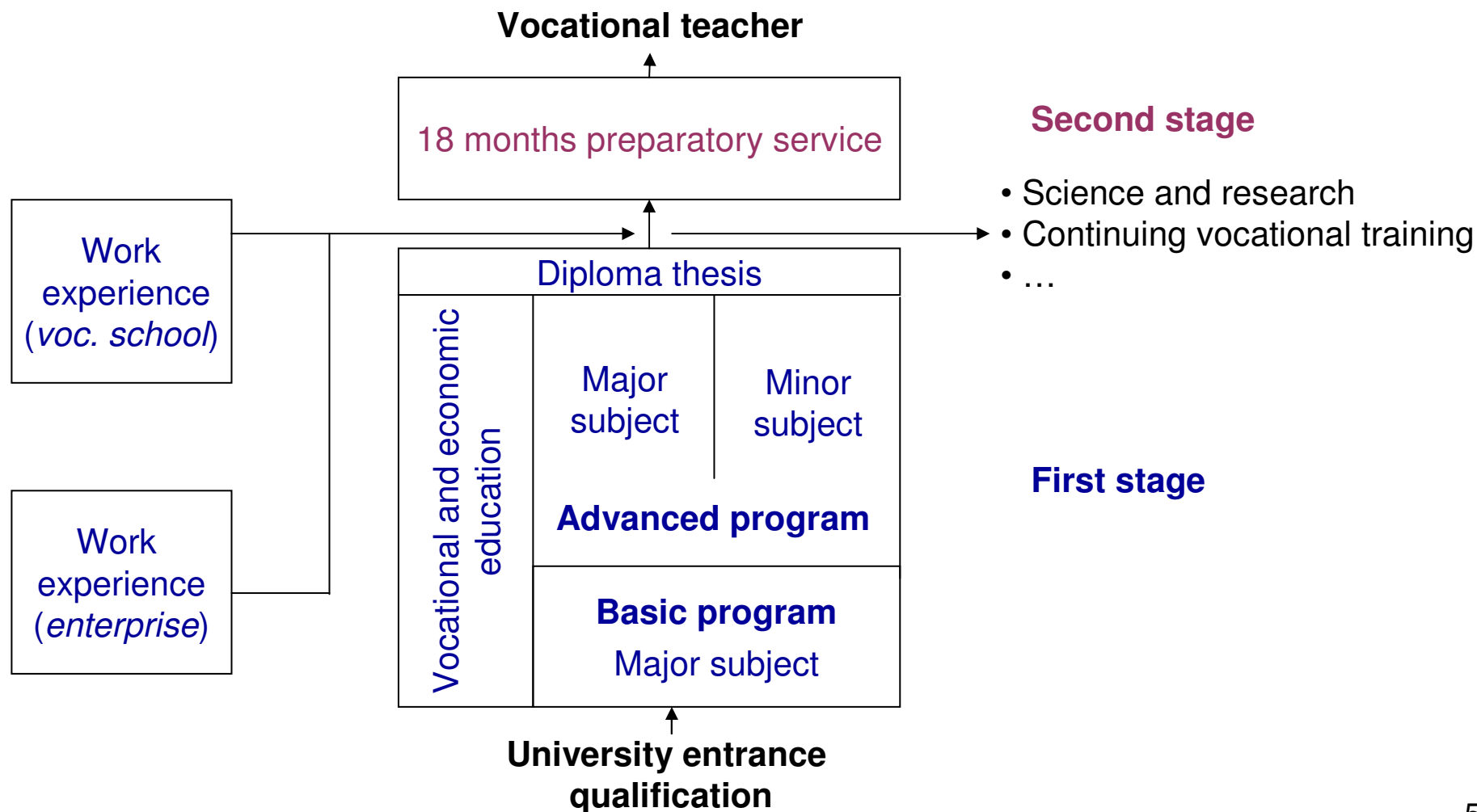
- First stage (Theoretical education) :
 - 9 semester
 - University
 - Vocational and economic education
 - Occupation linked subjects (e.g. engineering)
 - General education subject
- Second stage (Preparatory service):
 - 18 - 24 months
 - (Theoretical) accompanied introduction to practical work



Vocational Teacher Education in Germany

3 The Stuttgart vocational teacher education model

3.1 At present





3 The Stuttgart vocational teacher education model

3.2 In the future

- Bologna process (B.A./M.A.)
- Modular structure
- General completion 2009
- Linked to engineering
- Teaching qualification (B.A. and M.A.)



4 Other accesses to the vocational teaching profession

1. Lateral entry:

- Teacher shortage

a) Direct entry

- Engineers or other adequately trained people
- Vocational school and pedagogical training

b) Indirect entry

- Engineers or other adequately trained people
- Pedagogical training and afterwards vocational school

2. Technical colleges/universities of applied sciences



5 Main problem areas

- Recruiting problem
- Lack of connection of theory and practice from student's perspective
- Improvement of subject-specific didactics
- Dissatisfying cooperation between first and second stage
- Lateral entry
- Education on basis of engineering, economic or other sciences



5 Main problem areas

- Professions not directly related to academic discipline (e.g. butcher, hairdresser)
- Wide range of educational schools (vocational preparation vs. continuing vocational training)
- Lack of professorships, financial situation



6 Major goals of our national research project

6.1 Theory-practice problem

- Implementation and permanent curricular integration of project-oriented parts in the educational program
- Coordination of curricula of first and second stage
- Summative and formative evaluation (motivation, selected aspects of educational competences, interviews)

6.2 Analysis of a German research program

- Results of Inovelle-bs program helpful regarding problems?



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**Thank you very much
for your attention!**

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