propeto
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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2 Basic form of vocational teacher education

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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
3 The Stuttgart vocational teacher education model

3.1 At present

Vocational teacher

18 months preparatory service

Second stage
- Science and research
- Continuing vocational training
- …

First stage

Vocational and economic education

Diploma thesis

Major subject

Minor subject

Basic program

Major subject

Advanced program

Work experience (voc. school)

Work experience (enterprise)

University entrance qualification
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?
Thank you very much for your attention!

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