General Experience Report:

Main Findings

University of Stuttgart
Institute for Educational Science and Psychology
Department of Vocational Education

Stephan Abele
1. The meeting in Stuttgart and the upcoming project activities

- **Comparison** of the national reports by means of the following criteria:
  - The curriculum of VET teachers education
  - Competencies of VET teachers
  - Quality Assurance
  - Actors involved in VET teacher education and its improvement, especially focusing on the tutors’ role
  - Needs for tutors’ training

- Development and piloting of the **training programme for tutors**
2. The curriculum of VET teachers’ education

- Creation of the curriculum
  - according to standards (Lithuania, Romania and Italy)
  - according to a core curriculum stipulated by law (Finland)
  - on the basis of historical grown study contents (Germany and Italy)

- Concepts of the curricula
  - narrow concepts (e. g. Germany)
  - broad concepts (e. g. Finland, Romania)

- Common elements
  - practice-oriented elements (e. g. placements)
  - aim to connect theory and practice
3. VET teachers’ competencies

- Scope of the concepts
  - specific concepts (competencies for vocational teachers, e.g. Lithuania)
  - general concepts (competencies for teachers, e.g. Germany or Romania)

- Basis of the concepts
  - What aspects influence the VET teachers' decisions and actions? (e.g. Germany)
  - Which competencies does a VET teacher need? (e.g. Lithuania)

- Common elements
  - instructing skills
  - organisational and management skills
  - consulting and self-regulation/self-evaluation skills
4. Quality Assurance of VET Teacher Education

• External evaluation
  - governmental institutions
  - accreditation organisations

• Internal evaluation
  - theoretical knowledge
  - practical issues
  - occupational performance

• Problems
  - Which criteria are appropriate to judge the quality of an organisation?
  - How to judge whether the criteria are fulfilled?
5. Actors involved in VET teacher education

5.1 General Aspects

• Training place
  - University (Germany, Lithuania, Romania, Italy)
  - Second stage (Germany)
  - University of Applied Science (Finland)
  - Training Centre (Italy)

• Teaching Staff
  - Professors, Lecturers, Assistant Professors (rather theoretical input)
  - Professors, Mentors, VET Teachers (rather practical input)
  - Tutor
5. Actors involved in VET teacher education

5.1 Tutor

- Definition
  - University, initial and continuous training
  - Support of students (supervision, consultations)
  - Teaching (study programme and didactical education of the VET teachers)

- National situations
  - Development of the teachers competencies and support of the students (Italy)
  - Teacher education process, support of the students, bridging theory and practice (Finland)
  - Expert in subject-specific didactics, teaching experience, theoretical knowledge (Germany)
  - Implementation of a more specific education for VET teachers (Romania)
  - Education of VET teachers, development of study programme, key players of improvement processes (Lithuania)
5. Actors involved in VET teacher education

5.1 Tutor

• Common elements

  - Fostering the future VET teachers competencies
  - Minimising the gap between theory and practice
  - Relevance of teaching-learning-processes
6. Needs for tutors training

- General Problem
  - Gap between theory and practice

- Suggestion for the tutors' training
  - Curricular approach (e.g. courses in subject-related didactics)
  - Teaching approach (e.g. teaching-learning-processes)
Thank you very much for your attention!

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Stephan Abele