



*propeto*

Leonardo da Vinci programme project

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

LT/06/B/F/PP-171009

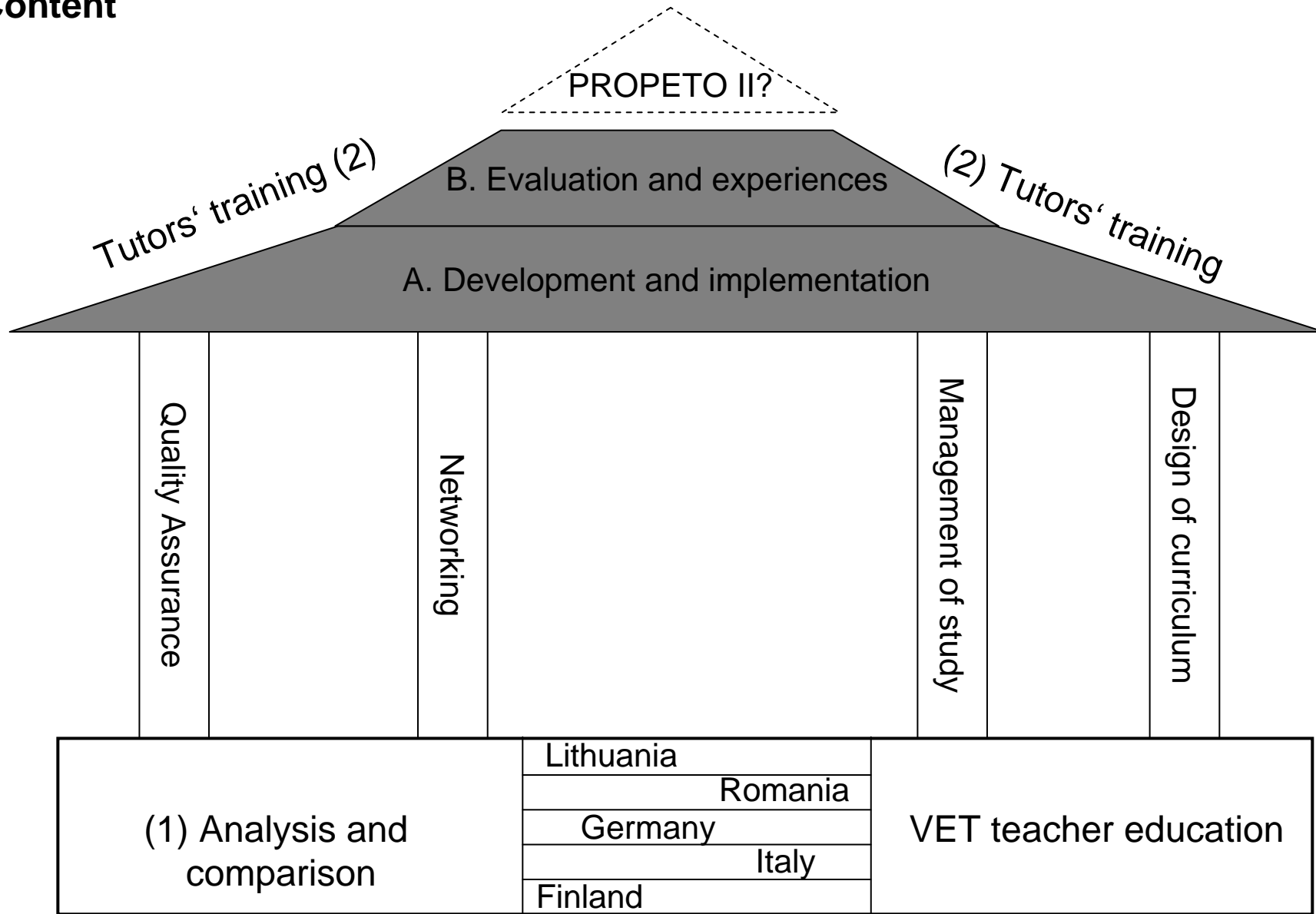
**PROPE TO:  
Main findings**

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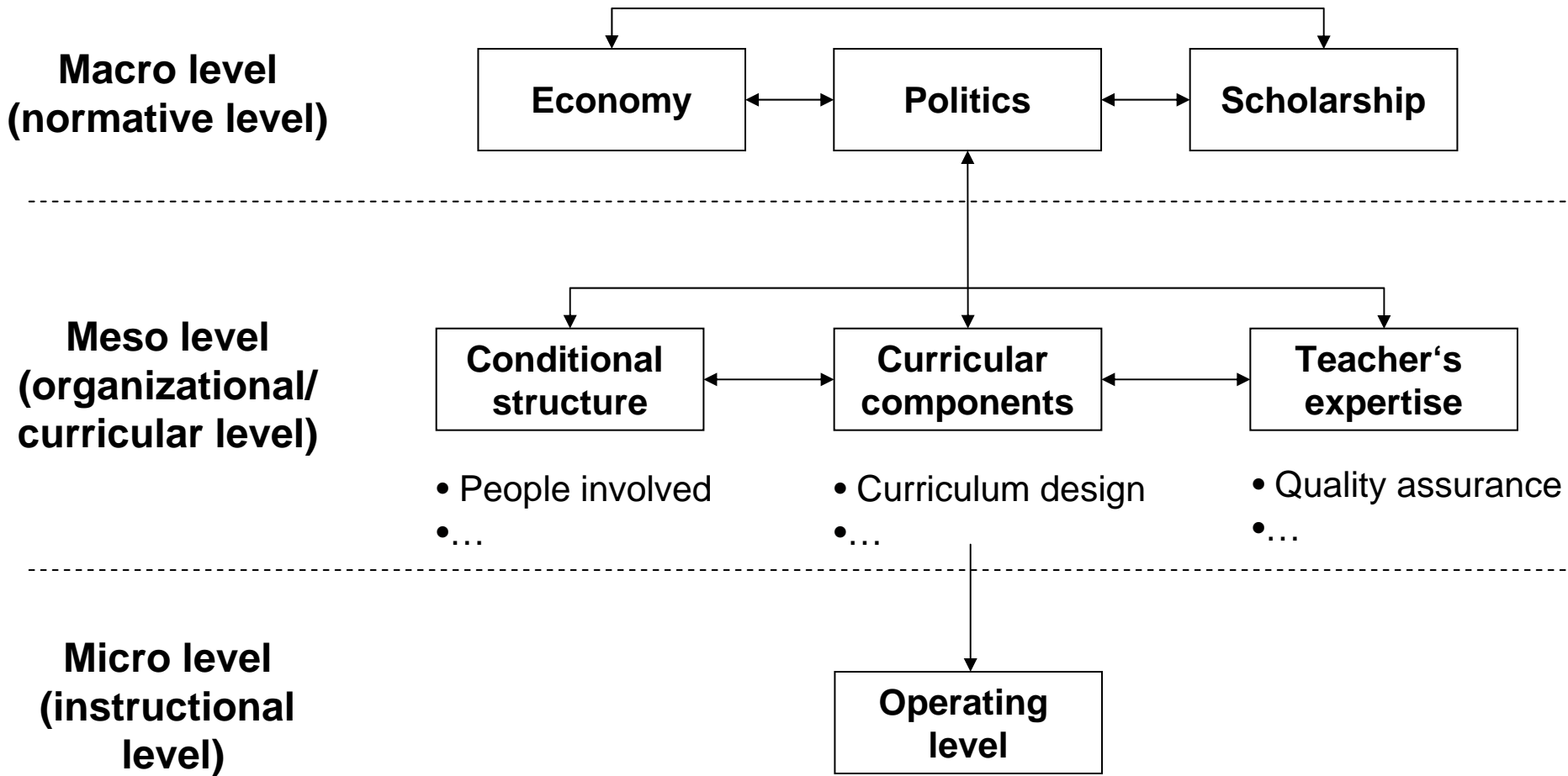


# Content



# (1) Analysis of the VET teacher education in the partner countries

## A. Structuring the field of investigation



## **(1) Analysis of the VET teacher education in the partner countries**

### **B. 1. Main findings: Curricular design**

- Creation of the curriculum
  - according to standards (e.g. Romania)
  - according to a core curriculum stipulated by law (Finland)
  - on the basis of historical grown study contents (e.g. Germany)
- Concepts of the curricula
  - narrow concept (e. g. Germany)
  - broad concept (e. g. Finland, Romania)
- Common elements
  - practice-oriented elements (e. g. placements)
  - aim to connect theory and practice
  - strive for a more specialized education of VET teacher

## (1) Analysis of the VET teacher education in the partner countries

### B. 2. Main findings: 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



## (1) Analysis of the VET teacher education in the partner countries

### B. 3. Main findings: Quality assurance

- 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?

## **(1) Analysis of the VET teacher education in the partner countries**

### **B. 4. Main findings: People and institutions involved**

- Training place
  - University (Germany, Lithuania, Romania, Italy)
  - Second stage (Germany)
  - University of Applied Science (Finland)
  - Training Centre (Italy)
  
- Teaching Staff
  - Professors, Lecturers, Assistant Professors (concentration on theoretical input)
  - Professors, Mentors, VET Teachers (concentration on practical input)
  - Tutor

## (1) Analysis of the VET teacher education in the partner countries

### B. 5. Main findings: Improvement approach

- 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)
- Tutor
  - Academic background, initial and continuous training
  - Competence areas: networking, curriculum design, quality assurance and management of study



## **(2) Tutors' training**

### **A. Development and implementation**

- Arrangement
  - Modular approach, not successive
  - at least a two-part training session
  - Emphasis on team building (heterogeneity of the participants)
  
- Contents
  - Curriculum designing and/or development of study programme (e.g. Study outcomes based curriculum)
  - Management of curriculum implementation (e.g. Theoretical and practical introduction to counseling)
  - Quality assurance of study programme (e.g. evaluation related to education)
  - Networking (e.g. Identification of main stakeholders)



## (2) Tutors' training

### A. Development and implementation

- Home assignments
  - reflections and own contributions regarding selected contents (e.g. quality assurance) of the training
- Awards
  - CV and Motivational Letter (appr. 30h)
  - training (appr. 30h)
  - the home assignments (appr. 60h - 90h)
  - 5 ECTS



## (2) Tutors' training

### B. Evaluation and experience

- Home assignments
  - reflections and own contributions regarding selected contents (e.g. quality assurance) of the training
- Awards
  - CV and Motivational Letter (appr. 30h)
  - training (appr. 30h)
  - the home assignments (appr. 60h - 90h)
  - 5 ECTS



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