PROPETO:
Main findings

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Content

A. Development and implementation

B. Evaluation and experiences

(1) Analysis and comparison

(2) Tutors’ training

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VET teacher education

Lithuania

Romania

Germany

Italy

Finland

Kaunas, February 20th

PROPETO: Main findings

Slide 2
(1) Analysis of the VET teacher education in the partner countries

A. Structuring the field of investigation

Macro level (normative level)

- Economy
- Politics
- Scholarship

Meso level (organizational/curricular level)

- Conditional structure
  - People involved
  - ...
- Curricular components
  - Curriculum design
  - ...
- Teacher's expertise
  - Quality assurance
  - ...

Micro level (instructional level)

- Operating level
(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
Thank you very much for your attention!