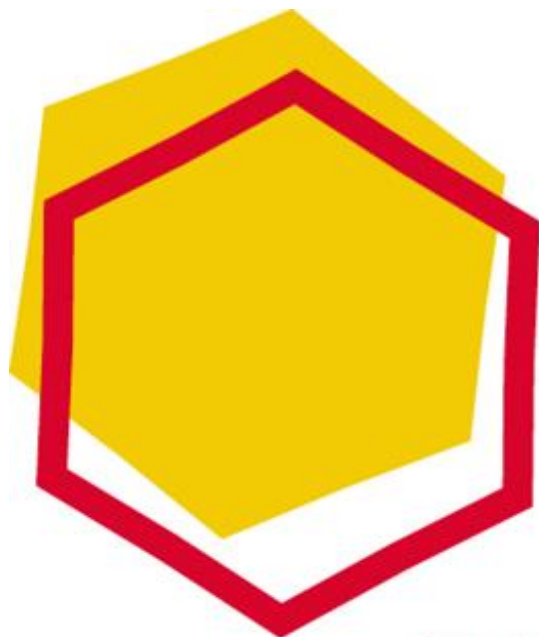




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# VETteach

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## VETteach Partners:



## VETteach Website:

<https://www.ibp.uni-rostock.de/erasmus-vetteach/>

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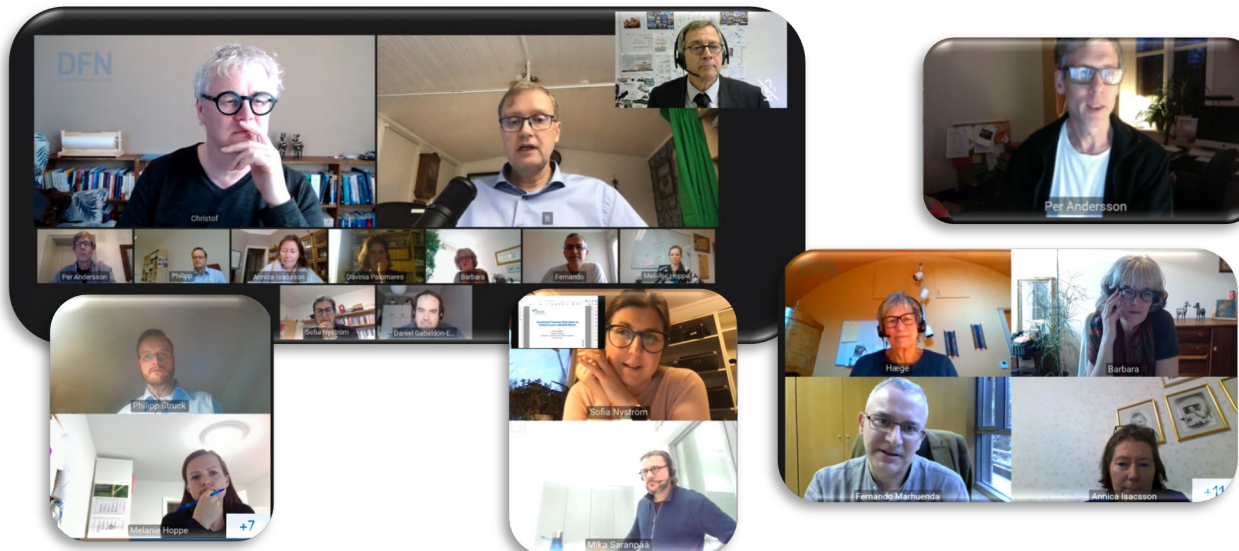




# The „VETteach“ project a kind of child from VETnet

Teaching VET educators for their different roles and challenges as innovators in Europe“ (VETteach)

Six european countries 10/2020 – 6/2022





## ***The VETteach project aims in 2020-2022***

- Establish a **network** of universities providing initial and continuing education and training to future and current VET educators (Germany, Finland, Sweden, Norway, Spain, Switzerland)
- Share **good practice**
- Foster the **professionalization** of VET educators by providing a high-quality education and training



## ***The VETteach project interests***

*Compare and learn from the country-specific perspective on*

- Civic engagement
- VET educators further training
- Students learning at the workplace
- VET educators as guides of their students and their careers
- Integration of disadvantaged people
- Digitalisation

## ***The VETteach project longer term goals***

*Prepare and discussing a following project*

- Developing collaborative research perspectives
  - on VET teacher pathways
  - on VET teacher competence
  - on VET teachers challenges
- Possibilities of cross-country collaborative VET teacher training
  - shared core competences
  - maybe one shared core qualification module as part of the academic programme for European VET teachers



## Comparing VET teacher education at University level in six European countries



**Melanie Hoppe & Franz Kaiser**

4<sup>th</sup> Crossing Boundaries in Vocational Education Conference  
MuttENZ/Basel and Bern; 9<sup>th</sup> April 2021 – Session: Teacher training III

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## **Overview**

- The importance of VET teachers in European quotes
- The problem of defining criteria
- How to compare pathways into the vocational teaching profession?
- Similarities and differences in six European countries
- Problems in research and outlook

## No quality in learning without people who design learning situations with their skills and abilities

- The Riga Conclusion from 2015 highlights the critical role of VET training suppliers, as "systematic approaches to, and opportunities for, initial and continuous professional development of VET teachers, trainers and mentors in school and work-based settings" (p. 4)
- The Advisory Committee on Vocational Training states in 2018 that VET needs to be delivered by highly qualified teachers and trainers and that the professional development of teachers and trainers should be fostered including digital skills and innovative teaching methods
- And many national comments share the same opinion





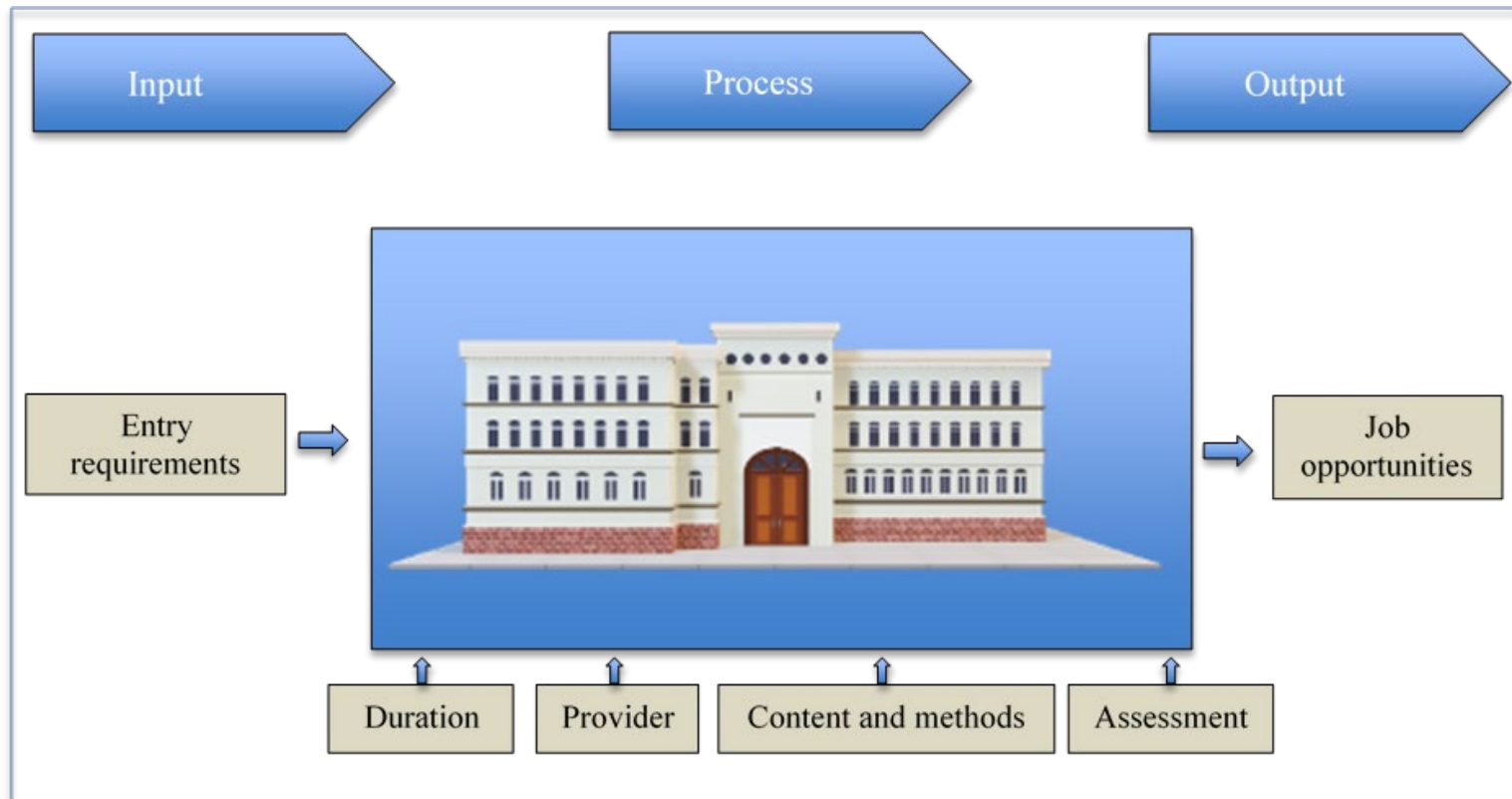
## The problem of defining criteria



- Defining criterias for screws seems to be simple. But the devil is in the detail: You can differentiate them by color, material, size, shape, purpose and the tool to be used to fix them.
- To differentiate pathways of VET teachers you have to
  - understand the VET systems
  - their specific need of VET teachers
  - their work on different levels in the educational systems
  - and so on – besides the difference in branches and occupations

Next slide shows how we looked at VET teacher pathways

## Our way to look at VET teacher qualification



## Academic qualification of three participating countries

Country	Entry requirements	provider	duration	Content & methods	assesment	Job opportunity
<b>Finnland</b>	<p>Academic degree BA or MA on owns profession</p> <p>Plus 3-5 years work experience</p> <p>Means expertlevel in prfessional field</p>	Universities of applied science,	60 ECTS 1 year including work at schools	Teaching practice, working process analyses, competence orientation, democracy, personalized development, peer learning, self-assessment	Formative portfolio, written papers	VET programmes in Upper secondary school, adult education, advanced VET, Universities of applied science

## Academic qualification of three participating countries

Country	Entry requirements	provider	duration	Content & methods	assesment	Job opportunity
<b>Spain</b>	University degree  No professional experience	University	5 years BA 4 MA 1	Didactics (8), sociology (6), psychology (6), R+D (4) – Subject area subjects: • Subject (4), Didactics (16), WBL. Master thesis	Individual teaching supervision, wbl, Master-thesis	Public and private VET schools
<b>Germany</b>	University entrance certificate & practical experience	Universities	5 years BA 3 MA 2 plus 1 ½ year internship after that	engineering, second subject (language, maths...) education science, didactics, psychology	Written and oral presentations, papers and examinations	Public and private VET schools on EQR levels from 3 to 6

## Academic qualification of four participating countries

Country	Entry requirements	provider	duration	Content & methods	assesment	Job opportunity
<b>Switzerland</b> min. 4 different types	a) VET subject teacher – Higher VET or BA b) General subject teachers – BA or MA degree c) VET baccalareus school teacher – MA d) In-company trainer	University of teacher education, University of applied science, University, swiss federal institute for VET and institutes for further VET	From 100 learning hours for in-company up to four years including full or part time employment in schools	Different curricula and methods	Different methods up to diploma	VET schools

## First Conclusions

- Working experience or a vocational education are often a general entrance requirement.
- Different options to enter VET teacher education whether as regular option or exception exist.
- VET teacher education is in the responsibility of universities or universities of applied sciences.
- Five countries offer short term courses or part-time studies. This is a result of the growing population of older and work experienced students entering these programs.
- Historical view show that vocational teacher education at universities influence the potential and orientation of vocational education research as a scientific discipline.



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