

# Vocational School Teachers as Innovative Creators

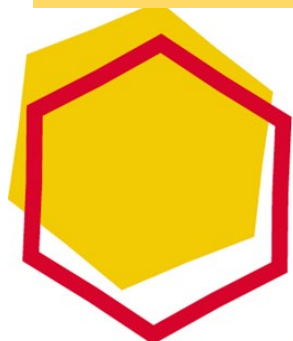
An introduction in the symposium and the VETteach project.

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*(ibp, D)*

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*(PH FHNW, CH)*



VETteach Symposium

VIII Stockholm boat Conference

Vocational Education & Training - Voices from Research  
12. Mai 2022

# VETteach



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# OSLOMET

## VETteach Partners:

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Pädagogische Hochschule

  
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Nordwestschweiz

## VETteach Website:

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

## Project Leadership:

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University of Rostock  
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# VETteachs insights today

- 10' **What is needed to be an innovative VETteacher?**  
Franz Kaiser & Christof Nägele
- 10' **VET teacher continuous professional development in six European countries- Results from the VETteach project**  
Melanie Hoppe, Stephanie Dahn, Haege Nore, Birger Brevik and Per Andersson.  
5' Questions
- 10' **Integration of the disadvantaged into IVET**  
Fernando Marhuenda and Melanie Hoppe  
5' Questions
- 10' **Teachers' role in guiding the vocational career of their students**  
Christof Nägele and Barbara E. Stalder  
5' Questions
- 30' **Discussion VETteacher's role as an innovator**

# VETteach teamwork

- European skills week October 2019 – Helsinki Meeting of VET researchers and the story began with a question:  
„Would you like to join...?“

Six european countries

10/2020 – 6/2022



- Melanie Hoppe  
Philipp Struck  
Stephanie Dahn  
Franz Kaiser (DE)
- Annica Issacso  
Mika Saranpää (FI)
- Birger Brevik  
Haege Norge (NO)
- Per Andersson  
Sofia Nyström (SF)
- Daniel Gabaldón Esteban  
Fernando Marhuenda  
Davinia Palomeras-Montero  
Andrea Pons (ES)
- Christof Nägele  
Barbara Stalder (CH)

# Aims

## VETteacher network

- Establish a network of Universities offering VETteacher training.
  - Share good practice.
- 
- Foster professionalisation and research for VETteacher aiming at
    - strengthening professional development of teachers.
    - equipping teachers for critical challenges.

# VETteachers: the same job – but different conditions?

A Teachers job is complex.

It is versatile, and often difficult to plan,  
it offers a high degree of creative freedom,  
it is subject to a number of practical restrictions (Kunter & Pohland, 2009).

VET Systems in Europe are different

The ways to become a VETteacher in Europe are different (Hoppe & Kaiser, 2021).

Kunter, M., & Pohlmann, B. (2009). Lehrer. In E. Wild & J. Möller (Hrsg.), *Pädagogische Psychologie* (S. 261–282). Springer.

Hoppe, M. & Kaiser, F. (2021). Comparing vet teacher education at university level in five European countries. In Nägele, B.E. Stalder, & M. Weich (Eds.), *Pathways in Vocational Education and Training and Lifelong Learning. 4th Crossing Boundaries Conference.* (pp. 165–171). <https://doi.org/10.5281/zenodo.4636423>

# VETteach project

## Online meetings

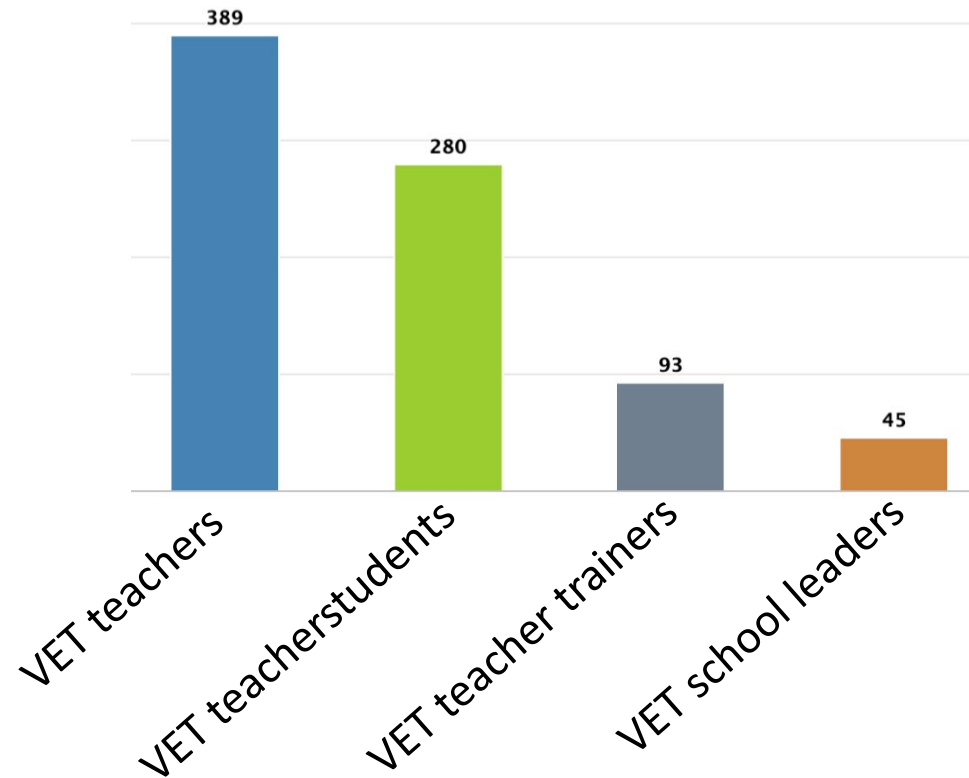
- exchange on different structures.
- Exchange on: How do you try to deal with the challenges?

## How do you address it in your academic teaching and training?

- Insights in practice in the countries.
- Development of a collaborative pilot study with a shared questionnaire.

# Questionnaire 2022 April 1st to May 7th

- Four introductory questions (home country, position, year in place, VET field)
- Two questions with the grading of 10 different factors
- Two concluding open questions
- 831 respondents (827 have an answer to the question regards home country)
- Findings will be presented at final Projectconference here: <https://www.ibp.uni-rostock.de/vetteach-conference/>



# Innovation

## Starting point

- Dealing with challenges means being innovative.
- Teachers are central to innovation in work and society.



# Innovation is based on...

<b>Education</b>	<b>Development</b> continuing further education	<b>Teaching</b> Learning processes Didactical concepts
<b>and</b> <b>Research</b>	civic engagement – address public concerns and promote the quality of the community <b>Do not be self-centred, active participation.</b>  Monitor research Learn from research Contribute to research  Develop a research-based attitude towards a teacher's professional actions. <b>Learn from others and contribute to their learning.</b>	Design teaching, classroom interactions, individual interactions based on research

# Innovation is...

- not a function of individuals with a narrow set of skills or knowledge.
- Innovation refers to a collective and individual activity to turn research-based knowledge into products and services of economic, social and cultural value.

# Building blocks of Innovation

- Vision
- Task orientation
- Participatory security
- Support for innovation

Allowing a teacher to

- leave well-trodden paths and experiment
- develop a sense of innovation
- reflect on his/her role