TTnet project *Defining VET professions*

*The expanding roles of teachers*

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Aim

common grid for the competencies of VET teachers and trainers
Methodology

**Desk research**
- Societal context: demography, status of VET, centralised vs decentralised
- Occupational context: administrative structures, conditions of work, qualification requirements
- Policies: trends and debates
- Results from pilot project

**Interview**
- Exploration of the daily work
- Semi-structured interviews (N=32)
  - Administration
  - Pedagogy
  - Development
  - Quality Assurance
  - Networking
Defining VET Professions 2006-2008

32 interviews with teachers, in 6 countries (FI, UK, IT, PT, LV, LT)

Networking  Administration
Development and quality assurance  Training

Activites → skills & knowledge
Defining VET Professions

Knowledge & skills
- of educational policy
- of curricula
- of training needs

Activity
- Planning
  - Connecting content of learning event & skills needs
  - Setting targets for learning event
  - xxxxxxxxxxxxx

Facilitation of learning

Assessment & evaluation

From Defining VET Professions – Handbook for practitioners (forthcoming spring 2009)