Snapshot of the Danish Innovation and Development Programme: a competence development model to follow?

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Model of the Danish Innovation and Development Programme

**Law**
- The Danish Law on VET §67 & §68
- Ministry of Education

**Policy**
- Annual Programme
- Key priorities

**Practice**
- Top-down
- Bottom-up
- National Teacher Training Institute
- Vocational colleges
- Other stakeholders e.g. companies, production schools, trade committees
- Advisory Council for IVET
- Projects
Top-down – bottom-up

- Reform implementation – strategic teacher competence development:
  - the contact teacher scheme
  - teamwork
  - open learning environments
  - modularisation of the basic course
  - guidance

- Intra- or interinstitutional projects within the key priorities
  - trade specific projects
  - school-work interaction
  - interdisciplinary teaching
  - internationalisation
  - innovation and entrepreneurship

Active involvement of teachers in changing practice according to national policies

Teachers as change agents and experts on own practice

Teacher involvement in innovation and development of existing practices
Competences developed
- through participation in innovation and development projects

- teaching
- guidance
- organisation
- management
- cooperation
- communication
- self-reflection

Career pathways

- Head teacher
- Educational planner
- Internal consultant
- Teacher trainer
- External consultant
- Civil servant
Model of the Danish Innovation and Development Programme
- tentative analysis of factors of success or failure

**Law**
- The Danish Law on VET §67 & §68
- Ministry of Education

**Policy**
- Annual Programme Governance tool
- Narrow vs. Broad priorities
- Funding requirements
- - Antagonism
- - Top-down steering

**Practice**
- National Teacher Training Institute
- + Institutionalised change agents

- Advisory Council for IVET
- + Cooperative structures
- + Bottom-up influence
- + Trust
- + Low power distance

- Top-down steering
- Bottom-up influence

- Vocational colleges
- Other stakeholders e.g. companies, production schools, trade committees
- + Institutionalised practice
Thank you for your attention!

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