Panel 1:

Teachers and Trainers, drivers of quality in IVET:
How to support them for their changing roles?

Rapporteur: Lucian Ciolan
Chair: Kestutis Pukelis
Three presentations:

- Challenges and perspectives for the professionalization of VET teachers (Philipp Grollmann)
- Teachers as lifelong learners: Continuing Professional Development (Bernadette Forsthuber)
- Defining VET professionals, a TTNet project: the expanding role of teachers (Ausra Fokiene; Ken Marsh)
Professionalization??

- Of VET teaching & learning
- Of VET TT....
- Of VET knowledge...

Two perspectives:

- formal (level of education, formal status...)
- “grounded” (professional tasks, practical challenges)
What would be needed?

- Allow for different views / perspectives
- Social and policy commitment
- Flexible recruitment & professionalization process = package, not alternatives
- Better cooperation with higher education
- Strengthen the role of professional VET teachers in bridging education and labor market
Competencies of VET teachers and trainers

- Research based TTnet project
- Defined fields of activity and, from there, skills and knowledge, starting from … “the circle”:

  - Networking
  - Administration
  - Development of QA
  - Training
Training

- *The Plumber and the Good Girl*: interactive / role-play based presentation

- Planning – of ed. policy, curricula, training needs

- Facilitation of learning

- Assessment and evaluation

LLL and CPD (Eurydice...)

- Products (comparative studies, indicators, reference materials)

- Levels of autonomy and responsibilities of teachers (based on 2008 comparative study)
  - Autonomy of teachers
  - Working time and duties
  - CPD: requirements and opportunities
  - Accountability and incentives
CPD ....

- Professional duty

IS...

- Optional, but necessary for promotion
- Optional

- Time allocations – (12 hrs / year in MT, 57 hrs / year in CY)

- Incentives (promotions, money, none...)
Key comments / conclusions (1)

- Participation in VET TTT of other stakeholders, together with Universities: schools, enterprises

- Quality means ownership and participation of T&T throughout the whole process and embeddness of TTT in the in school, work and life context

- Quality → professional approach → setting not only high demands & standards, but also support systems (tailored initial training, CPD, incentives)
Key comments / conclusions (2)

- New type of professionalism for VET T&T?
- New professional and non–professionalised knowledge base?
- New architecture of competencies?
- BUT: low salaries, ageing profession, low social status, limited development opportunities and incentives…