TEACHERS AND VET REFORMS

ETF YEARBOOK 2005

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ETF Yearbook

Principal knowledge sharing
and
expertise development instrument
Teachers and VET Reform

From a Policy Learning perspective a double role:

– Professionals in the system
  and
– Stakeholders in reform

But these roles are radically changing
Teachers and VET Reform

Professional roles are changing

- Life long and life wide learning facilitators instead of transmitters of unrelated bits of expert knowledge and skills
- Several paradigm changes: public management, education management, VET policies, school management and organising learning processes
- Changing learner needs and labour market requirements
Teachers and VET Reform

Stakeholder roles are changing

• Long neglected but now increasingly appreciated
• VET reform as ongoing learning process
• Requires articulation between national and system level, on the one hand, and local and school level, on the other
• Need for teachers to go beyond the class room into the school, community, VET system at large and across borders
• And to become actively engaged in reform process
Teachers and VET Reform

• In their role of new professionals teachers are engaged as indispensable stakeholders

• How to involve teachers and trainers in ongoing VET reforms so that ownership will be better translated into quality learning and teaching and professional expertise form teaching and learning processes can guide systemic reform
TEACHER TRAINING

• VET teacher training generally based on academic university principles

• Need for shift towards preparing competent teachers

• Requires modernisation, structural changes and systemic reform of teacher training systems
What does this imply for ETF?

• How to bring teacher and trainer training closer to schools and enterprises in order to develop competency-in-action?

• How to assist schools in becoming learning organisations and mediators of VET policy learning?

• How to stimulate and capitalize on school-based and teacher initiated innovation and modernization actions for national policy and systems?
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1. Teachers and trainers: professionals and stakeholders
   Peter Grootings and Soren Nielsen

2. Teachers and trainers - the (neglected) human factor in VET reforms.
   ETF’s work on VET teachers and trainers in EU/ETF projects
   Peter Grootings and Soren Nielsen

3. Teachers and trainers in the VET reforms of new and future member states
   Henrik Faudel

4. South East Europe: Institutional structures and new developments in VET teacher training
   Soren Nielsen

5. In-company tutor training issues: MEDA region perspective
   Borhene Chakroun

6. New roles of teachers and trainers in Eastern European and Central Asian countries: professionals or stakeholders?
   Xavier Matheu de Cortada
7. Teachers and trainers in education and training: a need for re-professionalisation
   Peter de Rooij

8. Is local development teachers’ business?
   Marie Corman

   Dragana Gligorijevic and Irene Anna Liverani

10. The role of teacher mobility and teachers in Tempus
    Deirdre Lennan

11. Statistics on teachers and teaching conditions in ETF partner countries. A short description and few guidelines for interpretation
    Mircea Badescu

12. Facilitating the professional development of teachers by engaging them in VET reform
    Peter Grootings and Soren Nielsen