

Sub-group: IVET teachers

Definition:

IVET teachers recruited among skilled workers or craftsmen who represent the crafts in VET. This teacher type can teach practical as well as theoretical subjects according to the educational system. The only prerequisite is that the teacher has a craft background.

Data collection grid:

	IVET Teacher
Background/general information (desk research)	
Description of category of teacher	
Type of institution of the IVET teacher	
Educational background <ul style="list-style-type: none"> a. didactical/pedagogical <ul style="list-style-type: none"> Who is responsible for training? Where does the training take place? How is it organised? Who participates in the training? b. Subject-oriented <ul style="list-style-type: none"> Who is responsible for training? Where does the training take place? How is it organised? Who participates in the training? 	
Training paths – the common route to employment?	
The statistical distribution of numbers of years of relevant professional experience within the trade of the teacher prior to employment	
Recruitment requirements	
Conditions of work <ul style="list-style-type: none"> a. salary (per year) <ul style="list-style-type: none"> in comparison with public school teachers in comparison with skilled/un-skilled workers in comparison with university graduates b. working hours (per year) c. holidays (per year) 	
Statistical distribution of duration of employment as a teacher	
Character, duration and requirements of formal in-service continuing training	
Legal responsibilities/influence/decision-making power of IVET teachers at the school level	
Tasks and performance (interviews in the field)	

<p>Personal information of respondent (necessary when teacher)</p> <ol style="list-style-type: none"> a. educational (also pedagogical)/craft background b. type of teacher (practical/theoretical subjects) c. number of years of relevant professional experience prior to employment d. duration of employment as a teacher e. linkages to original craft and technological development f. character and duration of prior/current in-service continuing training 	
<p>Areas of activity</p> <p>Planning of vocational teaching and learning:</p> <ul style="list-style-type: none"> • The degree of a centralised curriculum / guidelines for educational approach? • The extent of individual planning on pedagogy and teaching • The extent of local and national guidelines for conducting of the teaching <p>Subject matter</p> <ul style="list-style-type: none"> • To what extent are the various subject teachers in the specific VET teacher profile co-operating? • To what extent are the different thematic approaches crosscutting different subjects? <p>Participant profiles and vocational training</p> <ul style="list-style-type: none"> • The range of student responsibility and participation in his/her own learning • Use of student log book (if applicable in the country) or similar method of education portfolio and/or students self evaluation? <p>Experiment and development work and reform in VET</p> <ul style="list-style-type: none"> • The frequency of VET reforms and adjustment and the impact on the actual teaching? • Local access to make an impact on VET reforms? • Participation in development work at the school-level and national level? 	
<p>Capabilities to deal with marginalized groups</p> <ul style="list-style-type: none"> • The existence of specific and tailor made learning materials? • Access to extend training periods/sessions for marginalized groups • The existence of double teacher's arrangements (extra teacher resources)? 	

<ul style="list-style-type: none"> • Pre-service training with this specific aim? • In-service continuing training in dealing with marginalised groups? 	
<p>Application of IT in teaching</p> <ul style="list-style-type: none"> • Extent of access to IT? • Degree of making use of IT in teaching? • Students access to IT beyond schedules/teaching lessons • Extent of distant learning / e-learning by means of IT? • Pre-service training in the use of IT in teaching? • Continuing training in the use of IT in teaching 	
<p>Interface with labour market</p> <ul style="list-style-type: none"> • Teachers contact with labour market as to <ol style="list-style-type: none"> a) study visits to trades b) teachers own participation in production c) guest teachers/trainers input • Co-operation with local committees? • Co-operation with local business associations / trade unions • Participation of local businesses etc. in teaching (guest lectures etc.) 	
<p>Communication abilities</p> <ul style="list-style-type: none"> • Extent and access to training and guidance within the communications skills area. <ol style="list-style-type: none"> a. pre-service b. in-service continuing training 	
<p>Participation in pedagogical and professional networking</p> <ul style="list-style-type: none"> • Existence and participation in professional / pedagogical networks <ol style="list-style-type: none"> a. Formal/informal b. Local/national c. Frequency of meetings / other types of communication • Application of networks and content in teaching • Frequency of teachers entering and benefiting from pedagogical co-operation • Management supporting professional networking? 	

List of persons to be interviewed

5-6 interviews to be executed in each of the participating countries. The detailed information regarding the interviews has not been possible to obtain but will follow shortly. However, the information we have so far is the following:

Denmark:

Ministry of Education:

Mr. Steffen Soendergaard (another interviewee to be identified)

Association of Technical College Teachers:

Vice-president Børge Pedersen

Birgitte Johansen

VET schools (arrangements made but name of teachers to be confirmed):

Roskilde Technical School

Copenhagen Technical School

Lithuania:

2 persons from VET school

2 persons from Ministry of Education and Science

2 persons from VET TTnet

Czech Republic

2 IVET teachers

2 with persons from decision-making bodies

2 with teacher's educators

Slovakia

To be identified.