

TTnet thematic workshop
Results of the TTnet project on:
“Professionalisation of VET teachers for the future - PROFF”
(May 2002 – May 2003)

Session 1: Updating teachers’ qualifications and competences

Professionalisation of VET teachers: ANSWER SHEET 2

Name of case/CVET provision: Duale Trajecten Bve

Background

In 1997 the teacher training college of Fontys hogescholen, one of the largest universities of professional education) was approached by a number of institutes for vocational training and adult education (ROC) with the request to co-operate with them in setting up a teacher education programma. During the first phase in the development in this context, three problem areas arose.

The first problem area was that the vocational training and adult education field has his own collective labour agreement, wich allows for function differentiation. This function differentiation was really a need for the ROC’s in implementing a new educational concept. In this agreement checkpoints have been identified wich are used by a number of ROC’s in providing their vocational sectors with educational staff.. In the new agreement, that dates from August 1999, this function differentiation has been elaborated in further detail. The problem was that the teacher training colleges with the ‘traditional’ full time and part time teacher education were not sufficiently taken account of this development.. They educate their students as second grade teachers and there were no possibilities to anticipate to the new functions mentioned in the collective ROC labour agreement.

A second problem that cropped up was that the ROC's fear a large exodus of their teaching staff in the coming 10 years, mainly due to (early) retirement. One ROC for instance, calculated in that time that in 2003, 40 or 50 full time jobs would have been replaced in one particular sector. In view of their students intake figures it was clear that the traditional teacher education institutes would never be able to meet this challenge.

A final problem area that was discussed concerned the fact that the educational innovation aspired by the ROC's may be encouraged if ROC's start educating whole groups of teachers and trainers together. They felt that, in a way, a kind of innovative potential would be created. The situation would thus be avoided that the new teacher full of innovative ideas was 'nipped in the bud' by older colleagues who tells him to adjust to what is customary in the school and forget about his new-fangled ideas.

On 1 January 1996, a new Adult and Vocational Education Act (WEB) was introduced to impose a single coherent structure on these disparate forms of vocational and adult education. Such courses are now to be provided mainly by 46 Regional Training Centres (ROCs). These all provide a very wide range of education and training and have been created by amalgamating several hundred previously separate vocational and adult education institutions. In addition to the 46 ROCs, there are also 13 specialised vocational training institutions. Senior secondary vocational education and apprenticeship training are now bracketed together under the term secondary vocational education.

Bringing the various types of education and training together under one roof will make it easier to offer students training tailored to their particular needs. The new Act is the last in a series of developments which was triggered some time ago and includes a shift towards greater emphasis on the requirements of the labour market, increasing liaison between educational institutions and local trade and industry, the co-ordination of learning pathways, and the growing autonomy of institutions in terms of organising their own programmes. A better alignment of training and the world of work are being achieved in part by giving employers and trade unions a major say in deciding the exit qualifications for courses.

Aim

The aim is the development of a new, demand based training teaching system, with the design of a four years route that takes account of (sub)competencies corresponding with the job profiles of the different functions in the ROC's.

Legislation

Legislation by the Administration of Education within the legislation of higher education.

Legitimation on national level by the Bve-council.

Content of CVET provision

This provision is competence-based instead of curriculum guided. The student can develop his competencies in a dual way of learning, coached by the coach from the institute for teacher training as well as by the coach in the workplace at the ROC.

For every level (educational assistant, trainer, coach, and teacher) sets of competencies are developed.

Most competencies contain a set of sub-competencies. The competencies are clustered in domains⁽¹⁾.

The domains for educational assistant are:

- educational developments,
- coaching and instruction,
- management of the learning environment,
- general professional competencies⁽¹⁾.

The domains for the trainer:

- educational developments and reform⁽¹⁾,
- instruction and coaching,
- management of the learning process,
- general professional competencies⁽²⁾,
- vocational competencies.

The domains for the coach:⁽²⁾

- educational developments and reform⁽²⁾,
- coaching and tutoring,
- communication and leadership,
- development of competencies,
- assessments and work-based coaching.

The domains for the teacher⁽²⁾:

- developing training and teaching,
- management and leadership,
- supervising in educational environments,
- vocational pedagogic,
- vocational competencies.

Duration

Four stages; the complete course (teacher-level) is approximately four years.

⁽¹⁾ At this point, it is not possible to describe all the competencies and sub competencies; this need a lot of translation work!

⁽²⁾ Only developed yet in a draft version.

Mode of delivery

Dual approach to training. The dual approach is new in various ways:

In the first place this approach is new for the aims of the project: not only a teacher training, but a system of education and training for the different jobs in the function differentiation at the ROC's: educational assistants, trainers, coaches and teachers.

In the second place the way of co-operation between 13 different ROC's and a teacher training college. This co-operation extend to developing, carrying out the programme and evaluations. Of course, for the teacher training it is (a new) way of their core business, for the Roc's the dual teaching and training is branch-orientated way of teaching and training as key-elements in their personnel human resources policy. The ROC's as well as the teacher training college both are responsible for the quality and organisation of the dual course.

Finally it is new for it's basic assumptions, content and methodology. It is a dual route for educational staff, with a central role for learning in the workplace, and an integration of working and learning. It is competence-based in stead of curriculum-orientated on 4 levels (educational assistant, trainer, coach and teacher) and a methodology of learning by producing.

Of course, the regular teacher training courses includes also practice training, the scope and much more intensive approach as well as the underlying concept is essentially different in the dual course.

Moreover one of the basic assumptions in this project is that people learn from each other.

As mentioned before, the teacher training college co-operates with 13 ROC's. From every ROC there are students in this project. During the course the students meet each other - weekly one day- in the training group (plm. 15) at the teacher training college. They work at different ROC's. The training-day consists of training but also reflections and exchanging experiences and learning issues. The student works also together in small groups (2-3) of one ROC; or from different ROC's but in the same vocational sector. It depends on the kind of learning activity. The students, trainers and coaches also uses the virtual classroom for communication about their training and learning activities.

Developing your own competencies by learning by producing means that you have to 'colour' your own training for a great part. The learning activities and subject varies a lot in practising the course.

Target group

Educational assistants, trainers, coaches an teacher are staff-members in the educational system: in one way or another they are always coaching, training or teaching students; on different levels and with different tasks; for instance a educational assistant in an open learning centre, a trainer in practical instruction, a coach in learning in the workplace and a teacher in theoretical instruction.

Their job profiles are different, on some items similar, possible with a difference in intensity.

They all work at the ROC, and as far as its concerning learning in the workplace, it is structural a part of the training on the ROC.

Educational assistants mostly attended vocational training on secondary level a have a broad working experience. This is also the case for coaches and teachers. Their theoretical background is mostly different. But it is a part of the dual training that a student can move on for instance from educational assistant to teacher.

The students in this dual system are a 'new' target group. In the traditional system, the students who starts in the course educational assistant, trainer or coach would probably have no possibilities for an entrance to the teacher training, by reason of the fact that the level of preliminary training is not sufficient. In most cases the students have a broad vocational experience and also some training or tutorial experience in the workplace.

Number of participants

Approx. 75 each year (since 1999)

Geographical coverage

Brabant, Limburg, Zeeland (southern part of the Netherlands)

Stakeholders

Fontys Teacher Training; 13 institutes of Vocational Training and Adult Education.

Funding

Institutes who are participating in the project.

Administration of Education (regular funding).

Certification/validation/accreditation

This training provision is certified for each phase (certificate educational assistant, trainer, coach and teacher). It does give access to further education: within the system (from educational assistant to teacher or a level in between) but also for the regular teacher training. For instance, if a trainer opt for a regular teacher training, an assessment is being carried out to provide the student with a tailor made programme.

The teacher certificate is an official second degree qualification, which gives also access to a short-cut provision in different studies on a university.

The national council BVE (council of ROC's) have legitimised the model of the dual course Bve and did this also for the competencies of the levels educational assistant and trainer. (the competencies for the coach and teacher do not yet have in a definitive status. As soon as they are, they will be presented to the council to give these the same legitimacy.)

The teacher-certificate is also legislated by the Ministry of education.

Skills/competencies developed

As described above, besides pedagogical competencies, also vocational and managerial competencies are involved. As far as it concerns vocational competencies, they are explicit linked with the level of the trainer (more practical vocational competencies) and with the level of the teacher (more theoretical vocational competencies).

To determine which vocational competencies are involved, assessment is used as an instrument. In addition to the outcome of the assessments, the ROC has to subscribe the training programme for the vocational competencies.

The methodology of 'learning by producing' is developed for dual training and teaching models: in this project learning by producing is the main methodology.

Learning by producing means that the student develops his/her competencies by working on

real and useful products and performances. He is his own producer and director in the way the competencies are being developed. The daily tasks in the working environment of the student on the ROC are point of departure.

The learning process can be described as a cycle of four phases, orientation, planning, perform and evaluation:

Orientation: the student orientates him/herself on the required competencies and on the desired level of professional behaviour. He/she searches for possibilities to show in an assessment his professional level;

Planning: the student plans concrete aims and activities to reach the desired level;

Performance: according to the planning the student really works on 'products' or a performance-training;

Evaluation: reflections, performances, presentations lead to assessments and portfolio parts.

Of course, during this process the student is guided and coached.

Examples: a trainer works on or participates in:

- the innovation of the health practice curriculum,
- the design of a practice room for mechanical engineering,
- the coaching of a group of students,
- developing learning materials or series of learning activities.

Career opportunities

Career as a member of educational staff in an institute of vocational training and adult education.

Examples of teacher career pathways within the programme/training provision/project

By the different stages in the course.

Teaching material, tools and resources developed in connection with the education programme/training provision

- set of competencies educational assistant, instructor/trainer, coach and teacher,
- methodology learning by producing,
- learning materials,
- curriculum,
- system of evaluation,
- system of portfolio's and assessments.

Evaluation

Every year by the participant on an institutional level, by students, teachers and coaches.

Innovative dimensions

- competence-oriented,
- dual system,
- common responsibility by all the partners in the project,
- innovative learning environment,
- directly linked to the policy on professionalisation.

Bibliography/Webliography/Related Research

www.fontys.nl/eps/duaalbve