DEL **TTnet Denmark**

TTnet FINLAND

TTnet thematic workshop

Results of the TTnet project on:

"Professionalisation of VET teachers for the future - PROFF"
(May 2002 – May 2003)

**Session 2: Professional well-being: attracting
and retaining good VET teachers**

Thematic introduction (Kristiina Volmari, TTnet-Finland)

Professional well-being could be said to be built by factors such as confidence in one's work, esteem of peers, students and superiors and a positive attitude to one's work. In the project *Professionalisation of VET teachers for the Future* we have identified two cases where increasing professional well-being of the teachers has been set as a definite goal. In-service training in general is about increasing the well-being but in these two cases the novelty is that it has been explicitly formulated as one of the objectives.

Why is professional well-being relevant? It is relevant from both a qualitative and a quantitative perspective. Happy teachers make better teachers and happy teachers stay in the job longer. Staying in the job longer is a central and much debated issue in many European countries facing a labour shortage in the near future.

The continual renewal of the teaching profession is central when we think about quality in education. It is generally accepted that teacher lie at the heart of the education process and that their morale, motivation and competence are of crucial importance.

In the two cases that focus on this theme in the project *Professionalisation of VET teachers for the Future* we have discovered the following means or methods that aim at increasing the teachers' professional well-being:

- opportunity to update competence,

- autonomy, flexibility and possibility to influence one's own work ,

- colleagues, working atmosphere,

- opportunities for collaboration and decision-making.

Before we end this phase of the project we should look closer not only at what models or ideas arise that could be utilised by other institutions and policy makers but we should also look at the role of the school management and see if any patterns arise. And lastly, life-long learning: what are the tools that the teachers and institutions involved in these programmes have been given to pursue LLL?