



# Competency-based framework for IVET teachers. The experience of Lithuania

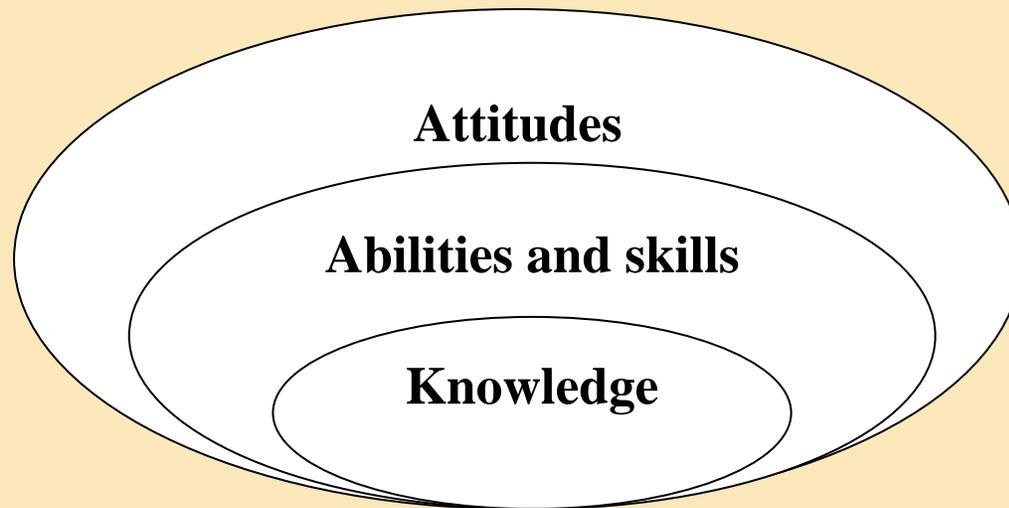
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# The main concepts

- **Competency** – is the capability to perform a certain part of activity (operation), basing on knowledge, abilities, skills and attitudes. Combination of certain competencies composes qualification. Competency is defined as the objective study result (learning outcome).





# The main concepts

- ***Qualification*** – a composition of knowledge, abilities and skills (i.e. competencies), enabling effective activity in certain profession. Qualification means fulfilled minimal requirements.
- ***Competence*** – demonstrating effective and qualitative activity, which meets the requirements of the world of work. Competence is determined by the competencies of a person, level of qualification and professional experience.



## Relation of concepts competence, qualification, competency and learning achievements

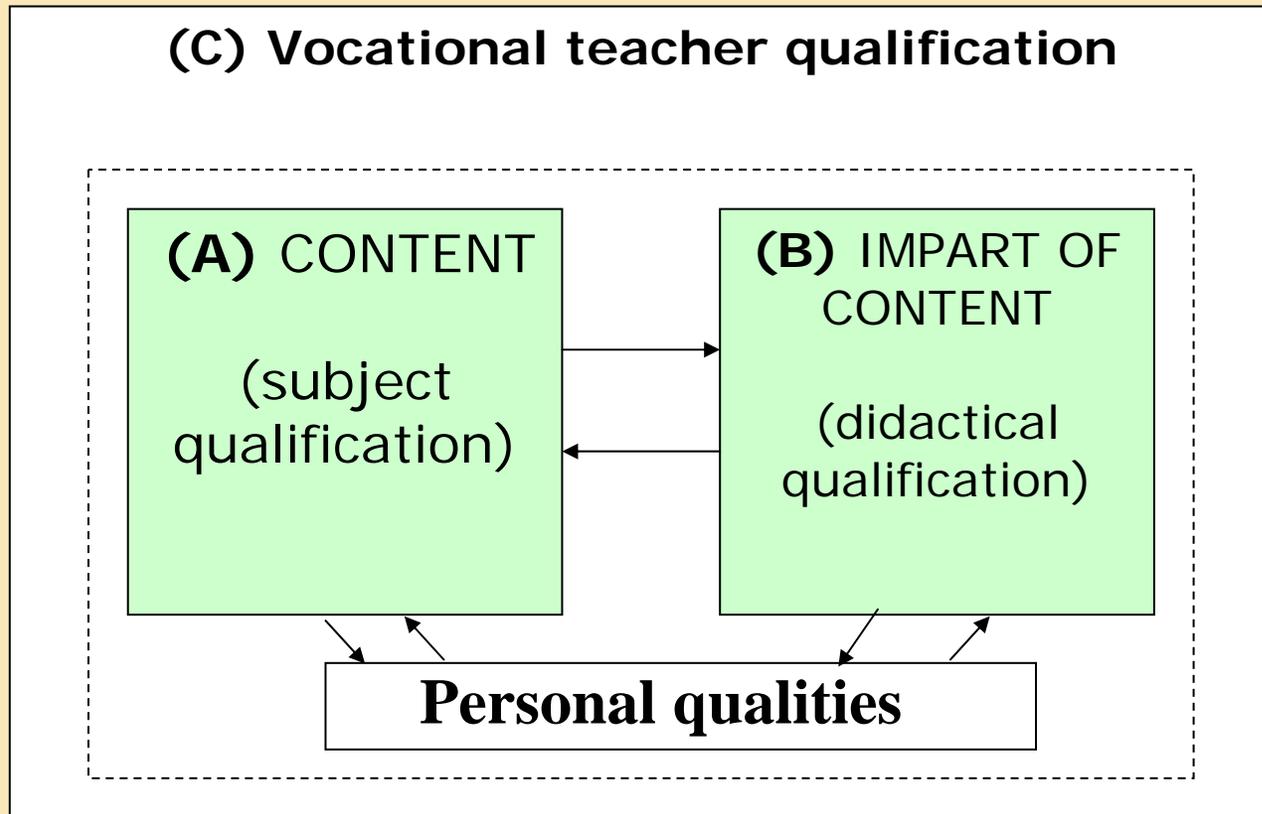
<b>Competence</b>	<b>Qualification</b>	<b>Competencies</b>	Competency	<i>Knowledge</i>
				<i>Abilities</i>
				<i>Attitudes</i>
			Competency	<i>Knowledge</i>
				<i>Abilities</i>
				<i>Attitudes</i>
			Competency	<i>Knowledge</i>
				<i>Abilities</i>
				<i>Attitudes</i>



## The main concepts

- ***Occupational standard*** – description of attributes, activity functions and the competencies, needed for the performance of these functions. Occupational standards are being created by the experts of certain professions.
- ***Vocational teacher (pedagogical) qualification*** – is the summation of subject and didactic qualifications.

# Structure of vocational teacher qualification





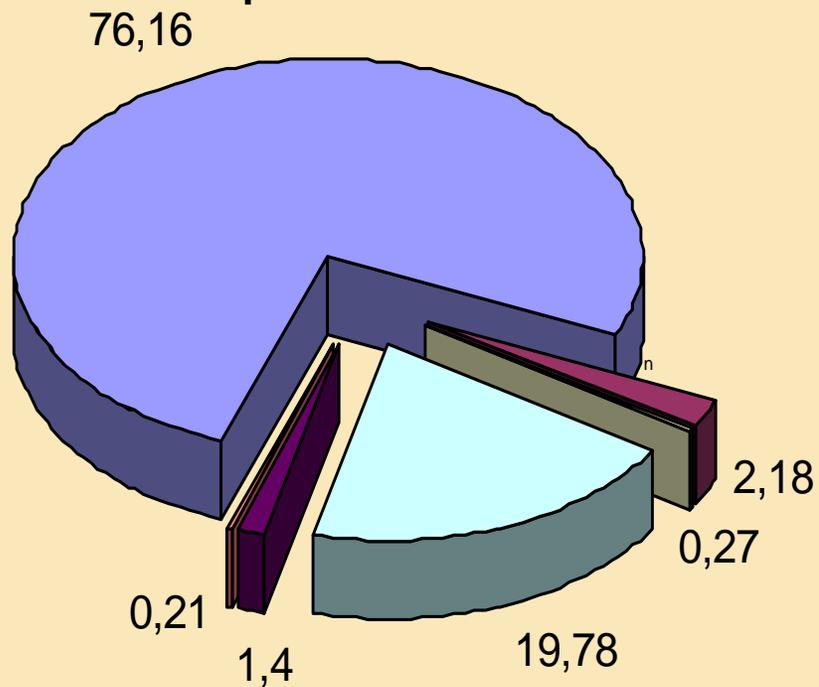
# Research on VET teacher qualification 2001

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- Age
- Subject qualification
- Didactical qualification
- Experience in subject field
- Pedagogical experience

# Research on VET teacher qualification 2001

## Didactical qualification



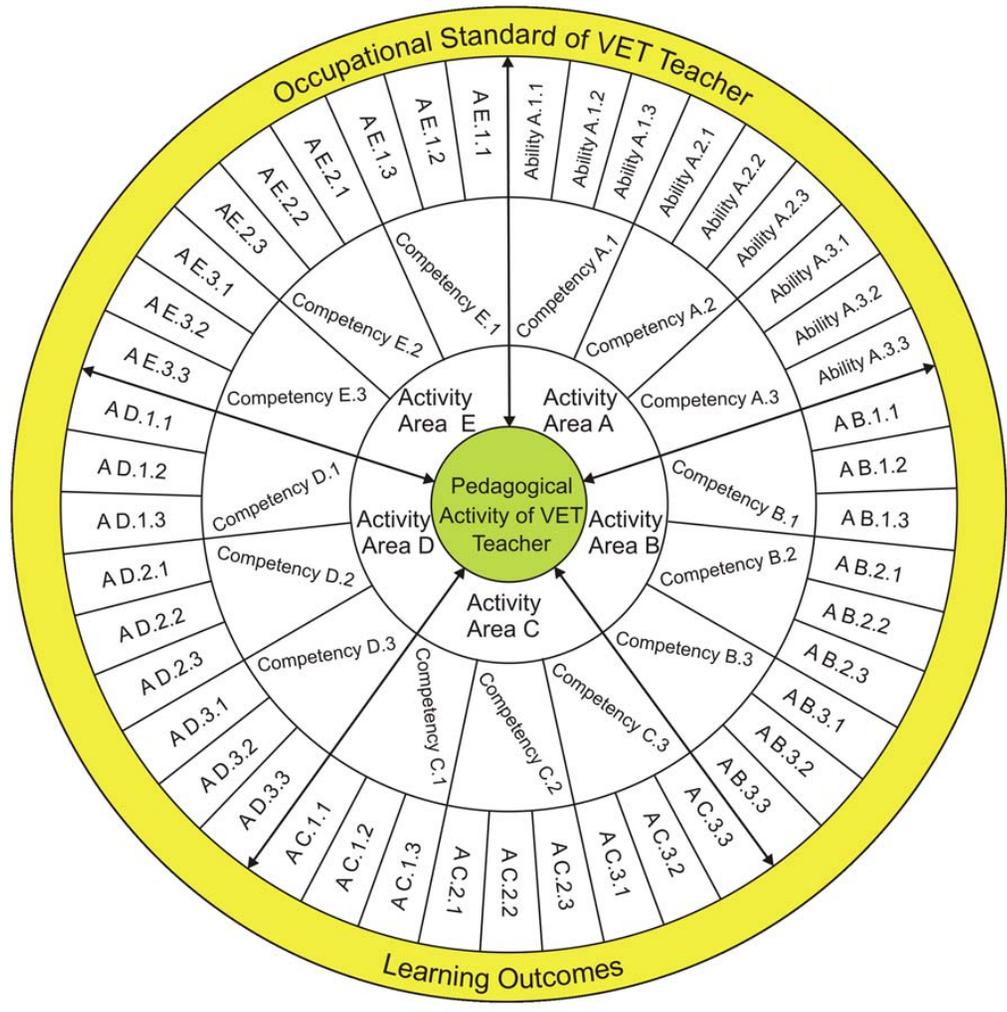
- None
- High
- Bachelor
- Specialist
- Master
- Doctor



# Formulating competencies

Components of competency	Evidence of competency in:		
	actions	behavior	results
Knowledge	→		
	→	→	
	→	→	→
Abilities and skills	→		
	→	→	
	→	→	→
Attitudes	→		
	→	→	
	→	→	→

# Logics of Occupational Framework of VET Teacher

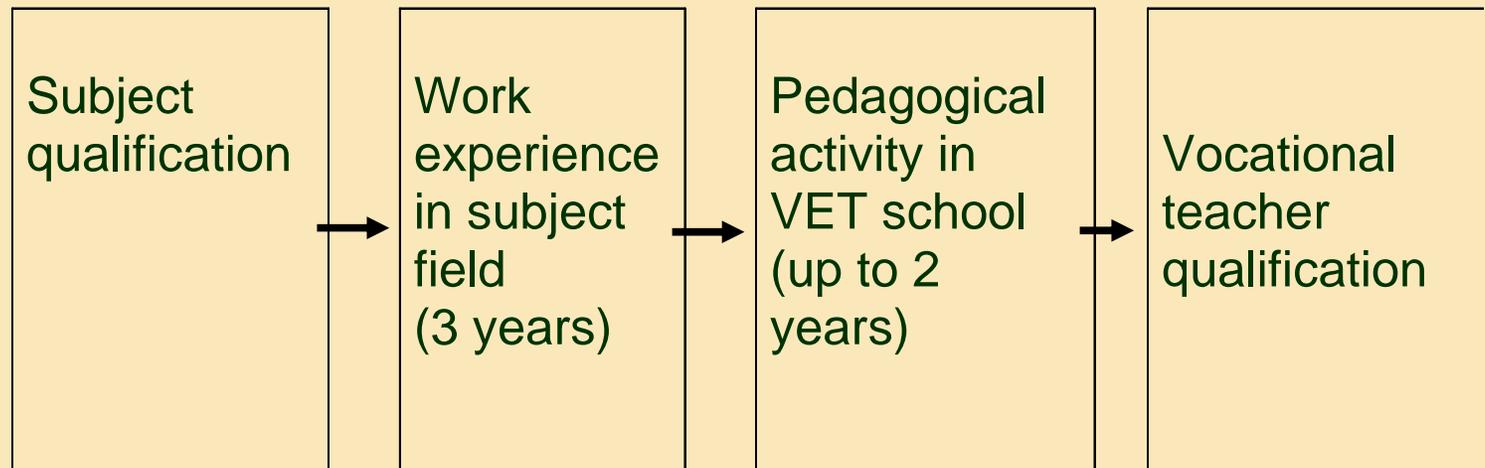


# Vocational teacher competencies according to five areas of pedagogical activity

Areas of VET teacher pedagogical activity	Competencies
<b>A. Personal development</b>	Personal self-evaluation competencies; Communication competencies; Activity and behavior reflection competencies; Own activity evaluation and development competencies; Information technologies usage competencies.
<b>B. Planning, delivering and developing of curriculum</b>	Teaching module content planning competencies; Teaching module teaching competencies; Teaching module achievements assessment competencies; Teaching module programme development competencies.
<b>C. Designing of vocational teaching programs</b>	Evaluation of labor market situation competencies; Vocational teaching programme development competencies.
<b>D. Development of school and education system</b>	Competencies of organizational development within school; Extracurricular educational system development competencies.
<b>E. Development of subject content</b>	<i>Description of these competencies is prepared by the expert groups of economy branches.</i>



## Other competency-based activities: Consecutive model of VET teacher education





# Vocational Pedagogy

11 study modules:

1. Introduction to Teacher Profession
2. Organization of Teaching and Learning
3. Teaching/Learning Methods and Means
4. Learning Guidance
5. School as Organisation
6. Vocational Education and Labor Market
7. Curriculum Design
8. Evaluation of Learning Results
9. Evaluation of Teaching Quality
10. *Teaching Practice*
11. *Thesis Work*



# Other competency-based activities: Recognition of non-formal and informal competencies for increasing accessibility of formal education

