

Second Policy learning forum ⁽¹⁾

Unlocking the potential of learning at the workplace by, and for, teachers and trainers in VET

Porto Palace Hotel, Thessaloniki (Greece), 9-10 April 2019

Concept Note

Cedefop is organising a [second policy learning forum](#) (PLF) on unlocking the potential of learning at the workplace by and for teachers and trainers in vocational education and training (VET) in Thessaloniki on 9-10 April 2019. The forum will last two full days, starting at 9:30 on 9 April 2019 until 17:00 on 10 April 2019.

The policy learning forum will bring together the participants from national, regional and local authorities, social partners, teacher professional associations, and other stakeholders (e.g. apprentices).

Teachers and trainers in vocational education and training (VET) work in the context of innovation, globalisation, rapid technological and societal changes that set challenges to education and training systems across Europe and globally. Motivated and competent VET teachers and trainers can embrace these challenges and ensure quality and effective learning experiences of young people in VET, including apprenticeships and work-based learning.

Following the [Riga conclusions](#) (2015) that called for systematic approaches to and opportunities for initial and continuing professional development (CPD) of VET teachers and trainers, the [European Framework for Quality and effective apprenticeships](#) (2018) and the [12 Policy pointers](#) on how to support teachers and trainers in high-performance apprenticeships and WBL took forward the importance of teachers and trainers competences to ensure.

The [Framework](#) put pedagogical support to learners as one of the quality criteria for learning and working conditions, stressing that to provide quality support teachers and trainers should be supported to update their skills, knowledge and competences to train using the latest teaching and training methods and in line with the labour market needs.

The [Teachers and trainers matter: 12 policy pointers](#) identify four areas for action to provide necessary support to teachers and trainers, namely:

- specifying their roles and responsibilities;
- strengthening professional development;

⁽¹⁾ The forum's website: <http://www.cedefop.europa.eu/en/events-and-projects/events/second-policy-learning-forum-supporting-teachers-and-trainers-vet-future>

- equipping teachers and trainers for key challenges and roles beyond teaching;
- fostering collaboration (at all levels) to support their work.

Providing access to adequate professional development and support is paramount to ensuring that both their technical competences and pedagogical skills are up to the highest standards. But it is not enough. There is often a mismatch between what teachers state as need and what is offered ([European Commission](#), 2015). During the forum, the participants will discuss and share their experiences on planning and monitoring and diversifying ways of implementation, including innovative forms and formats.

The forum will provide substantial time for participants to discuss in small groups the issues of most concern and relevance to their countries and to learn from others. The small group work will be organised based on the Open space technology ideas (see the document, Small group discussion - Theme and Methodology). In a panel discussion, the representatives from Cedefop, European Commission, ETUC and selected participants will be invited to reflect on the outcomes and contribute evidence from their work that relates to the topic of the forum.

During the first PLF in the open space discussions, the participants discussed how to establish systemic approach to teachers and trainers professional development and highlighted:

- (a) their role as agents of trust in ‘crossing the barriers’ between the world of education and the world of work;
- (b) the need to keep their level of professionalism up-to-date and in the lifelong learning perspective;
- (c) balance between regulation and motivation to cooperate;
- (d) the role of school leaders, employers and trade unions in supporting teachers and trainers and
- (e) the impact of digital technologies

The participants pointed out that peer learning remains a powerful tool for exchanging knowledge and experiences and for speeding up the progress. The summary of the discussions is available [here](#) ⁽²⁾.

The second PLF will take the outcomes of the discussions further and invites the participants to discuss the ways **how to build stronger bridges between the school and the workplace so that teachers and trainers benefit in their professional development and better support learners in innovative and effective ways.**

Among others, the participants will discuss the following:

⁽²⁾ <http://www.cedefop.europa.eu/en/events-and-projects/events/policy-learning-forum-professional-development-teachers-and-trainers/programme-and-documents>

- (a) innovative approaches to professional development of teachers and trainers, including use of the potential of digital technologies and learning in industry;
- (b) school leadership: their role in supporting teachers and learners and support to leaders;
- (c) equipping teachers and trainers for modern pedagogical approaches, innovation and digitalisation, for working with learning-outcome-based standards, curricula and assessment, for supporting learners in various aspects, e.g. career guidance;
- (d) partnerships and cooperation of stakeholders and teachers and trainers for quality of learning and fostering exchange between teachers as experts in teaching and learning and trainers as experts in occupation;
- (e) creating collaborative cultures and practices in schools and with the workplace; teachers and trainers as agents of trust between the school and the workplace;
- (f) use of research to support teachers, trainers and policy-makers.

As a result of the forum, the participants will:

- (a) exchange and share their experience in policy and practice on the topic;
- (b) establish contacts and networking;
- (c) explore possible directions for and express interest in further policy learning and policy implementation.

The outcomes will feed into future Cedefop's work. Following the PLF, Cedefop will assess its outcomes, publish their summary online and see how countries can be supported in the next years, in coherence with its priorities and work programme.