Challenges and Support for VET Teachers and Trainers

Irene Psifidou
Expert
Department for Learning and Employability
Working context for VET teachers and trainers

- Advancement of digitalisation
- Expansion of apprenticeships
- Focus on learning outcomes
- Increased diversity of learners
- Promotion of lifelong learning
- Changing and emerging jobs

COVID-19
New challenges towards the “new normal” for VET teachers and trainers

- Absence of access to equipment and internet connection required to offer distance learning
- Lack of digital skills and competences to make efficient use of the online platforms
- Poor experience in creating digital teaching content
- Lack of experience on e-learning and other distance learning effective pedagogies in VET, especially for teaching practical components
- Concerns over privacy issues, copyright and data protection

Skills and competences required for VET teachers and trainers

- Technical and occupation specific skills
- Basic skills
- Digital skills
- Pedagogical skills
- Socio-emotional skills
New demands towards the “new normal” for VET teachers and trainers

- To promote self-learning and practical learning that can be undertaken at home
- To create occasions to interact and cooperate remotely among them and with learners
- To remain vigilant for increased cyberbullying and students’ disconnection from “real world”
- To consider intelligent systems using learning analytics that adapt to learners’ needs and progression
- To develop simulation environments and virtual reality to train the specific practical skills
- To develop assessment remotely in a creative and interactive way
Challenges in attracting VET teachers

**PROS**
- Higher job security
- Low predicted risk of being replaced by digital machines
- High intrinsic motivation and commitment to their vocation (TALIS)

**CONS**
- Relatively low wages
- Limited career prospects due to rigid career development system
- High requirements at entrance
- Stressful working environments
- Low social prestige and status

Low predicted risk of being replaced by digital machines

High intrinsic motivation and commitment to their vocation (TALIS)
Challenges in attracting VET trainers into teaching profession

From enterprises into VET schools

How to assure quality and certification equivalence?

To whom are they accountable: parents, school or company?

How to incentivise them to equip learners with key competences along with technical skills?
How countries attract and maintain VET teachers and trainers

Initiatives related to T&T – MTD5

- Recruit trainers to address increase demand of apprenticeships
- Introduce training programmes
- Offer learning opportunities through school visiting schemes
- Address insufficient preparedness in relation to challenges they face
- Redefine access requirements
- Update training programmes
- Attract new teachers
- Extend career development opportunities
- Promote work placements in companies
- Innovative provision of CPD using digital resources

Access to VET school teaching
Becoming mentors and trainers in companies
CPD of VET school teachers
CPD of in-company trainers
Monitoring and evaluation of CPD processes
Opportunities post COVID-19 times for VET teachers and trainers

- To take advantage of the catalyst for the digitisation of schools and the transition to distance learning
- To use the most effective crisis-recovery strategies as the basis for long-term improvements
- To focus efforts on maintaining and building a highly qualified workforce
- To grant them more autonomy along with training in soft skills (flexibility, adaptability, social empathy and responsibility)
- To evaluate response to the impact on learners at risk and on increasing early leaving rates
- To promote public-private partnerships

Are we entering a new era where distance and digital supported learning will be equally recognised and accepted as the traditional format?
Thank you

www.cedefop.europa.eu

Follow us on social media

#VETTeachersTrainers
#VETtoolkit