



CEDEFOP

European Centre for the Development  
of Vocational Training

SHAPING LEARNING AND  
SKILLS FOR EUROPE



**Fourth Policy learning forum**

# Launching the European Vocational Teacher Survey (EVTS)

**25-26 September 2025**

Hybrid event

#VETTeachersTrainers

#VETtoolkit #EVTS



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**25-26**  
**September**  
**2025**

Hybrid event



## Opening Remarks

Moderator: **Antonio Ranieri**, *Head of Department Vet and Skills*



**Jürgen Siebel**  
*Executive Director, Cedefop*



**Anna Banczyk**  
*Head of Unit B3, Directorate General for Employment, Social Affairs and Inclusion, European Commission*



**Brigitte van den Berg**  
*Member of the European Parliament, Committee on Employment and Social Affairs (video message)*

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# Highlights on Cedefop's work on VET teachers and trainers



**Irene Psifidou**  
*Cedefop expert,  
VET for Youth -  
Teachers and  
Trainers Team  
Facilitator*

# The global teacher crisis

1

An **ageing** teaching force

→ 44.2% of upper secondary VET teachers are aged 50+

2

Lack of **adequately qualified** teachers

→ In new digital & green technologies, and managing inclusive learning environments

3

Lack of **attractiveness** to the teaching profession

→ In 12 MS fewer than 2% of teenagers aspire to teach

4

Challenging **working conditions**

→ VET teachers earn almost 11 % less than other tertiary-educated workers

# The challenges ahead

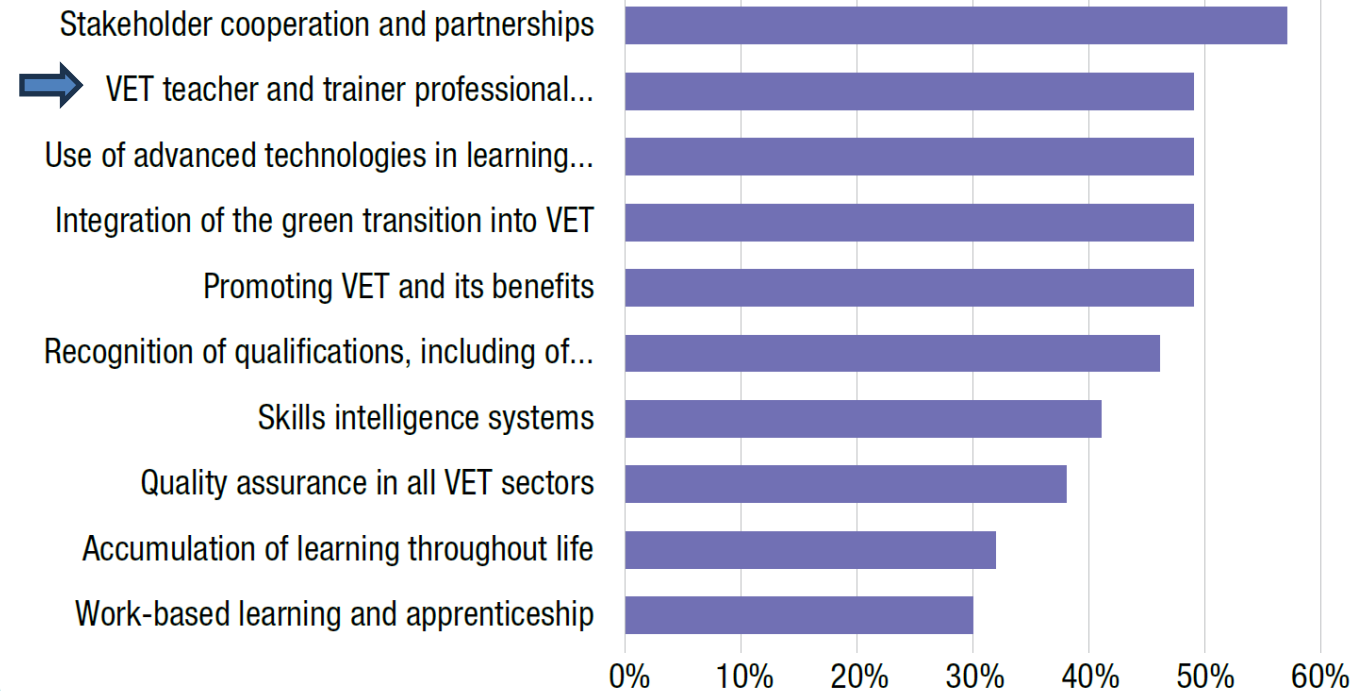
- Teacher burnout
  - **EU is on alert for teachers' wellbeing**
- Teacher absenteeism and turnover
  - **Especially during the first year of their service**
- Dramatic teacher shortages
  - **Europe needs 4.8 million additional teachers by 2030**
- Teacher skill gap
  - **Especially in languages, STEM and green skills**



# Recognising the teacher crisis: a key step towards solving it



## What themes are going to have attention on the EU and national VET policy agendas in the coming years?



Source: National stakeholder perspectives. Opinions of validation workshop participants, 31 October 2024, on key themes shaping EU and national VET policy agendas in the coming years

# Cedefop supporting VET teachers & trainers through evidence

Research paper

## Teachers and trainers in a changing world

Building up competences for inclusive, green and digitalised vocational education and training (VET)  
Synthesis report

BRIEFING NOTE

## EMPOWERING TEACHERS AND TRAINERS TO MANAGE CHANGE

VET teacher and trainer professional development is crucial to helping them perform their many tasks

Teachers and trainers are at the forefront of initial vocational education and training (VET) delivery (1). In the face of the unprecedented challenges created by the pandemic and the war in Ukraine, their commitment and creativity have been central to sustaining teaching and learning in schools and workplaces. They play a key role in empowering young people, on whose lives and hopes the lockdowns have taken a particularly high toll, and in helping integrate refugees into Europe's labour markets.

At the same time, the greening of European economies and the rapid digitalisation of many jobs, including the teaching profession itself, confront them with more new skills requirements. This is why it is now more important than ever for them to upgrade and update their own skills to be able, in turn, to instil self-confidence in their students, trainees and apprentices, as well as offering them up-to-date knowledge and skills. This briefing note presents new evidence gathered by Cedefop on teacher and trainer initial training and continuous professional development (CPD), including many practical examples (2).



TEACHERS AND TRAINERS: PRESENT AND FUTURE

Working paper series  
No 11 / July 2022

## MINIMISING EARLY LEAVING FROM VOCATIONAL EDUCATION AND TRAINING IN EUROPE

Career guidance and counselling as auxiliary levers

Irene Parifidou  
Nikolaos Mouratoglou  
Alexandra Papanastasi  
Cynthia Harrison

40 years

RESEARCH PAPER  
No 47

## Vocational pedagogies and benefits for learners: practices and challenges in Europe

BRIEFING NOTE

## PROFESSIONAL DEVELOPMENT FOR VET TEACHERS AND TRAINERS

A guarantee of quality in vocational education and training

Skilled and competent teachers and trainers are essential to ensuring the quality and labour market relevance of learning, both in VET schools/centres and companies, and whether in classrooms, in shops, in labs and simulator learning environments, or at the workplace. Teachers and trainers are responsible for strengthening the links in education and work, establishing new links, providing more, and high-quality, apprenticeships and other forms of work-based learning, and applying the European tools. In the past 10 years, VET teachers and trainers will be called to help shape quick and flexible responses to changing needs, related both to the integration of refugees and migrants into the labour market and to the need to develop basic, digital and transversal skills. Providing teachers and trainers with quality professional development and training is essential to ensuring that both their personal competences and pedagogical skills are up to the highest standards.

While VET teacher and trainer professional development has been on the EU education policy agenda for many years (1), it has not been sufficiently visible in national policies (2). The Riga conclusions (2015) have put renewed emphasis on the issue, calling for systematic approaches to and opportunities for initial and continuing professional development (CPD) of VET teachers, trainers and mentors. Cooperation and partnerships among stakeholders are seen as a way to support this.

- (1) The Europe 2020 strategy (2010) had invited Member States to invest in and improve initial and continuing training for VET teachers and trainers by offering flexible training provision including them for:
- acquire the right set of competences;
  - deal with the increasing heterogeneity of learners;
  - use new learning methods;
  - make the most of new technologies.
- (2) As stated in the Riga conclusions (2015).

TEACHERS IN VET SCHOOLS AND CENTRES

TRAINERS IN COMPANIES

Research paper  
The influence of learning outcomes on pedagogical theory and tools

Research paper  
The influence of learning outcomes-based curricula on teaching practices

Working paper series  
No 24/MARCH 2025

## THE PROFILE OF NEETS TEACHERS IN GREECE: FROM EUROPEAN POLICIES AND PRACTICES TO EMPIRICAL FINDINGS

ISSN: 2628-3387

Towards EU priorities in VET  
2021-25 progress: insights from monitoring and analysis

POLICY BRIEF

# Emerging national policy trends in teachers' CPD



**Digital** transformation of CPD



Increased CPD provision on **Green Skills**



Provision of teacher **incentives and career progression**



Formalised support for **novice teachers** with induction and mentoring programmes



Stronger links between **CPD and industry**



**Quality assurance** for CPD



More **accessible and practice-oriented**



# Persisting CPD challenges

## Weak link to careers

- CPD rarely tied to salary supplement or career progression

## Barriers to access

- Lack of funding
- Conflicts with teachers' work schedules

## Limited involvement

- Teachers not engaged in co-design of CPD

## Insufficient needs analysis

- In most EU MS but sporadic, mainly at regional or local levels

## Rigid entry requirements

- Limited validation of prior on the job / informal learning

## Emerging hybrid teachers / trainers models

- Not yet formalised

## Lack of impact evaluation

- No systematic assessment of CPD effectiveness

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# Official launch of the European Vocational Teacher Survey (EVTS)



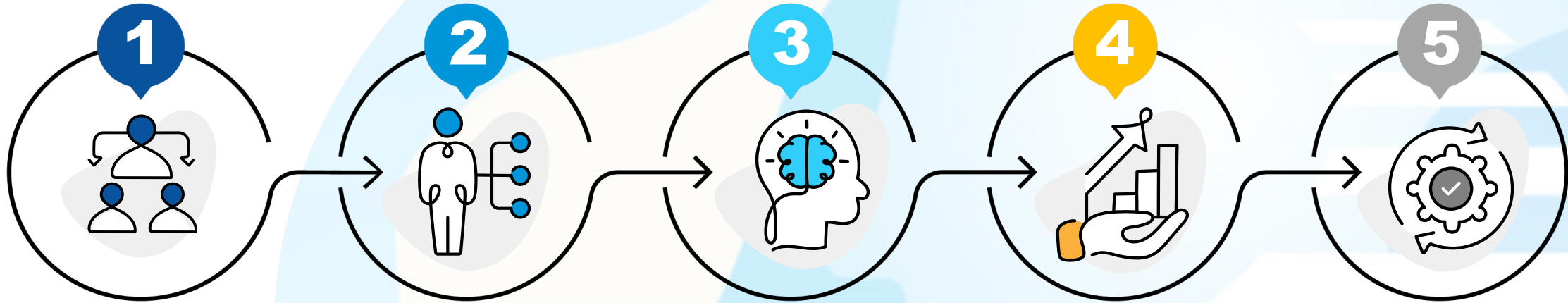
**Irene  
Psifidou**  
*Cedefop  
expert,  
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**Konstantinos  
Pouliakas**  
*Cedefop  
expert, EVTS  
co-project  
manager*

Moderator: **Michail Papazoglou**, *Cedefop expert*

# The European Vocational Teacher Survey



Measure diverse CPD activities of VET teachers (formal, non-formal, informal)

Explore how CPD participation varies across VET teachers

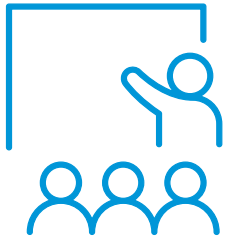
Get insight into drivers & motivational levers of VET teachers' CPD

Measure CPD effectiveness (job performance)

Understand VET teachers' CPD needs (digital, green, inclusion)

# How will it be done?

## Turning teacher voices into policy actions



Teachers in initial VET schools  
at ISCED level 3



23 MS on board



More than 680 schools



14 000 interviews in total  
(differentiated by country)



# EVTS governance



Scientific leader

Supported by international research team

National VET experts' network

Tripartite EVTS stakeholders' Group  
Country representatives & EU social partners (ETUCE, EFEE)

### Events

Event Title	Date	Time	Virtual Event
3rd EVTS Stakeholder group meeting	05 FEB 2025	10:00-12:00 (CET)	Virtual event
2nd EVTS Stakeholder group meeting	27 SEP 2024	09:30-12:00 (CET)	Virtual event
1st EVTS Stakeholder group meeting	13 MAY 2024	09:30-12:00 (CET)	Virtual event

Each event card includes the CEDEFOP logo, the EVTS logo, and the hashtag #EVTS.

# EVTS approach



## Learning acquisition → participation

- Learn by doing, experiment, collaborate, communicate
- self-regulated learning (plan, reflect, assess)

## Activities → skill → competence

- do the job better by tasks & overall

## Proximal → distal development

- goal orientation & interdependence
- self-efficacy
- innovation

## VET-workplace boundaries

- visits, projects, placements
- social exchange

## Motivation

- self-determination – extrinsic vs. intrinsic
- enablers (AMO) approach
- expansive-restrictive continuum
- skill gap

## Work organisation

- learning organisation / workplace norms
- communities of practice
- affordances e.g. time / resources / flexibility

## A. ELIGIBILITY

Teacher at ISCED 3  
VET institution

## B. PROFESSIONAL EXPERIENCE

Teaching and non-teaching  
experience, teaching field(s),  
permanent post, multiple jobs

## G. PERSONAL DRIVERS

Education, field and teaching  
qualification, learning motivation  
and orientation, self-efficacy,  
professional values

## D. CPD NEEDS

Vocational excellence, inclusive VET,  
sustainability, digital/AI

## C. CPD ACTIVITIES

Type (courses, seminars, conferences,  
study visits)  
Online or offline  
Organised by

- school
- industry
- own (learning by doing, observation,  
reflection, trial and error, peer-learning,  
feedback)

VET-workplace boundaries  
Mandatory / consequences  
Duration  
Quality  
School support  
Barriers

## D. PROFESSIONAL DEVELOPMENT

Improvement in what/how to teach, use of  
resources, inclusion, collaboration

## F. SCHOOL ENVIRONMENT

Size, school ownership, transformational  
and participative leadership, innovative  
school climate, organisational commitment

## E. WORK ORGANISATION

Task and goal interdependence, autonomy,  
digital resources

## E. WORKING CONDITIONS

Working hours, workload, teacher  
shortages, stress-burnout-ill health, job  
satisfaction, earnings, material deprivation

# Questionnaire quality



## Expertise

- Feasibility study, ESJS2/ETLS, VET experts

## International comparability

- translatability assessment
- international taxonomies
- glossary

## Cognitive testing

- 180 interviews in 6 countries

## Translation

- all official EU languages
- highest quality method (TRAPD)

## Factual & simple language

- explicit scales (frequency, extent)
- generalisable
- clear time reference

## Pilot testing

- 30 interviews in each country ~ 700 teachers
- psychometric analysis

## Fieldwork

survey implementation materials / trainings

# Questionnaire scales

## Learning activities (formal, non-formal)

[ASK ALL]

During this (2025-26) or the previous (2024-25) academic year, how often did you attend any of the following education or training activities organised by [the school where you are working] [organisation other than your school]?

- a. Seminars or workshops
- b. Conferences or fairs
- c. Education or training courses or programmes leading to a qualification
- d. Education or training courses or programmes not leading to a qualification
- e. Observation visits or a work placement in another school
- f. Observation visits or a work placement in companies

- 1: Very often
- 2: Often
- 3: Sometimes
- 4: Rarely
- 5: Never during this period
- 99: Don't know / Prefer not to answer

# Questionnaire scales

## Learning activities (informal)

[ASK ALL]

During this (2025-26) or the previous (2024-25) academic year, how often have you done any of the following activities to learn new things for your work on your own initiative? This includes not only learning new things for teaching but also other parts of the work, including preparing classes or administrative tasks.

- a. I attended seminars, workshops or conferences, including those available online
- b. I attended education or training courses or programmes, including those available online
- c. I read books, journals or professional literature, including materials available online
- d. I used audio or video materials, including those available online (e.g. YouTube videos, podcasts)
- e. I studied new work methods or techniques
- f. I thought of ways to do my work better
- g. I tried out different ways of doing my work
- h. I observed how colleagues at the school where I am working do their work
- i. I exchanged information, ideas, methods or experiences with colleagues at the school where I am working
- j. I prepared lessons or assignments together with other teachers at the school where I am working
- k. I interacted with teachers from other schools, either face-to-face or online (e.g. eTwinning or similar)
- l. I asked my students for feedback
- m. I asked other teachers or my principal for feedback

# Questionnaire scales

## Professional development (actual / potential)

[ASK ALL]

Since the beginning of the previous (2024-25) academic year [Since you started working at this school IF Q4a<1 year], to what extent...

...have you developed professionally [in any of the following areas] [overall as a teacher]?

...do you think you need to develop further professionally [in any of the following areas]?

*HELP:*

*Teachers can develop professionally by attending education or training activities but also by learning new things for their work on their own initiative.*

- a. Further understanding the content of the subjects I teach
  - b. Learning new content about the subjects I teach
  - c. Deciding what types of teaching methods I should use
  - d. Monitoring and assessing the performance of students
  - e. Using digital tools for teaching
  - f. Managing a classroom
  - g. Teaching a diverse group of students  
(e.g. those from multi-lingual or multi-cultural backgrounds)
  - h. Identifying vulnerable students  
(e.g. at risk of dropping out of school, or with special educational needs or disabilities, or with family or financial difficulties)
  - i. Handling challenging students' behaviour, including bullying or violence at school
  - j. Stimulating students' interest, reflection and curiosity
  - k. Collaborating with other teachers or principals
  - l. Working with parents
  - m. Supporting students' well-being
- 1. To a significant extent
  - 2. To a moderate extent
  - 3. To a small extent
  - 4. No need to further develop in this area
  - 97. Not applicable
  - 99: Don't know / Prefer not to answer

# Questionnaire scales

## Stress / burnout

**[ASK ALL]**

**To what extent are the following statements about your work true?**

e.g.

I have too much work

I have too many students

I have too many administrative tasks

...

I lack recognition for the extra work that I do

I receive an adequate salary for the work I do

...

I feel emotionally drained by my job

I accomplish worthwhile things in this job

## Transformational leadership

**[ASK ALL]**

**To what extent are the following statements about your school principal true?**

e.g.

They ask for my opinion or suggestions

They discuss my professional development needs with me

They allow me to set my own goals

...

They encourage teachers to try out new ways to do their work

They are attentive to teachers' problems

...

They offer opportunities for teachers' professional development

## Organisational commitment

**[ASK ALL]**

**To what extent are the following statements about you true?**

e.g.

I am proud to tell people about the school I work in

...

I feel myself to be part of the school

...

I am willing to make efforts not just for myself and my students, but for my school as well

# Pilot findings\*

**50%**

Took on additional tasks  
cause of teaching  
shortage at school

**13%**

Receive an  
adequate  
salary for the  
work done

**34%**

Need further CPD in  
assessing AI use risks

**10%**

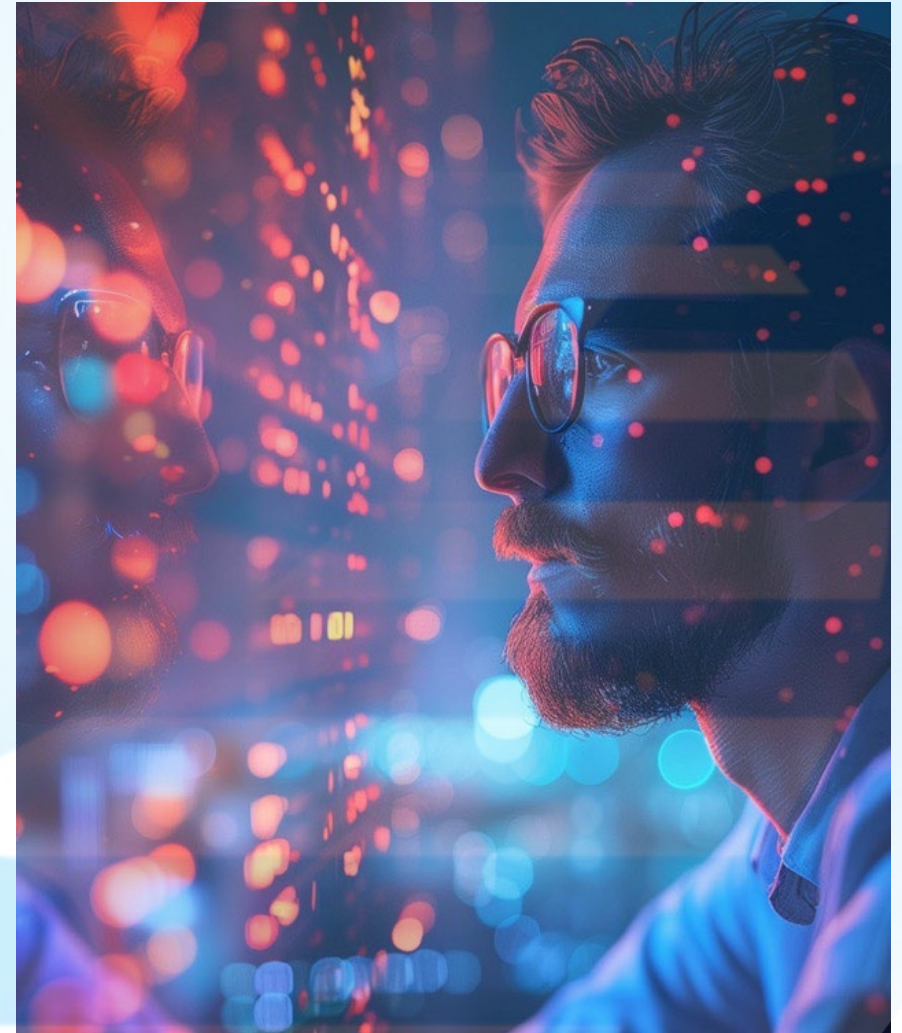
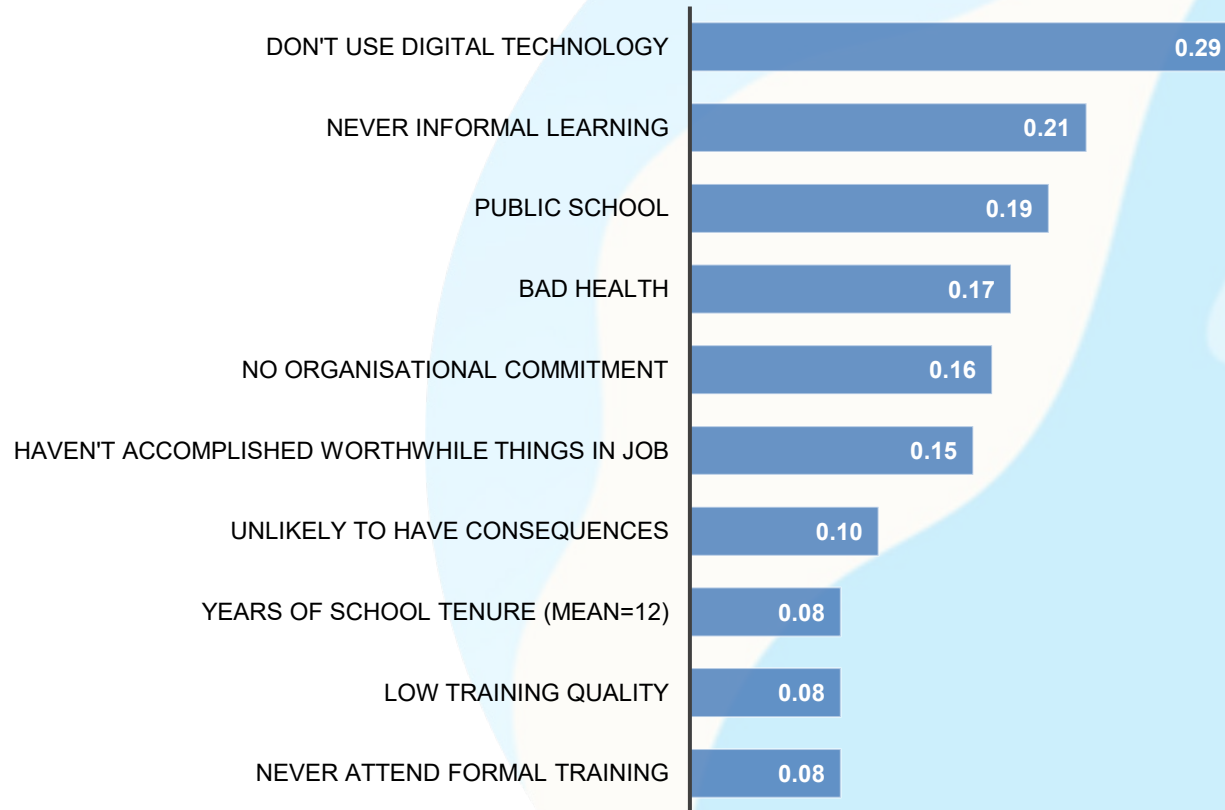
VET  
teachers are  
valued in my  
country



\* Source: Cedefop EVTS pilot ~600 VET teachers;  
non-representative sample; please treat with caution

# Pilot findings\*

## Lack of VET teacher professional development



*NB: Multivariate regression analysis of VET teachers' lack of professional development scale*

*Source: Cedefop EVTS pilot ~600 VET teachers; non-representative sample; please treat with caution*

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**Your insights  
matter**



**Michail  
Papazoglou**  
*Cedefop expert,  
EVTS team*

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# Keynote speech: Creating an architecture for effective CPD - A systems approach



**Prof.  
Christopher Day**  
*Faculty of Social  
Sciences,  
University of  
Nottingham*

Moderator: **Vasileios Symeonidis**, *Cedefop expert*

# Organisation

- ◆ Part 1 Aspirations for VET
- ◆ Part 2 Competence and Capability
- ◆ Part 3 The Meanings of Continuing Learning and Development
- ◆ Part 4 Change Leadership
- ◆ Part 5 Creating a Capability Architecture: Five Foundational Pillars

# Part 1 Aspirations

# Towards a Common Vision of Guidance

- ▶ Better policy integration
- ▶ Transition to user-driven guidance
- ▶ Towards an 'outcomes first' focus
- ▶ Development of national quality frameworks

(CEDEFOP, 2024)

# Common Indicators for Better Reference and Effectiveness (to facilitate policy dialogue)

- ▶ Practical competence
- ▶ Client satisfaction
- ▶ Individual wellbeing
- ▶ Clients' increased knowledge and skills
- ▶ Changes in career-related behaviour
- ▶ Increased share of people with higher qualifications or skills
- ▶ Participation in adult learning
- ▶ Increased employability
- ▶ Improved employment rates
- ▶ Reduction of social welfare costs
- ▶ Individual income increases

(CEDEFOP, 2024)

# Part 2 Competence and Capability

# Competence

- ▶ A learner's ability to apply knowledge, skills and values in real world situations
- ▶ The combination of skills, knowledge, attitudes, and behaviours that enable an individual to perform tasks or roles effectively

# Capability

- ▶ Locates human beings at the centre of development discourse, and views human freedom as the principle means and primary end of development ( Sen,1992)
- ▶ It acknowledges the human capital approach: that education has an instrumental (functional) role in individuals securing a job, taking up economic opportunities ( Walker, 2006)
- ▶ It argues that the purposes of development should be to expand people's choices and capabilities to enable them to achieve the lives they have reason to value (Zhao et al; 2025: 996)
- ▶ This relates to motivation, commitment, resilience and retention
- ▶ Provision of resources in itself may not help people to develop without a parallel focus on human development as a process of enlarging people's choices (valued functionings)
- ▶ Individually perceived freedom has a significant effect on capabilities ( Aguenane, 2020)

# Individual Perspective

The core characteristic of the capability approach is its focus on what people are effectively **able to do and to be**: that is, on their capabilities.....conceptualised in terms of people's capabilities to function; that is their effective opportunities to undertake the actions and activities that they might want to engage in, and be whom they want to be.....primarily a framework a mode of thinking about normative activities..... that we need in order to make judgements about individual well-being, social policies.....can be used for a wide range of evaluative purposes

(Robeyns, 2005:94-6)

The capability approach...is much concerned with the **opportunities that people have to improve the quality of their lives**. It is essentially a 'people-centred' approach which puts human agency ( rather than organisations such as markets or governments) at the centre of the stage....

(Dreze & Sen,2002:6)

# The Policy Perspective

The capability approach evaluates policies according to their impact on people's capabilities.....[It].... can be used as an alternative evaluative tool for social cost-benefit analysis, or as a framework within which to design and evaluate policies

(Robeyns, 2005:94/5)

**Table 1**

Comparison of capital and capabilities 'narratives'.

	On being human	Assembled values in policy design	Pedagogical approach	Desirable outcomes
Human capital paradigm	<p>People are valued as economic producers and consumer-citizens.</p> <p>People are self-interested, rational, utility-maximizing (cost-benefit) individuals.</p> <p>People exhibit stable (predictable) preferences.</p> <p>Human differences are not acknowledged (unless they have severe economic/profit effects)</p>	<p><u>Instrumental market values:</u></p> <p>Economic growth, income and employability are the end of development.</p> <p>Individuals before society.</p> <p>Education is an investment by individuals for human capital.</p> <p>Competitive, free market forces and market values guarantee fairness.</p> <p>Cost efficiency training-focused.</p> <p>Prioritise public money for most 'productive' education sectors.</p>	<p>Adaptive and reproductive.</p> <p>'Banking education' methods.</p> <p>Focus on the individual.</p> <p>Critical capacity but within limits of accepting social norms and arrangements.</p>	<p><u>Skills, knowledge, competences:</u></p> <p>People are trained as productive [economic] agents, with flexible identities', skills, and adaptability to the market.</p> <p>Global educational meritocracy justifies and explains human and social behaviour and inequalities and exclusion from labour markets.</p>
Human capabilities paradigm	<p>Full human flourishing and dignity to choose a good life, including economic opportunities and work, well-being and agency.</p> <p>Obligations to others.</p> <p>Participant in social and political life.</p> <p>Human diversity is valued.</p>	<p><u>Instrumental and intrinsic market and non-market values:</u></p> <p>Education is a cultural experience.</p> <p>Development includes human capital, but human capabilities are the overarching value.</p> <p>Foster voice and public reasoning in and about education.</p>	<p>Transformative, dialogic, participatory, discussion-based, questioning.</p> <p>Socratic methods.</p> <p>Inclusive and intercultural methods.</p> <p>Collaborative, social and experiential methods.</p> <p>Critical analysis to question knowledge and taken-for granted perspectives.</p>	<p><u>Capabilities:</u></p> <p>Rich agency goals and 'voice', with real freedom to choose the job one has reason to value.</p> <p>More justice in education and society and less inequality.</p> <p>Unfair labour market outcomes lead to scrutiny of social arrangements and diversity factors.</p> <p>Human rights.</p>

# Agency and Wellbeing

Notions of agency are central to the capability approach....Agency is one's ability to pursue goals that one values. Agency and wellbeing are then deeply connected

(Walker, 2005:106)

# Ten Central Human Capabilities Incorporated in all Constitutions???

- ▶ Life
- ▶ Bodily health
- ▶ Bodily integrity
- ▶ **Senses, imagination and thought**
- ▶ **Emotions**
- ▶ **Practical reason ( agency)**
- ▶ **Affiliation**
- ▶ Other species
- ▶ Play
- ▶ **Control over one's environment**

(Nussbaum, 2000)



# Part 3 The Meanings of Continuing Learning and Development

# Questions for Policy Makers

- ◆ Why is continuing learning and development necessary?
- ◆ What are its purposes: narrow or expansive?
- ◆ What does it look like in practice?
- ◆ What does research report about features and impact?
- ◆ How do workplace contexts and cultures influence?

# Narrow

CPD is the systematic maintenance, improvement and broadening of knowledge, and the development of personal resources necessary for the technical competence throughout the working life.

([www.cpduk.co.uk](http://www.cpduk.co.uk), introduction, p.2)

# Expansive

Continuing professional learning and development (CPLD) is the process by which, alone and with others, we:

- ▶ ***review and renew our sense of positive professional role and identity***
- ▶ ***acquire, develop, and renew the dispositions, qualities, values, knowledge, skills, planning, practices and capacities for the commitment and resilience needed to work to our best and well within and across our organisations through each phase of our working lives.***

(Day, 2017)

# New Routes for Learning



Traditional learning and career pathways are being replaced by more dynamic, 'patchier' routes and shorter job tenures. Fast-changing and more complex learning and working contexts draw more attention to continuous learning and individual mobility, making lifelong guidance pivotal. It improves people's access to career information, helps them assess it and enables them to develop diverse skills throughout their careers.

# Problems of Fragmentation

There are perils and costs of poor or fragmented service provision, career staff lacking access to professional development, or. Users (re-\_entering employment, education or training without being ready..... Providing guidance from a lifelong perspective is a major but worthwhile challenge..... Monitoring and evaluating guidance provision and measuring its impact based on its expected outcomes for users is a precondition to developing effective services

(CEDEFOP Briefing Note, May,2024)

# Existing Features of (Formal) Learning Interventions

- ❑ Temporary interventions
- ❑ Sporadic
- ❑ Variable quality
- ❑ Do not always align with individual/organisation wide needs
- ❑ Narrowly rather than expansively focused
- ❑ Problems of sustainability

Professional learning and development is less effective when it

Relies on the one-shot workshop model

Focuses on training teachers in new techniques and behaviours

Is not related to teachers' specific contexts and curriculum

Is episodic and fragmented

Expects teachers to make changes in isolation and without support

Does not provide sustained teacher learning opportunities over multiple days and weeks

- (Darling-Hammond and Richardson, 2009:46)

Professional learning and development are more likely to be effective when they are perceived by individual teachers as

---

Relevant to their intellectual, emotional and practical teaching needs and/or those of the school

---

Organised and led by those who understand and care how adult learners learn best

---

Integral to the dynamics of their school and departmental cultures

---

Timely

---

Provided in forms and at times that are convenient

---

Valuing and enhancing their sense of self-efficacy and agency

---

Likely to contribute towards improvements in their thinking and practice

---

Building their professional capital

---

Enhancing their positive sense of efficacy, commitment, resilience and professional identity

# Sustaining Success

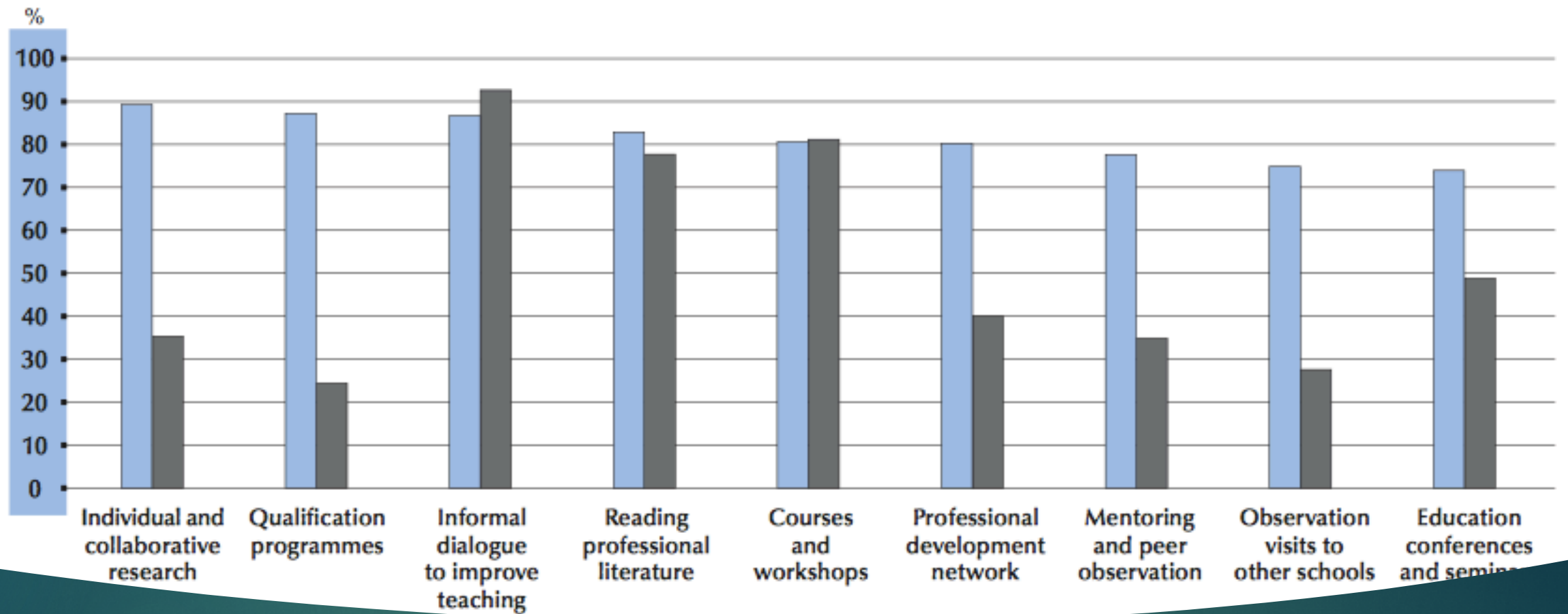
- ▶ The root to sustaining success in a work organisation lies in the values, purposes and inquiry-focussed mindsets that drive members to challenge themselves—individually and collectively—through reflection, learning and development, and **to be excited about the difference that they are able to make to their achievement ..... irrespective of external challenges.....**
- ▶ The processes of leading change and transition inevitably create uncertainties and at times, resistance, because **they disturb not only what people do, but also, most profoundly, how individuals see themselves**, their personal and professional identities and how they relate to each other to accomplish tasks and fulfil their roles in the organisation. ( Gu, Mincu, &Day, 2024:67)

# Four CPD practices in high-performing systems

- support/require workers to engage in ongoing development and learning throughout their career
- develop large-scale programmes that focus on priority competence and capability areas and are locally responsive
- encourage participants to follow career pathways that recognize and use expertise and enable access to external subject experts
- promote individual and collaborative enquiry in the workplace

# Learning in Different Settings: Issues of Impact

- ▶ **For *individuals*:** learning is a personal and professional responsibility
- ▶ **For *communities within organisations*:** learning is a collective responsibility
- ▶ **For *organizations*:** learning is an issue of sustaining interconnected communities of practice through which organizational identity, relational wealth and business grows



Comparison of impact and participation by types of development activity. Light blue = impact. Black = participation

# Four Challenges

# 1. Existing Cultures

- Provision of available time for college and work-based educators to meet
- Engagement in extended, 'deep learning' cannot be hurried. It is likely to require 'slow' thinking' (Kahneman, 2012) in what are often work cultures of 'busyness'
- Discussing with others their long-held beliefs, values and practices can become confrontational; efforts should be made to create trusting relationships and supportive climates in which this can occur without judgement
- New initiatives have to operate in the context of longstanding and ingrained cultures (Liu&Bray, 2020)

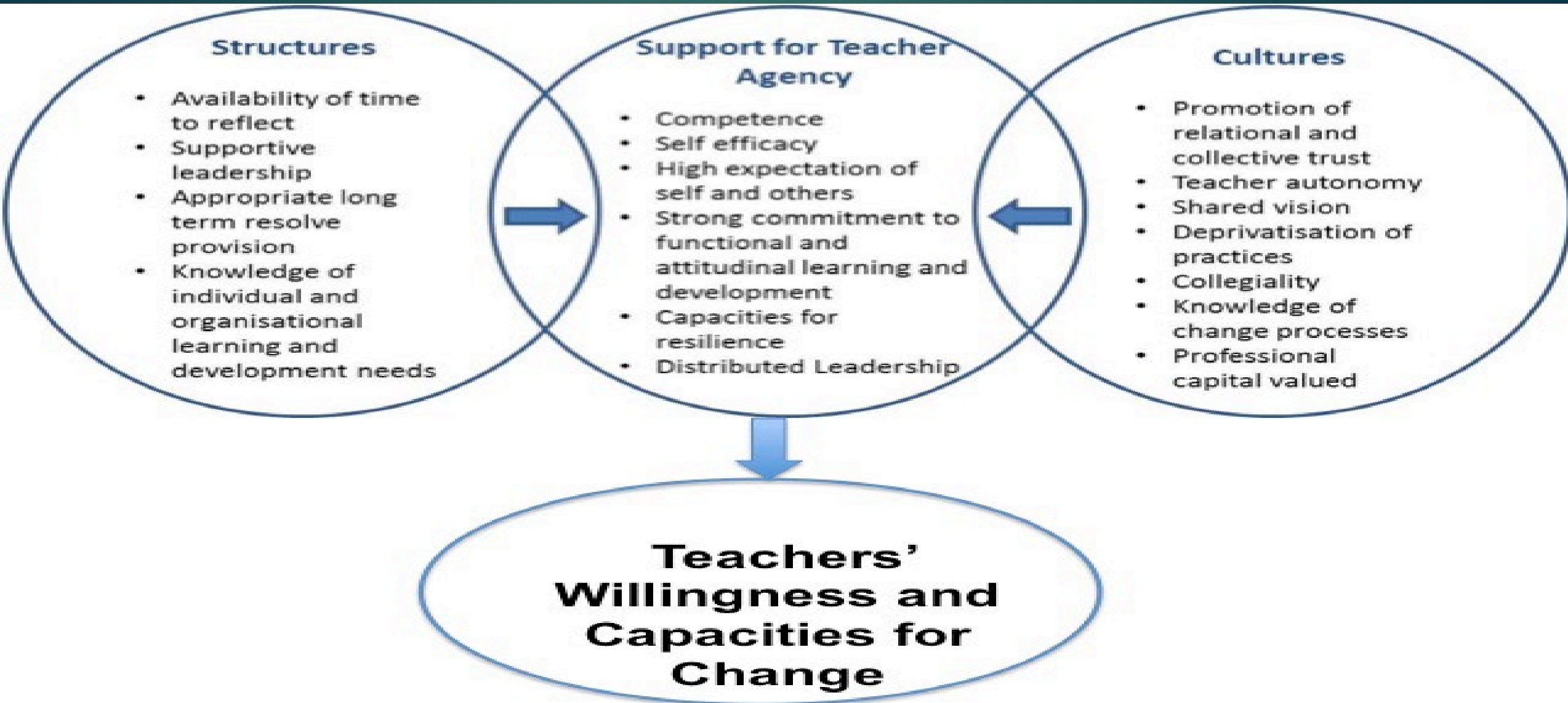
# 2. Stakeholder Engagement

Supporting and engaging more diverse stakeholder engagement in defining the focus of ..... development will require [policymakers].....to rethink the nature of ....[development]....interventions.

In contrast to closed or top-down notions of designed collaborations, the approaches to interventions.....are systems that are subject to revision, disruptions, and contradictions

(based on Guitierrez & Penuel, 2014:20)

### 3. Building Organisational Conditions for Professional Learning and Change




# 4. Partnerships and Networks

1. Communities of practice' (Cochran-Smith & Lytle, 1993)
2. Professional Learning Communities
3. Boundary crossing
4. Action Research (Elliott, 2004)
5. Third Space ( Bhabha, 1994)
6. Digital learning spaces

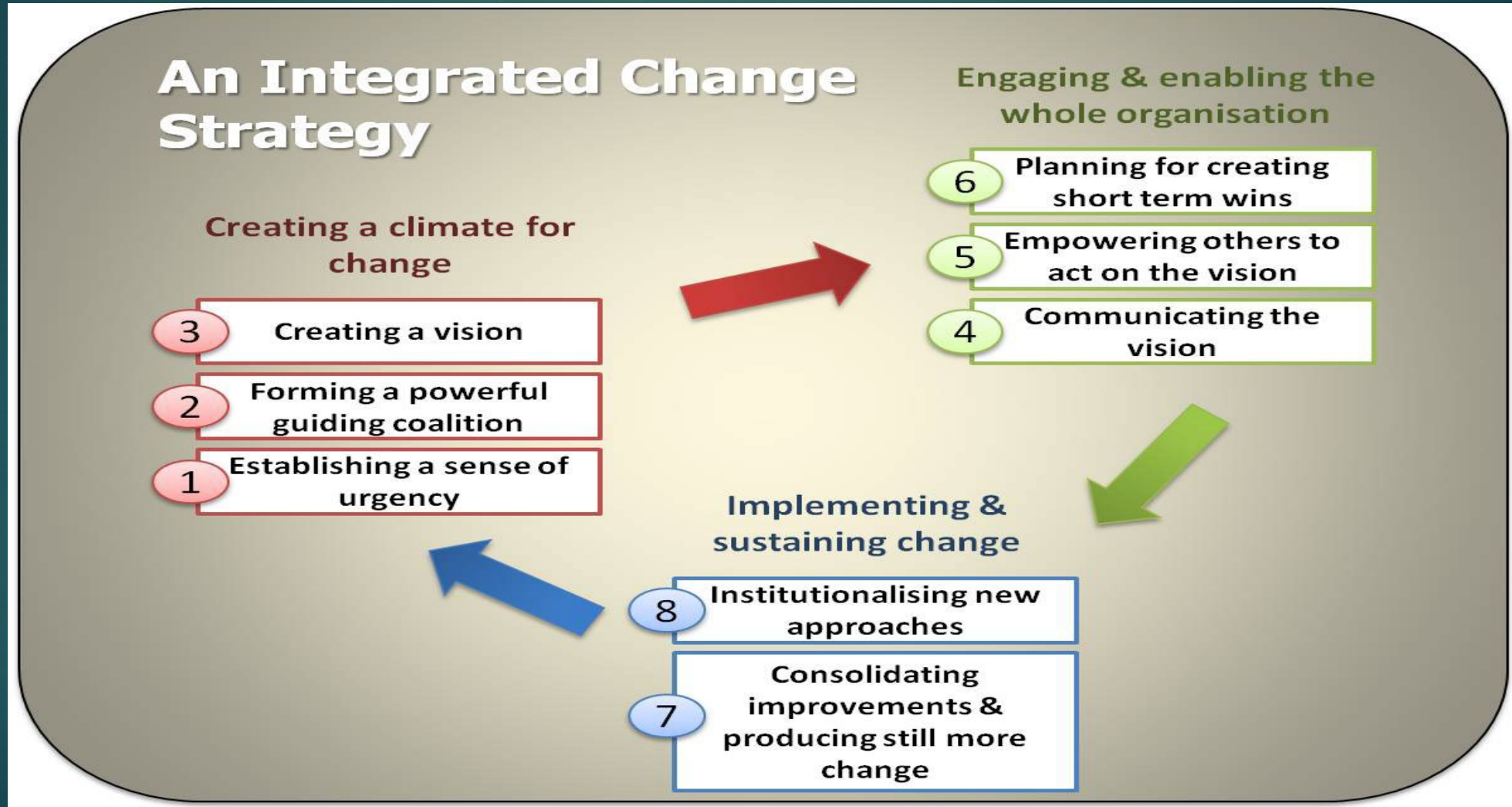
**All of these involve the creation of hybrid learning spaces, where stakeholders in the partnerships can interact, negotiate, and collaborate with others to share existing knowledge, and produce new knowledge, usually with the intention of improvement.**

# Part 4 Change Leadership



Change may require  
'unlearning' and 'disruption' and  
be incremental and/or  
transformational.

# Kotter's 8 Step Rational Change Model



# Ten Big Change Issues

1. Rational or complex
2. Short term or long term
3. Organic, incremental or transformational
4. Surface or deep change
5. Cultural, organizational and individual readiness
6. Resistance to change
7. Policy, organizational or individually generated
8. Attitudes, educational beliefs, tyranny of experience, and bias of individuals
9. Managing disruption, confidence, loss, uncertainties of improvement
10. Leadership quality



# Part 5 Creating a Capability Architecture

# 1. Understand Change

Cultures do not change by mandate; they change by the specific displacement of norms, structures and processes by others; the process of cultural change depends fundamentally on modelling the new values and behaviour that you expect to displace to existing ones.

(Elmore, 2004:11)



## 2. Connect with Workers: Continuing Learning and Development

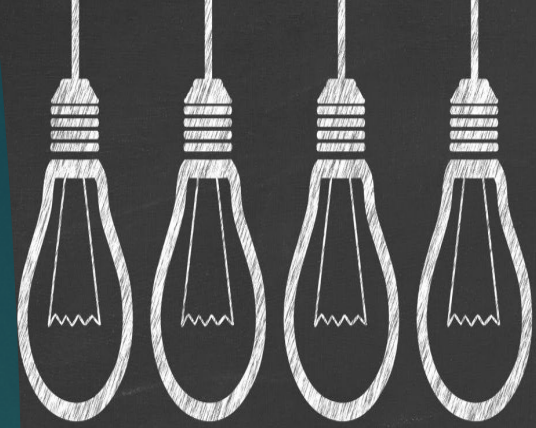
Managers that understand the strategies that inspire their personnel, frequently see the highest outcomes

( Rigby & Ryan, 2018)

### 3. Promote a dual approach to learning: competence and capability

If policy makers, and organisations wish to recruit and retain workers who have the competence and capability to work well, then they must also encourage them to:

- ▶ Continue to be curious about learning and development ( their own and others)
- ▶ Maintain motivation and morale
- ▶ Sustain commitment, and purpose
- ▶ Retain a capacity for resilience
- ▶ Understand, respond to and manage change



## 4. Influence Organisational Cultures

- Time for workers to learn ( reduce the 'busyness' culture)
- Spaces for collaborative planning, observation, and reflection
- Organisations where workers look inwards and outwards
- Organisations where expertise is defined broadly
- Organisations of trust and respect

# 5. Grow Change Leaders as Key Champions in Supporting Career Long Learning

- ▶ Identify and recognise the contribution of specialist expertise to CPD  
**Example** - careful commissioning of CPD - whether internally or externally.
- ▶ Enhance the skills and knowledge of CPD leaders and facilitators  
**Example** - provide layered training for CPD experts/facilitators (internal or external)
- ▶ Recognise that CPD is enacted through professional relationships  
**Example** - build collaborative cultures and partnerships between , leaders and CPD facilitators
- ▶ Challenge leaders to engage with new theories and approaches and to use, adopt and refine them to support particular workers' groups and contexts  
**Example**-create internal and external learning networks

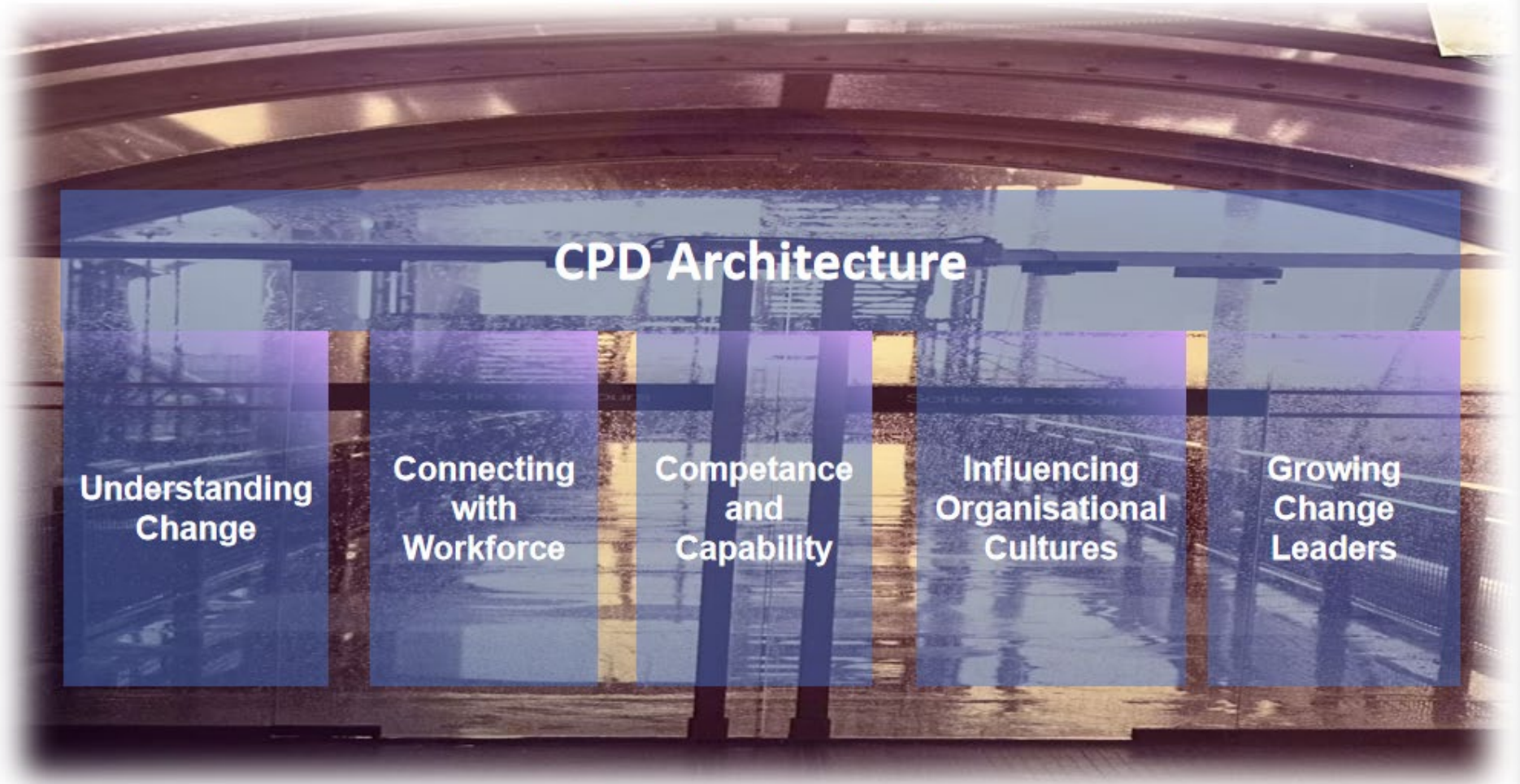
(Cordingley, Higgins, Greany et al, 2020)

# Ways of Thinking

## CAREER LONG LEARNING IS

- ▶ Continuing not continuous
- ▶ Moving from narrow (functional) to expansive (functional and attitudinal)
- ▶ Formal learning as intervention (build in conditions for sustainability)
- ▶ Linear trajectories (novice to expert) are inaccurate
- ▶ Learning only from experience is problematic
- ▶ Human systems learning as multi-layered not multi-level

# Creating the Architecture: Five Foundational Pillars for System Change



**Fourth Policy learning forum**  
Launching the European Vocational Teacher Survey (EVTS)

#VETTeachersTrainers #VETtoolkit #EVTS

**25-26**  
**September**  
**2025**

Hybrid event



**Panel discussion:** Boosting collaborative leadership - Reflections from EVTS stakeholder Group

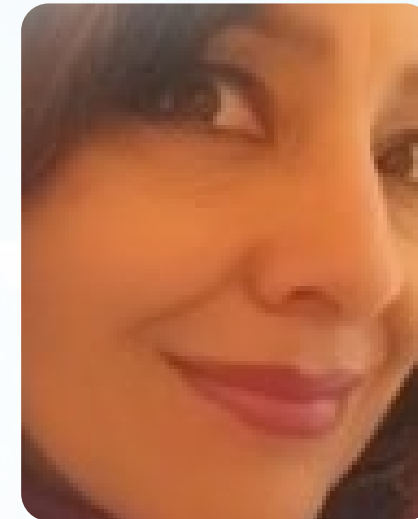
Moderator: **Irene Psifidou**, Cedefop expert, EVTS project manager



**Agnes Roman**  
*Senior Policy Coordinator,  
European Trade Union  
Committee for Education  
(ETUCE)*



**Monika Hoang The**  
*Policy & Project manager,  
European Federation of Education  
Employers (EFEE)*



**Alessandra Biancolini**  
*National Institute for Public Policy  
Analysis (Inapp)*

Moderator: **Irene Psifidou**, Cedefop expert, EVTS project manager

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# Thank you for your participation

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