

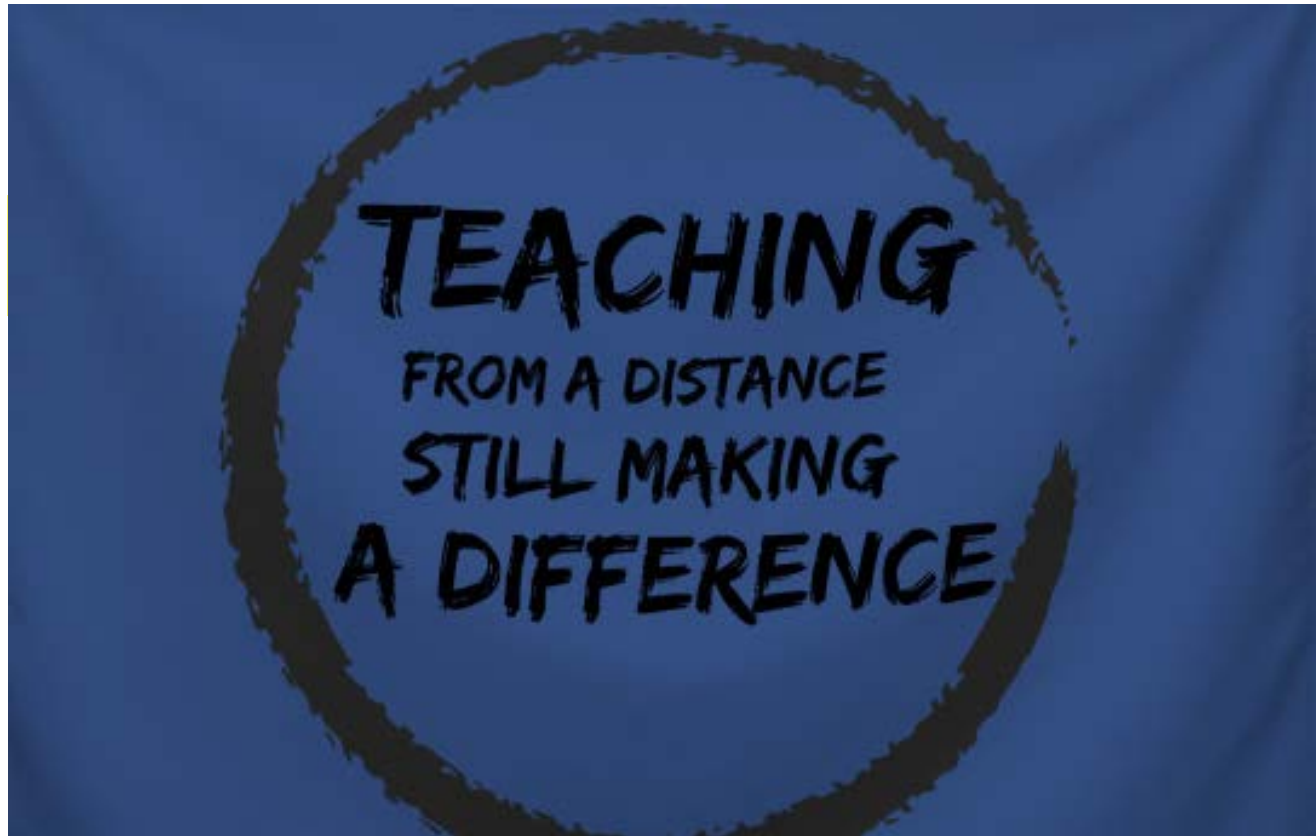
Supporting VET teachers and trainers in current and future learning contexts

Irene Psifidou

Expert

Department for Learning and Employability

VET teachers and trainers in current and future learning contexts



Working context for VET teachers and trainers



Advancement of
digitalisation



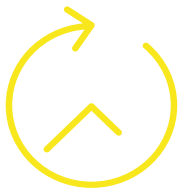
Expansion of
apprenticeships



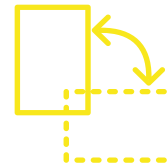
Focus on
learning outcomes



Increased
diversity of learners

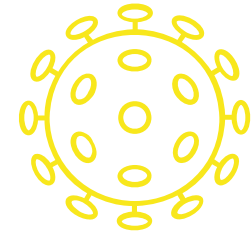


Promotion of
lifelong learning



Changing and emerging
jobs

COVID-19 effects on VET teachers and trainers



T&T' wellbeing – a vital outcome in itself and to other vital outcomes



Student performance and well-being



Capacity to embrace and introduce change



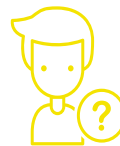
New working conditions and lack of digital skills and material – **discomfort**



Increased working hours and complexity in teaching – **burnout**



Exposed to **data privacy abuse**



Concerned about **cyberbullying** and students' disconnection from “real world”

The changing working context for VET teachers and trainers

To promote self-learning and practical learning that can be undertaken at home

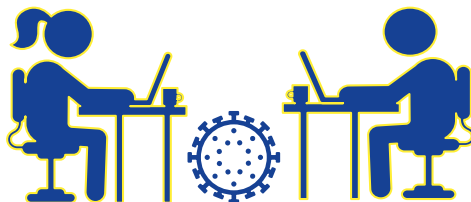
To consider intelligent systems using learning analytics that adapt to learners' needs and progression

To create occasions to interact and cooperate remotely among them and with learners

To develop simulation environments and virtual reality to train the specific practical skills

To develop assessment remotely in a creative and interactive way

To remain vigilant for increased cyberbullying and students' disconnection from "real world"



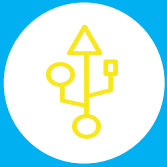
Skills and competences requirements for VET teachers and trainers



Technical and occupation specific skills



Basic skills



Digital skills

Pedagogical skills



Socio-emotional skills



How countries support VET teachers and trainers



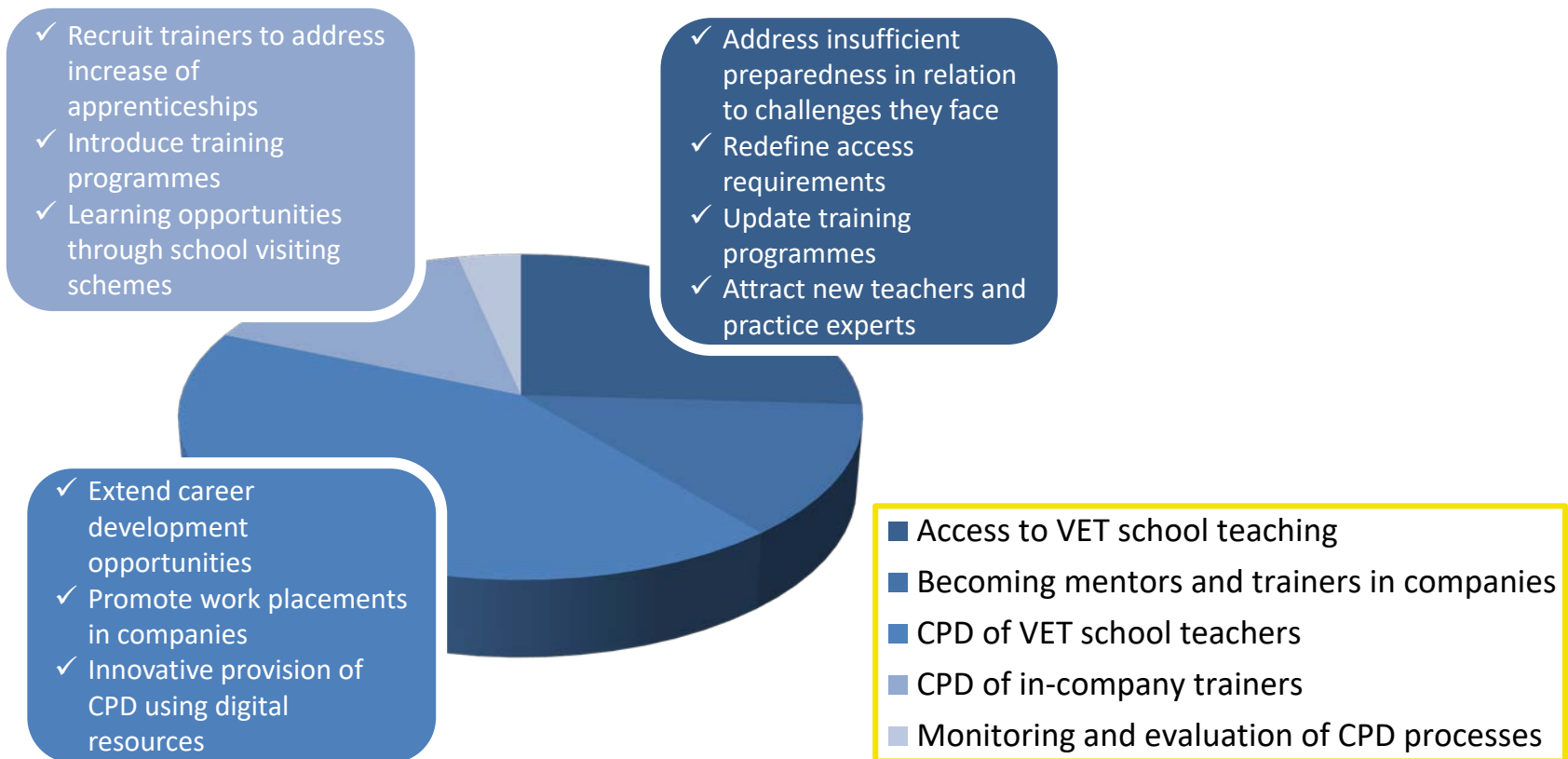
Developing a holistic approach to
VET teachers and trainers'
professional development



Establishing mechanisms to
facilitate and increase **partnerships**
between schools and enterprises

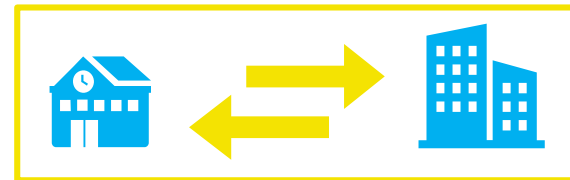
Developing a holistic approach to VET T&T' professional development

Initiatives related to T&T– MTD5



Source: Cedefop/ETF, 2020

Partnerships between VET schools and enterprises



Brings great benefits
for teachers and trainers' CDP and innovation



Reforming qualification systems
to enable the participation of industry
professionals in teaching and supporting



Simplifying the recruitment framework
to avoid leading to an overly complex system



Putting in place financial and non-financial
incentives

Source: Cedefop/ETF, 2020

Teachers and trainers on focus in post-2020 agenda



European Education Area
VET post-2020 agenda

- Council Recommendation on VET for sustainable competitiveness, social fairness and resilience
- Council Conclusions on European teachers and trainers for the future
- Osnabrück Declaration on VET as an enabler of recovery and just transitions to digital and green economies

ReferNet thematic articles on T&T

To update the articles prepared in 2015 - published in 2016:

- how your country supports initial and continuing PD of T&T;
- how cooperation and partnerships between the worlds of education and of work is organised;
- national and EU-funded projects as support;
- country-specific challenges

To enrich with new emerging policy priorities:

- Preparing T&T and students for green and digital transitions
- Supporting T&T to prevent early leaving from VET
- ...



Outcomes

- The articles will support Cedefop's new feasibility study on a European survey to VET leaders, teachers, learners and in-company trainers
- Feed into a comparative analysis in 2022
- To be published on Cedefop website and disseminated widely through our networks and in Cedefop's Policy Learning Forum in 2022.

Coming soon



Thank you



**VET toolkit for
tackling early
leaving**



CEDEFOP

European Centre for the Development
of Vocational Training

www.cedefop.europa.eu

Follow us on social media



#VETTeachersTrainers
#VETtoolkit