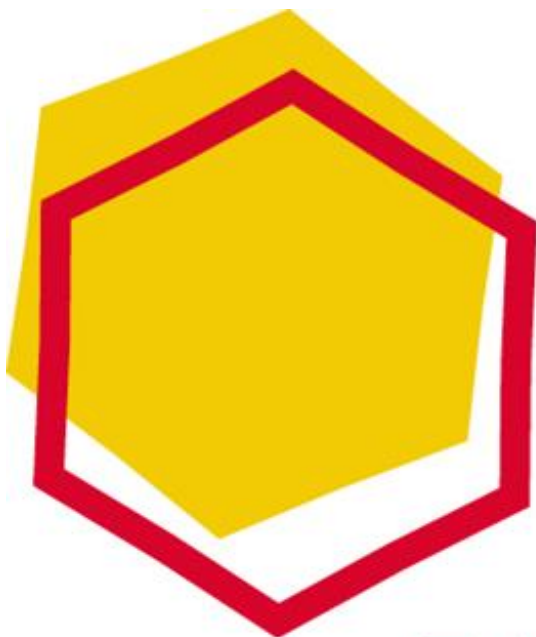




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VETteach

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To What Extent Does the Educational Biography of VET Teachers Influence the Understanding of Mentoring.

Interim Results from the Mentor Qualification in Mecklenburg
Western Pomerania

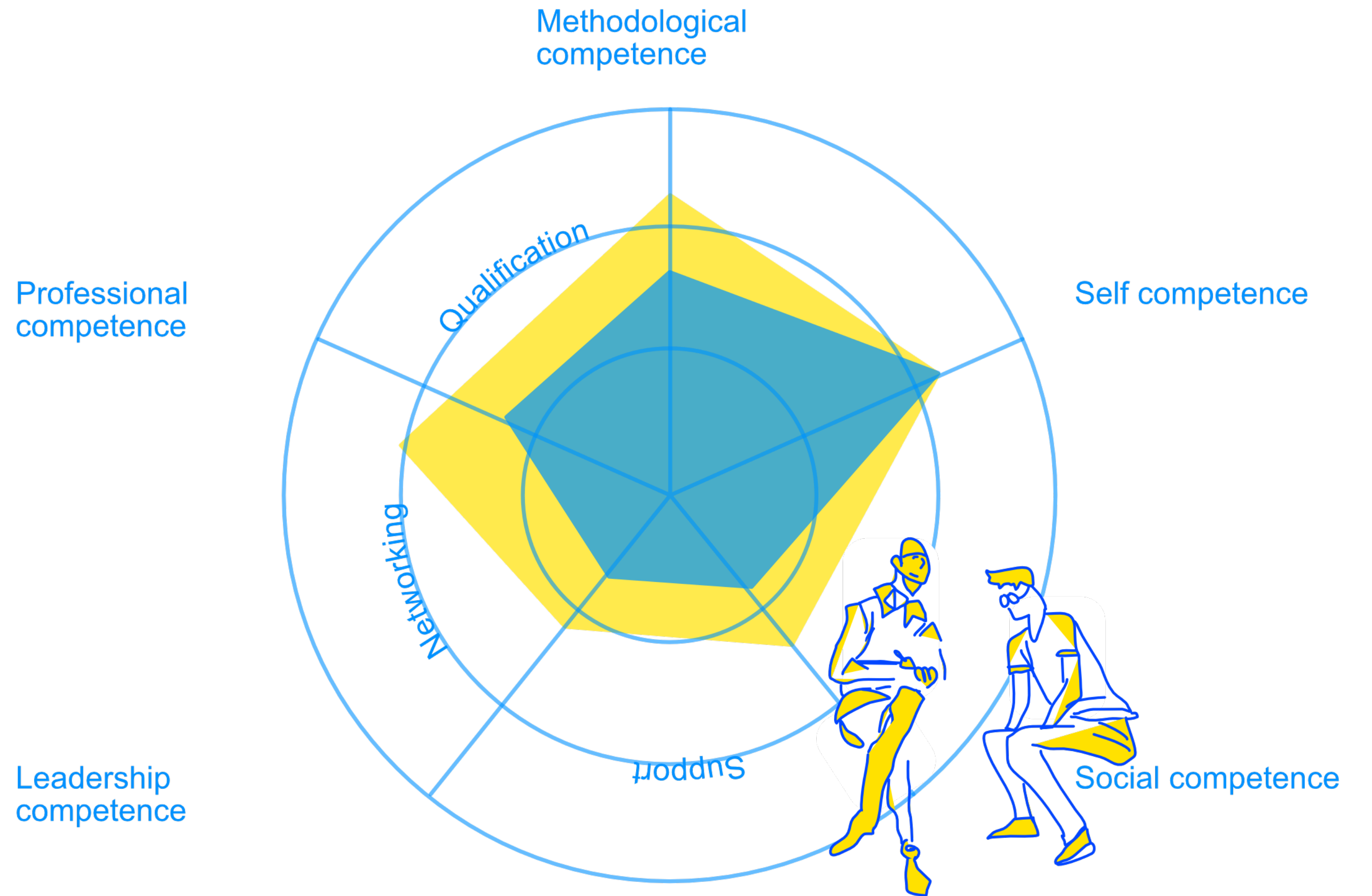


Crossing Boundaries Conference in Vocational Education and Training, Muttenz and Bern

„The person that education must realize in us, is not the human being that nature has made, but the human being as society wants it to be (...). Our pedagogical ideal is, now as in the past, in every detail, the work of society.“

(Durkheim, 1984)

Transfer questions



Participants: 5 locations, 8 teachers, 2f/6m, (1 trainee teacher),

3 have not participated in the qualification

Subject areas: Metal Technology, Agriculture, Social Professions

Realization: via telephone

Interviewer: two, one student (master thesis)

Theoretical background:

traditional/ cognitive apprenticeship

Communicative action (Habermas, Benhabib)

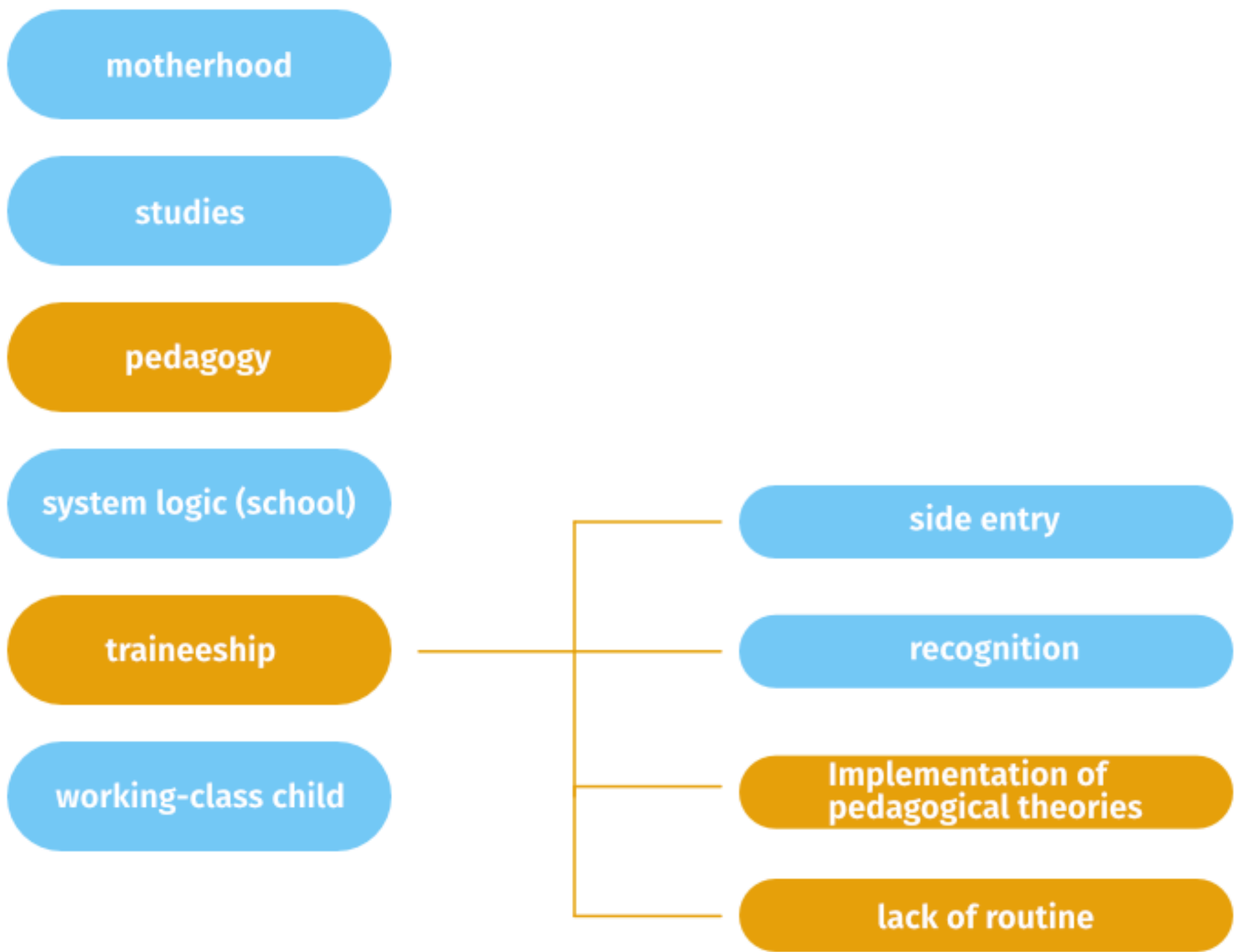
Method:

guided, narrative Interviews

QCA - based on Kuckartz, Analysis - MaxQDA

Code Tree | Hurdles into teaching

HURDLES INTO TEACHING

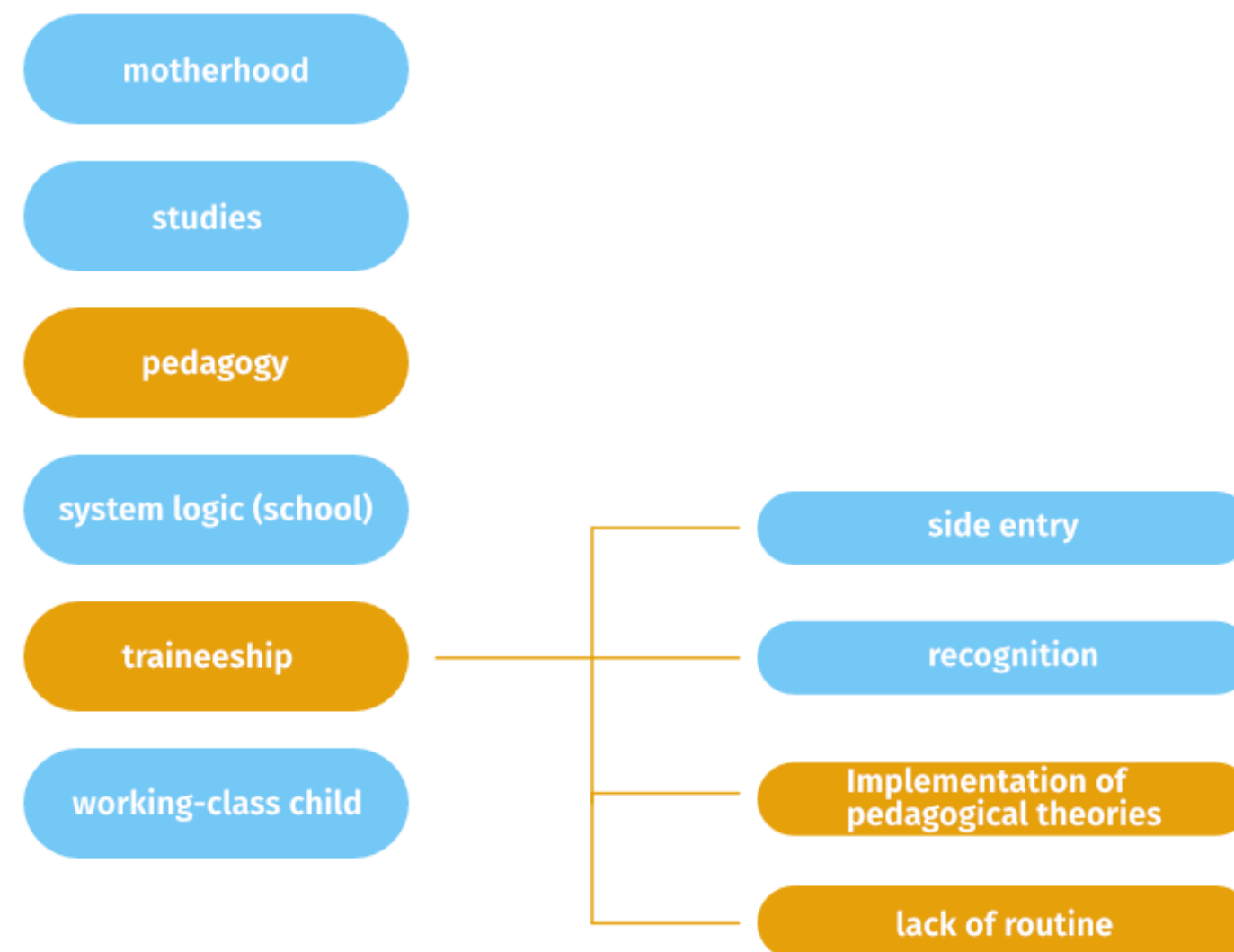


Own representation

”

We actually all got along well at school, um, with the lessons, we also, I think, all did well, yes, and proved ourselves, but in the study seminar we were made to feel very, very clearly that **as lateral entrants**, um, **we were second-class teachers** and I found that **unpleasant**. (Expert6: 11 - 11).

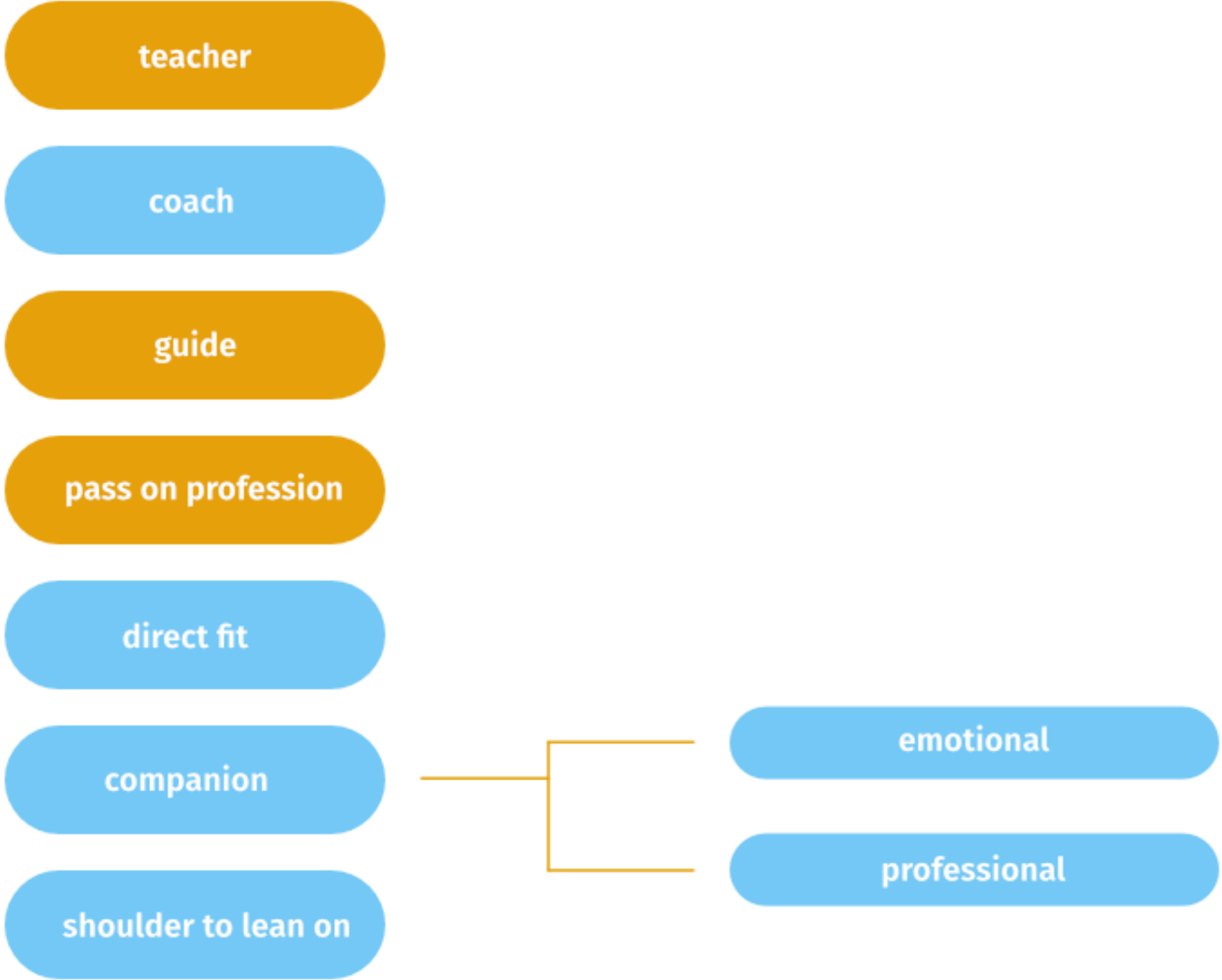
HURDLES INTO TEACHING



Own representation

Code Tree | Mentoring

MENTORING

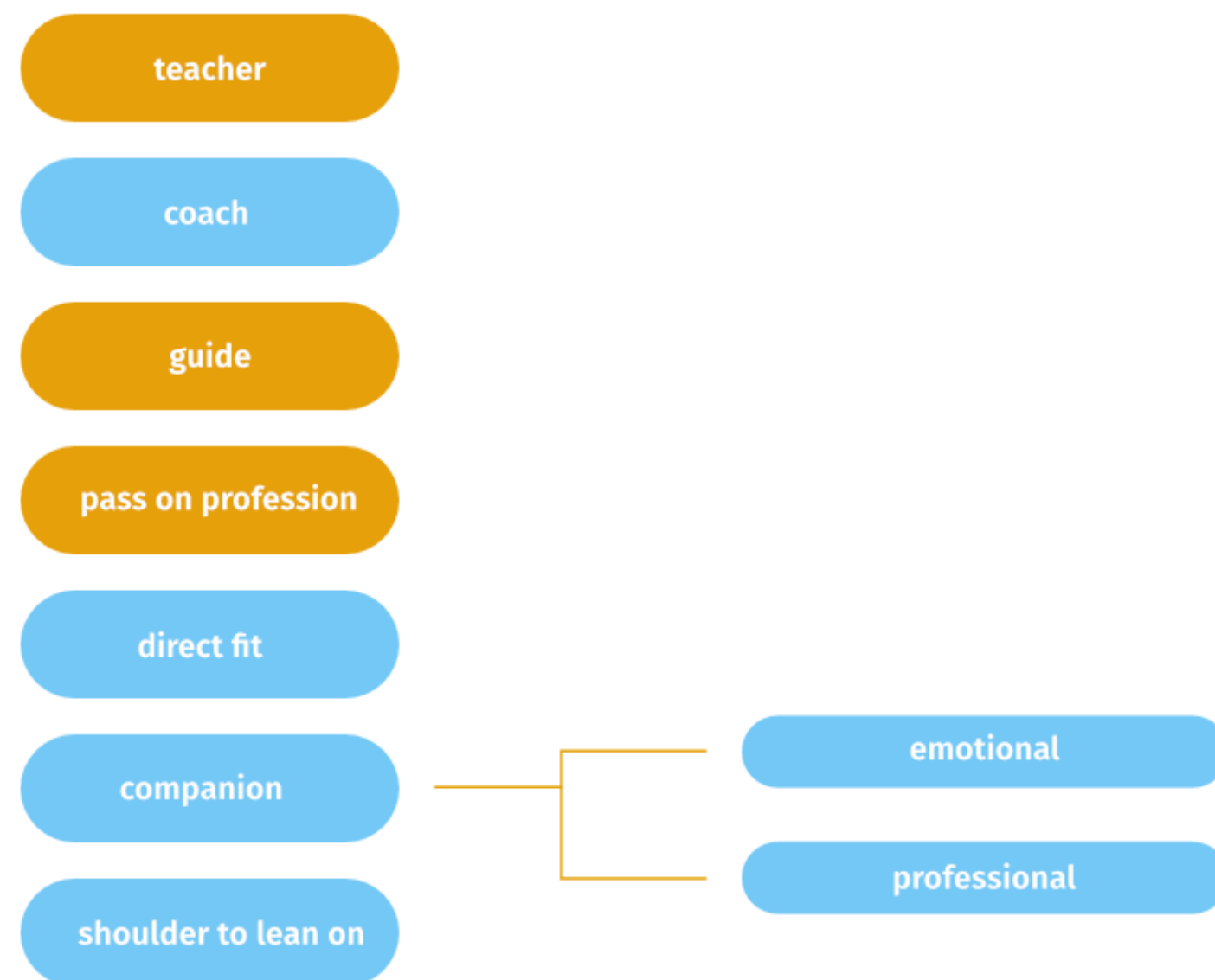


Own representation

” ... to deal openly and clearly with the fact that **not every lesson** that the mentee sees is one that one absolutely has to imitate, but that one also sees that there are also ad hoc lessons, things shot from the hip, that this is of course not the image that is expected of such an examinee in the traineeship

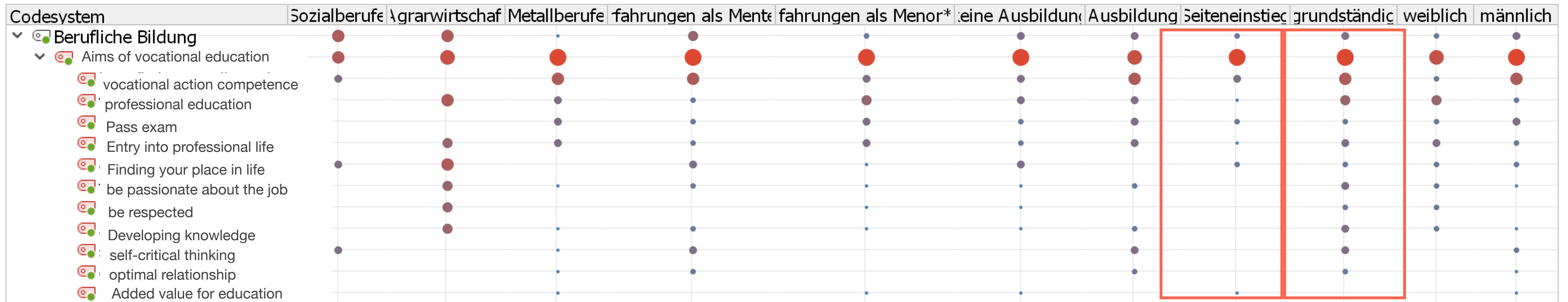
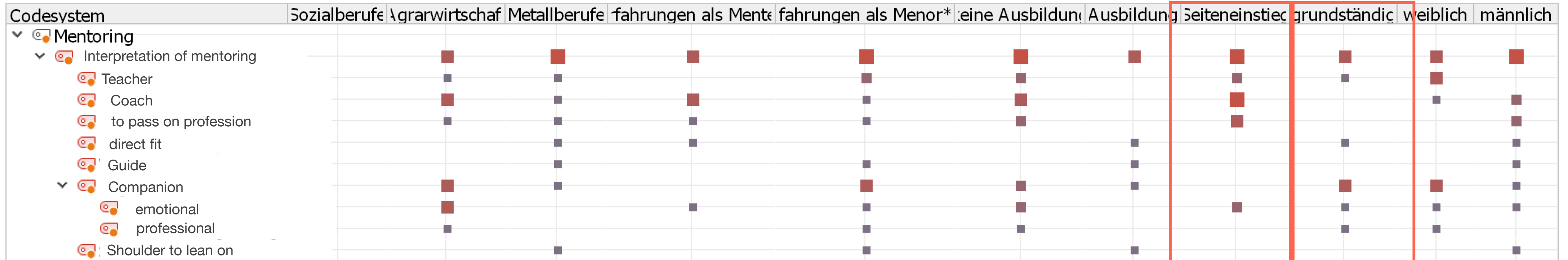
(Expert1: 88 - 88)

MENTORING



Own representation

First results



- **Positive selection of locations / schools**
- **Small, non-representative sample size**
- **Voluntary participation in the survey**
- **Subjective assessment of the respondents & socially acceptable answers**

- **What do these results mean for VET teacher education?**
- **Should the individual educational biographies be more focused in the VET teacher education? (How can we realize that?)**
- **Because we will continue the presented research project in the coming years, what additional aspects should we include?**

Thank you for your attention



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