



VET teacher continuous professional development in six European countries-
Results from the VETteach project

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Framing

Why does it matter for Universities?

Continuous professional development (CPD)

As a content in teacher education:
we convey the importance of lifelong learning for future VET teachers in its relevance to the teaching profession

As a „service“ to teachers' education:
we act as a provider of continuing education

Importance for VET teachers

recent developments in teaching and learning

latest development in the respective professional field

dual
professionalism*

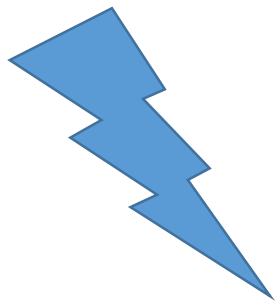
Source: Fejes & Köpsén 2014



Definition

Common agreement on the broad definition:

professional development includes activities "... that develop an individual's skills, knowledge, expertise and other characteristics as a teacher [or principal]." (OECD, 2009, p. 49)

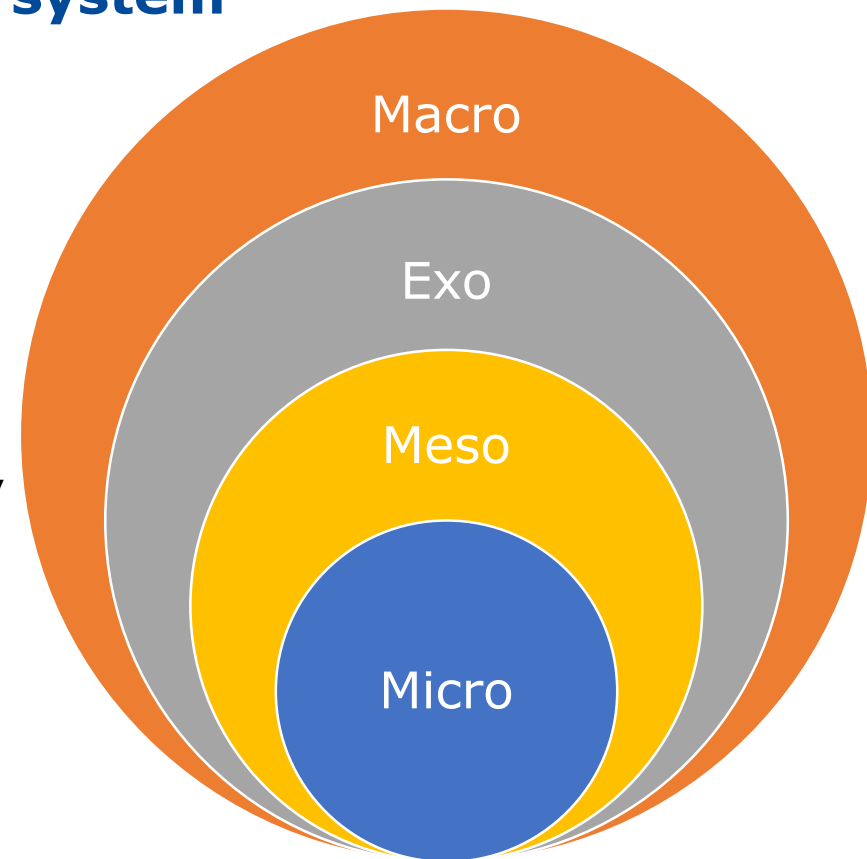


- Demand-side: different access routes lead to different necessities for CPD
- Supply-side: different institutional responsibilities lead to different ways in providing CPD



National multilevel CPD system

- Micro-Level: individual
- Meso-Level: schools, companies
- Exo-Level: local community
- Macro-Level: universities



Main commonalities and differences

- **Micro-Level:** the different roles and employment of teachers in schools require different levels of CPD
 - Sweden - industry networks
 - Norway – sequential dual model (2 + 2)
 - Finland - half day in company and half day in school
 - Germany - school and company as equal partners in VET
- **Macro-Level:** Universities take different roles as providers of CPD
 - Norway – e.g. application of new technology (22 offers)
 - Finland – e.g. assessment of competence and quality
- **Funding** and the **duration** of the CPD measures
 - University offers last one semester and more; part-time or full-time; net-based

Micro-Level

- Professional journals
- VET professional journals
- VET professional associations
- Conferences
- Industry networks
- Involving external experts in teaching
- Internship



Micro

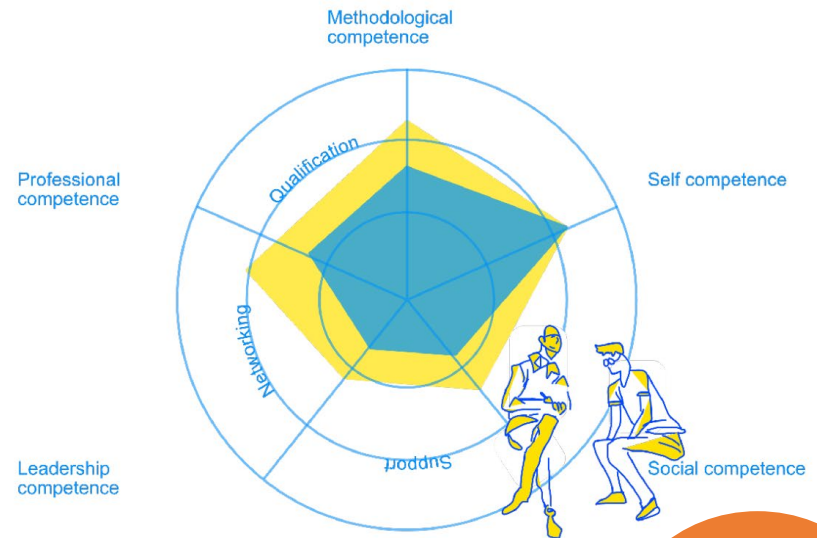
Macro-Level: CPD at Rostock University (Germany)

Mentoring qualification

- Project duration: 09/2019 – 08/2022 – to be continued
- Participants: 10 teachers per year
- VET teachers: metal, agriculture, social, health
- 5 modules, 2 reflection meetings



VETteach



Macro

Source: Dahn, Stephanie (2021)

Macro-Level: CPD at OsloMet (Norway)

Application of new technology in vocational subjects (ATEKO)

- The program is part of the Directorate of Education's offer within the Vocational Teacher Promotion
- The study is an **asynchronous** online study, without joint gatherings. It is expected that the participants follow the set progression, participate in online interaction, complete **internships** (3-5 days per course) in relevant activities and work requirements related to the study.
- Based on analysis of the curricula for the students' own program areas, the students will develop and facilitate good teaching arrangements where new technology in relevant subject areas and professions are key concepts.

Source: Brevik, Birger; Nore, Haege (2021)



Macro

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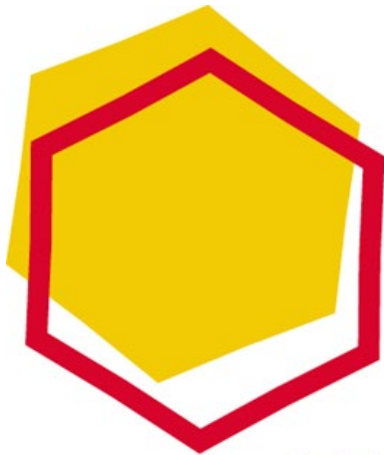
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Reflection

What are the role of Universities in CPD?

How are VET teachers, who are conducting CPD, „rewarded“?

What is the industries responsibility in providing CPD for VET teachers?

What is CPD good for?



CPD has an impact on teachers' skills and dispositions (*Borko, 2004; Garet et al., 2016; Youngs, 2001*)

CPD affects teachers' classroom practices (*Fischer et al., 2018*)

CPD affects teachers' beliefs (*Guskey, 2002; Nir and Bogler, 2008; OECD, 2014*)

CPD build professional learning communities (*Darling-Hammond, Hyler and Gardner, 2017; OECD, 2013*)

CPD provides effective mechanism to prevent burnout among teachers (*Kyriacou, 2001*)

CPD helps teachers acquire the necessary skills to be informed and critical receptors of such policy efforts (*Kennedy, 2005*)

Source: OECD 2018