

Quality for innovation

Quality Approaches and Human Resources in VET and HE

WG 1: Strengthening Teacher Policies and Training

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Background:

The performance level of educational is closely linked to the quality of teachers and trainers, and hence to the quality of their initial education and continuous professional development throughout their career.

Professional challenges for teachers and trainers in the two education sectors “general education” and “vocational education and training” (GE, VET) are changing permanently:

- Society and economy/labour market require efficient integration of theory and practice learning, and the integration of company needs and perspectives into learning. However, different logics by which schools and companies function as places of learning and training, as well as poor or non-existent mechanisms and lack of capacity to engage in cooperation hinder the effectiveness and efficiency of integrative teaching and learning.
- Nowadays competences are needed which bring about a shift from knowledge and skills to integrated capabilities and from instruction to creation of learning environments for the development of skills. Beside explicit knowledge (e.g. knowledge of educational methods, teaching of subjects), process oriented knowledge and competences are needed combined with the preparedness for workplace learning.

To be better responsive to the needs of the labour market and the society, Central-Asian countries have strengthened their reform processes in education in the last years. To different extent they all are facing multiple challenges referring to quality, attractiveness, and social partnership. Especially in VET more active engagement of social partners will be a key to increased relevancy of programmes that meet workplace needs.

In the field of teacher training and professional development, the increasingly multi-functional roles and responsibilities of teachers and trainers have led to new learning approaches with greater outreach to the world of work. Relevant stakeholders - teachers and trainers, school managers, social partners and national policy makers - started to engage together as collaborative partners in communities of practice to ensure that higher education, general education and vocational education and training are more responsive to the real needs of society, business and industry.

There is a need for policy making and policy implementation to enhance the quality of teachers and trainers within coherent approaches which include appropriate funding, employment and career opportunities as well as working conditions that ensure a reliable supply of professionally qualified teaching and training professionals.

New policies and approaches for recruitment and professionalization of pedagogic staff should reflect both, the different logics of education and training places (schools, universities, companies), and different TT (teacher training?) competences needed in a rapid changing social and economic environment.

Objectives of the working group:

Participants of this working group

- will have the opportunity to share own experiences about TT policies, bring out creative ideas, and share both, good practices and failures in the enhancement of TT professionalization..
- will explore new ways to ensure more flexibility and adaptability in GE- and VET systems
- will draft some guidelines concerning the development and operation of good partnerships between schools / universities and companies
- will formulate proposals to support policy development in relation to the professionalization of TT in different education sectors

Questions to be discussed:

1. Distinction within educational sectors: VET TT / GE TT

- What are the key competences that teachers/trainers need in order to ensure good cooperation and partnerships between the world of school and the world of work?
- How to enable GE- and VET staff to fulfil a changed and wider variety of roles than at present and use new pedagogical instruments efficiently?
- Which are the differences between professionalization of teachers and trainers in different educational sectors? Are there profiles for teachers and trainers in GE and VET? Which are the challenges and problems for each group?

2. Partnerships

- What are the key elements to ensure an active partnership between schools (VET/GE) and companies? How can partners effectively cooperate in the translation of qualifications and curricula into the planning of teaching and learning processes?
- How to build up external partnerships with the objective to achieve advantages for both sides? Which mechanisms are in place to enable teachers of different education sectors to cooperate with local stakeholders and employers? Which measures have to be undertaken at national level to enable teachers to engage in local / regional partnerships?
- Which measures have to be undertaken for the implementation of research results and dissemination of examples of good practices?

3. Teacher training policy

- Is there a policy for pre-service and in-service teacher training? Who determines the programmes for in-service teacher training in your country? How to strengthen a demand oriented approach in teacher training?
- What are the barriers for implementation of policies to enhance professionalization? Should there be a separate education and training for VET teachers?
- What key factors need to be taken into account in the development of policies for the professionalization of teachers and trainers in the different education sectors?

4. Regional cooperation

- How relevant can regional cooperation be in Central Asia? What could be done next at regional level?
- How can regional cooperation under the CAEP platform support the realisation of these key messages?