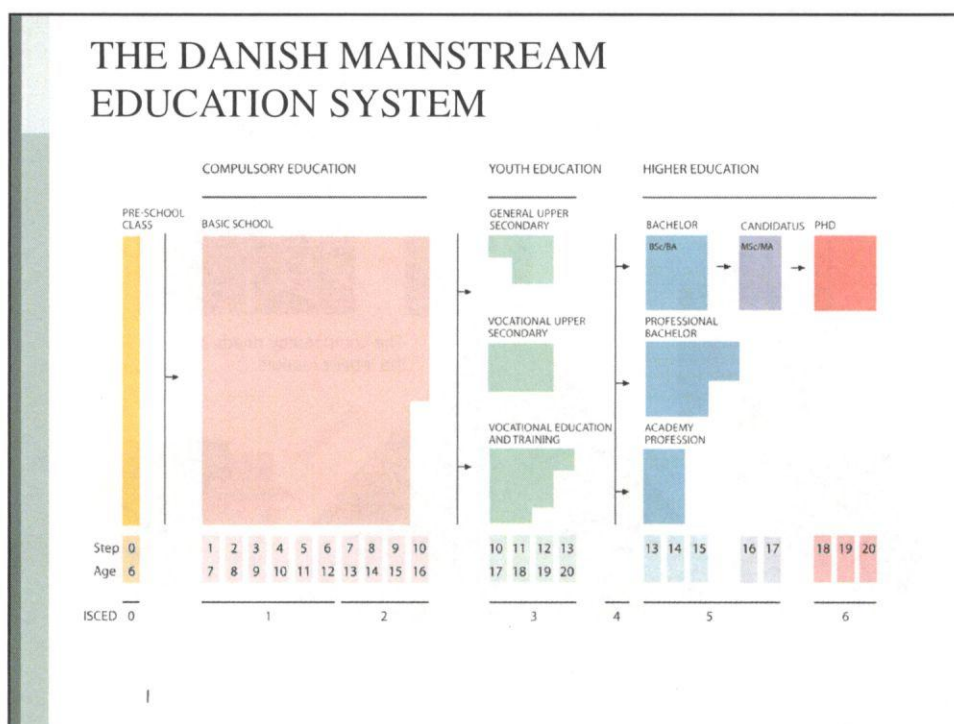


PROFESSIONSHØJSKOLEN
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VET Teachers' pedagogical education in Denmark

Susanne Gottlieb, Metropolitan University College

NCE / Metropol
15. september 2014



EQF level of VET diploma

| | |
|---|----------------------|
| 8 | Phd |
| 7 | Master |
| 6 | Diploma |
| 5 | Academy |
| 4 | VET/secondary school |
| 3 | IVET |
| 2 | 10th grade |
| 1 | 9th grade |

Side 3 | 15. september 2014

The teachers' competency needs depend on:



The students - and their more and more different background and personal goals



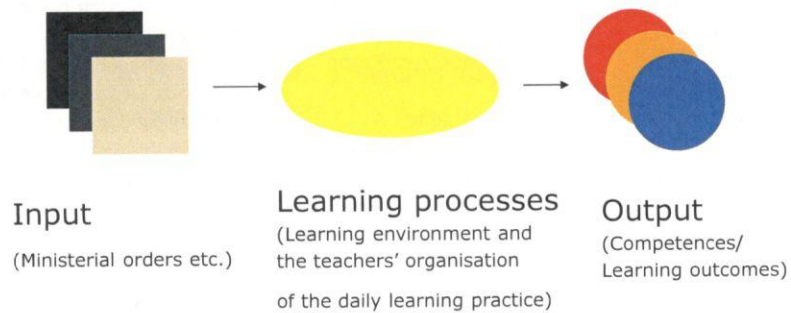
The competency needs in the labour market



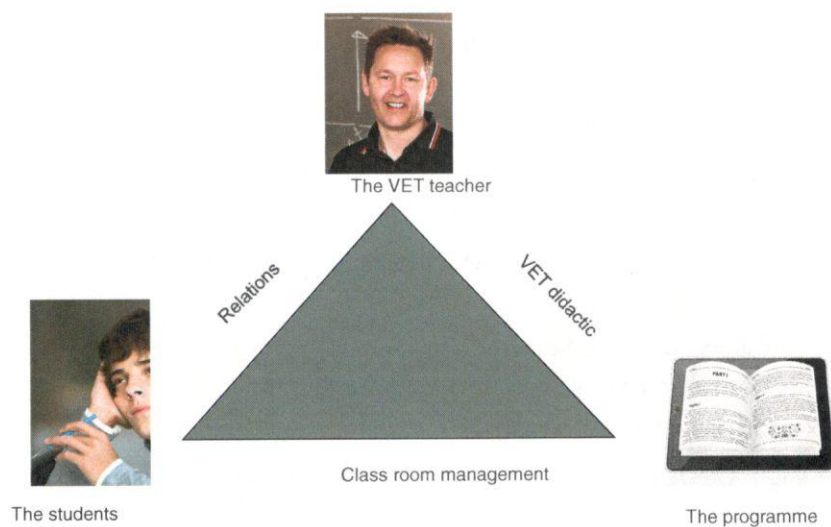
The expectations to the VET school

The key competence of the VET teacher: to make the VET students competent!

The teacher is the most important single factor when it comes to the student's learning! *(John Hattie)*



The didactical triangle:



What works in the daily pedagogical practice?

| Relations | Classroom management | Vocational didactics |
|---|--|---|
| <ul style="list-style-type: none"> – To motivate and activate the students – To create good relations between student-and-student and teacher-student | <ul style="list-style-type: none"> – To develop the learning environment in the classroom/workshop – To be able to differentiate in methods and contents – and reach the same goal | <ul style="list-style-type: none"> – To take a starting point in authentic challenges – To master a lot of teaching methods – and be able to choose the most relevant – To work out an interdisciplinary educational plan – To develop the cooperation between school and company – To inspire to innovation in the vocational trade |

Side 7 | 15. september 2014

Principles of VET diploma

- Competence-based
 - Described in learning outcomes
 - Professional and personal development
- Connecting the VET teachers special domains
 - Substantive domain
 - Pedagogical domain
 - Research domain
 - Organisational domain
- VET pedagogical programme for **all** VET teachers

Side 8 | 15. september 2014

Principles of VET diploma (continued)

- Students centred learning
 - The needs of the student are in the centre
 - Differentiated, student activating methods
 - Facilitating learning
- To develop the teachers as reflective practitioners
 - Connecting theoretical knowledge with practical experience
 - Reflection-in-action – reflection-on-action

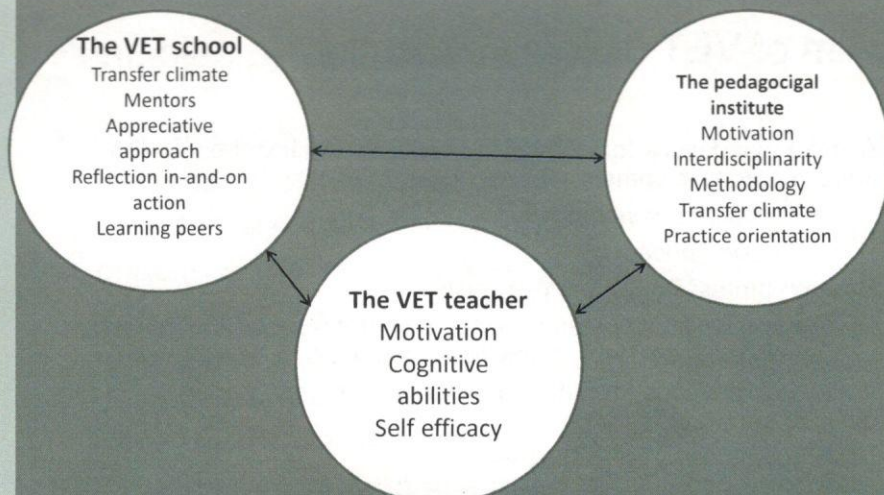
Aim of VET diploma education

- Acquire foundations for working in providing vocational education, training and development
 - *Focus on competences*
 - *"Applied pedagogy"*
- Develop professionally and personally
 - *The teacher's competence consists of professional and generic elements ("know that", "know how", "know why", "know when")*
- Acquire foundations for further and continuous pedagogical development
 - *Adequate basis for lifelong learning*

From focus on learning to focus on *use* of what you have learned

- A lot of knowledge; but how do you use the knowledge?
- From input to output
- Emphasising competence
 - Difference in knowing and being able to act in own practice
- The pedagogical education
 - Must give the student knowledge, skills and competence for their daily practice – and improve self efficacy
 - Focus on motivation and pedagogical methods

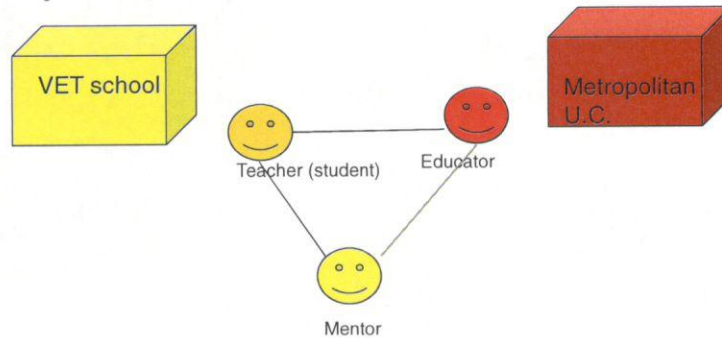
Development of pedagogical competence



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The mentor in the VET school – an important link between theory and practice



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Before, during and after

- Competence development includes the phases: *before, during and after*
- Before:
 - Plan for development needs and competence development
 - Plan for the phases *before, during and after*
- During:
 - Competence development and connection with work place
 - Emphasising motivation to act in practice
- After:
 - Systematic use of what is learned in practice

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How do the VET schools make use of the pedagogically educated teachers?

Level 4

The teacher student carry out the diploma education individually

Level 3

The school organises support and mentoring to the individual teacher student

Level 2

The diploma education contributes to school development

Level 1

Strategic competence development and school development