



VOCATIONAL TEACHER COMPETENCES IN SLOVENIA

1. PURPOSE TO DEFINE VOCATIONAL TEACHER COMPETENCES

There are two conceptions of purposes to define vocational teacher competences which in literature are often presented as mutually exclusive. Those two conceptions are:

1. to define vocational teacher competences as a tool for supporting professional learning - how the competences might be used by individuals and teacher trainers to enhance teacher's learning and would take different forms in different contexts
2. to use vocational teacher competences as a credentialing tool – how the competences might be used to articulate and extend career pathways through formal systems of support, recognition and reward.

We decided for first concept of purpose. The competences in this perspective provide a useful tool for reflection on professional practise, planning professional learning goals and affirmation. Such engagement could provide a focus for professional discussions, help shape initial and in-service teacher education, promote the status of the teaching profession, suggest to the teachers ways of good performance and offer an opportunity to monitor the achievement of their goals.

But this is not a tool for measuring and financial rewarding or decreasing of salary.

Our starting point is that competence descriptions should not be static, but should implicate ongoing process and possibilities for development and we see competences in a holistic and broad way not atomic and as a personal characteristics rather then as an action.

Mofas working groups defined old and new routines for schools and their personnel. On that basis we have described competences.

2. VOCATIONAL TEACHER COMPETENCES

1. Cooperation/interaction/team work

Teacher must be competent to establish and lead good relationship with all social partners, to communicate and interact at many different levels and co product the learning process with all partners.

Linking with colleagues to discuss the trials and challenges of teaching and share instructional strategies can result in solutions that can teachers immediately apply in the classroom, and into development projects for the school or for vocational pedagogy. Cooperation at the institutional level requires the ability to form guidance and peer relationships.

In a broader sense it also involves the ability to work within organisations which form cross institutional cooperative relationships, with other institutions and working life.

In broadest sense, cooperation reaches international and global dimension through mobility and international projects, which should become teacher's everyday practise.

We would like to underline importance of making cooperative relationships with local and regional working life and for schools to exchange information and experiences to each other and to scientific institutions in the state and internationally.



Work environment of a teacher and educational institute today should be composed of various national and international networks and teacher should contribute to professional teams.

2. Project and development work

In today's vocational institutions teachers should daily participate in different projects and development work which should include cooperation with different social partners nationally and internationally.

Project and development work should be designed on the basis of needs of their schools, region, vocational pedagogy and working life.

Teacher is supposed to be active player in VET reforms.

Also we would like to underline new expectation toward the teachers to cooperate in school promotion to contribute to perception of the school and to contribute to higher enrolment of new students. We could say that teacher is supposed to have an understanding of institutional quality and economic realities, to have entrepreneurial competences.

3. Continuous learning

In order to develop one's teaching and work environment a teacher must have the ability and motivation for self-evaluation and reflection. Reflection should be going on at the individual level and also at the work community level. Communication is the essential tool for the reflection of work community performance. Communication requires collegial cooperation, trust and interaction. Organisational community should give safety for interaction, creativity, experimentation and innovation. Organisational and inter organisational learning is needed.

Teacher should constantly reflect on his own performance through eyes of scientific literature, observation, communication...which give him source for benchmarking. Teacher should progress parallel to changes in his institution, profession, world of work, market, national educational system and vocational pedagogy. Teacher has to be up to date on the pedagogical theories and up to date on the world of work and on those vocations, he is teaching for.

He should develop his own individual learning plan, monitor his own progress in relation to his goals and from time to time redefine his goals for development on more demanding levels. This should be on-going process. Individual learning plans among the teachers are usually different in relation to the needs of their own working place and in relation to the complexity and capability of their own thinking process.

4. Creation of learning environment for individuals and groups and facilitating learning process

Teacher is supposed to create and develop safe, supportive, flexible and innovative learning environment for individuals and groups. He is expected to be able in finding new ways in which learning can be facilitated and to construct intellectually challenging, inclusive and participatory learning experiences that connect with the world beyond school.

He is expected in being sensible on individual differences between students and find the way for everybody to achieve the goals. Students can reach the same goals in different ways and those different ways in which learning can be facilitated teacher are expected to create. Also to some level teacher is expected to create special learning environment for students with special needs. At least he is supposed to be sensible enough to perceive special needs among



Leonardo da Vinci

Description of vocational trainer

the students and contact the management of the school, which is supposed to organise a specialist in pedagogy to work with teacher in team, when this is necessary.

The development of information technology infrastructure has made web-based learning an option of different learning environment for the learning/teaching process.

An important part for teachers of practise is having a theoretical command of the content to be taught, which must be flexible in order that the teacher can respond to changing circumstances. The required level of knowledge of the content differs for various tasks. Also team teaching is very relevant in this context.

Teacher must be able to cooperate in creation learning environment and facilitate learning process in different levels. He is involved in the development of his institution, he must be able to cooperate in creating implementing curricula and to plan his own learning field, he has to cooperate in developing quality of the institution and undertake various projects.

We would like to underline importance of assessment as a way for facilitating learning. It is important that teacher is able to assess and report on students learning, progressing and achieving learning goals.

5. ICT

Vocational teacher is expected to integrate information and communication technologies to enhance student learning. He should be able to use basics computer programmes, like MS Word, MS Excel, MS Power point, Internet and e-mail. He is also expected to be able to use with basic equipment, like computer, projector...

By vocational teacher is also expected to be up to date on computer programmes for vocations, he is teaching for. He is supposed to contribute to student's computer literacy. Team work with the computer teacher in this context is welcome.

6. School administration

Teacher is supposed to be up to date on school administration processes, national education regulations and main national and international documents for vocational education development and to implement them into his work.

7. Other personal characteristics of teachers

Teacher is supposed to be autonomous and confident expert who is playing proactive role in school field. He is also supposed to be communicative, sensible and motivated enough to observe and lead constructive dialogue with his students in purpose to find best options for supporting their personal development. Also moral integrity, ethical responsibility, general personal maturity and commitment to professional practise are preconditions for becoming and staying a teacher.

8. Competences of school community and management

School community led by school management should work on implementing of »concept of learning organisation« so they would create save and stimulative environment for professional and personal development of every member of community and also for organisational and inter organisational learning. We would like to underline working on healthy, correct and



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Description of vocational trainer

open relationships in a community and on defining and sharing main values. Organisational culture is crucially defined by leading style, personality, intra and interpersonal intelligence of members of management of the school

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