

**ETF Conference: Skills and qualifications – benefits for people**

**Turin, 6-7/Nov/2019**

***Workshop 3: The future roles of teachers from teaching to supporting learning***

# *1. Main contributors*

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# *2. Introduction*

Digitalisation, more learning outside classrooms, competency-based and learner centred approaches, mixing learners from different age groups and backgrounds, integrating practice and theory, more interdisciplinary approaches, key competences and transversal competences such as critical thinking and teamwork; teachers and trainers are confronted with many changes and often saddled with high expectations. This makes an already tough job even more challenging and it raises questions about how teachers, teacher trainers, school leaders, Education Ministries and trade unions can help teachers, at all stages of their careers, successfully take on change.

When we refer to ‘teachers and trainers’ in ETF partner countries, we normally mean different categories of professionals working in VET, with young people and adults. These professionals usually have different status, qualifications and responsibilities. Currently teachers and trainers have some expectation for continuing professional development, they exercise a range of teaching and assessment practices. They are likely to have acquired attitudes and values that are shared with their colleagues and they may have ambitions and expectations in relation to their own careers.

In this workshop we want to explore how the profile, responsibilities, the skills, the working methods, the values and the career prospects of teachers and trainers may be changing. We will challenge participants to envisage the possibilities for teachers and trainers of the future and then, to explore how such futures might be realised.

Together we will explore how the role of teachers and trainers is already changing in different countries, and how teachers can be supported in preparing for these new roles.

# *3. Draft agenda of workshop 3*

The idea is to maximize the time for participants to be active in this workshop.

Participants will be distributed over six tables or more with 8 people each, divided into language groups (EN, RU, FR) to allow for discussion without interpretation. After an introduction in the assignment, participants start to work.

Participants are asked to focus on most common VET teacher and trainer profiles in their country. We will ask them to look back at the situation around 2010 and forward to what they expect will be the VET teachers and trainers of 2030.

VET Teacher and Trainer role will be explored on the basis of the following questions:

1. What do teachers normally do in the classroom? (How do they teach? What materials and equipment do they use? How is learning organized?)
2. Who do teachers work with? (Alone? Other colleagues in their schools? Countries? Internationally? Employers? How?)
3. What specialization or qualification are required for VET teachers? (Entry qualifications? Formal and informal job classification? Career ladder? Experiences and lifelong career journey?)
4. What motivates teacher to perform apart from salaries? (Values and attitudes? Personal and professional growth? Professional autonomy and creativity? Collegiality? Professional identity?)

Groups will present results through role-plays of an old and new teacher. After consolidating the outcomes from different tables, there is a coffee break. After the break participants discuss how to prepare for 2030 making a list of actions and actors to enable teachers and trainers to be ready in 2030. Results from different groups will be shared through padlet. In plenary the results together are validated. The rapporteur sums up and adds a few personal comments. The workshop is closed.

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| **Time** | **Session** | **Speaker, moderator** | **Technique** |
| 14.00-14.10 | **Introduction, objectives. approach for the workshop** | Arjen and Julian | 2 slides and explanation |
| 14.10-14.40 | Review 2010 VET Teacher Profiles |  | Table discussionsFill out template |
| 14.40-15.05 | Predict 2030 VET Teacher Profiles  |  | Table discussionsFill out template |
| 15.05-15.30 | Feedback and consolidation of outcomes from different tables | FacilitatorArjen | Plenary Role play Discussion |
| **15.30-16.00** | **Coffee break** |  |  |
| 16.00-16.30 | Making sure VET teachers are ready for 2030: Identification of actions and actors |  |  |
| 16.30-16.45 | Bringing the actions and actors from different tables together | Facilitator Arjen | Padlet |
| 16.30-16.55 | **Summing-up:** main highlights and ideas, complementarities, recommendations for report | Julian and Alqi |  |
| 16.55-17.00 | **Acknowledgements, wrap-up** | Arjen  | Informal concluding remarks |