

# Short summary of the results of the first day (pr1)

**LeadVET Transnational Project Meeting**

Trondheim, 8. June 2022

Johannes Seitle, Karl Wilbers  
Friedrich-Alexander-Universität Erlangen-Nürnberg



# Agenda

Our proposal for the workshop PR1

- 01 Short reminder: Goals of LeadVET
- 02 Strategic Networks, HR-Cycle & middle leaders



**LEADVET**

# Goals of LeadVET

„The overarching ambition of LeadVET is to enhance vocational teacher education (VTE) and vocational education and training (VET) by developing sustainable university-school partnerships, together with leadership and networking skills for professionals in the field.“

“Better collaboration between university vocational teacher education, vocational schools and enterprises, which constitute the vocational ecosystem, leading to: Improved recruitment, retention, training and leadership skills and job satisfaction, for vocational teachers.”

# Strategic Networks, HR-Cycle & middle leaders

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## Characteristics of strategic networks

- Between hierarchy and market: No hierarchical relationships, no market relationships
- History & context matters: Networks develops in a specific time and context
- Cooperation of independents: Partners in a network are legally independent and operate in a logic of their own
- Win-win requirement: Cooperation must offer long-term benefits for all parties involved

## Productive character of a network

- Networks form social capital, which is similarly productive as financial capital or human capital

## Open issues (discussion yesterday)

- Status of policy makers
- Formal or informal?
- Knowledge Management und succession management
- Professional Networks
- Partnerships & Networks

# HR-Process for VET-Teachers

Challenges in human resources management in schools

| 1   | 2                            | 3  | 4   | 5   |
|---|------------------------------|--|---|---|
| <b>Attract</b>  | <b>Recruit</b>               | <b>Induction<br/>(Onboarding)</b>  | <b>In-Service-<br/>Training</b>                             | <b>Retention</b>                              |
| How can individuals be attracted as potential VET teachers? | How are VET teachers chosen? | How can VET teachers be integrated into their roles, into the school's values and norms, and into the school's social network? | How can VET teachers' competencies be developed in-service? | How can VET teachers stay in school (longer)? |



## Selection

Who is included in the network?

## Allocation

How are tasks, resources and responsibilities distributed in the network?

Management of a strategic network

## Regulation

How are formal and informal rules developed, enforced, reviewed and adapted in the network?

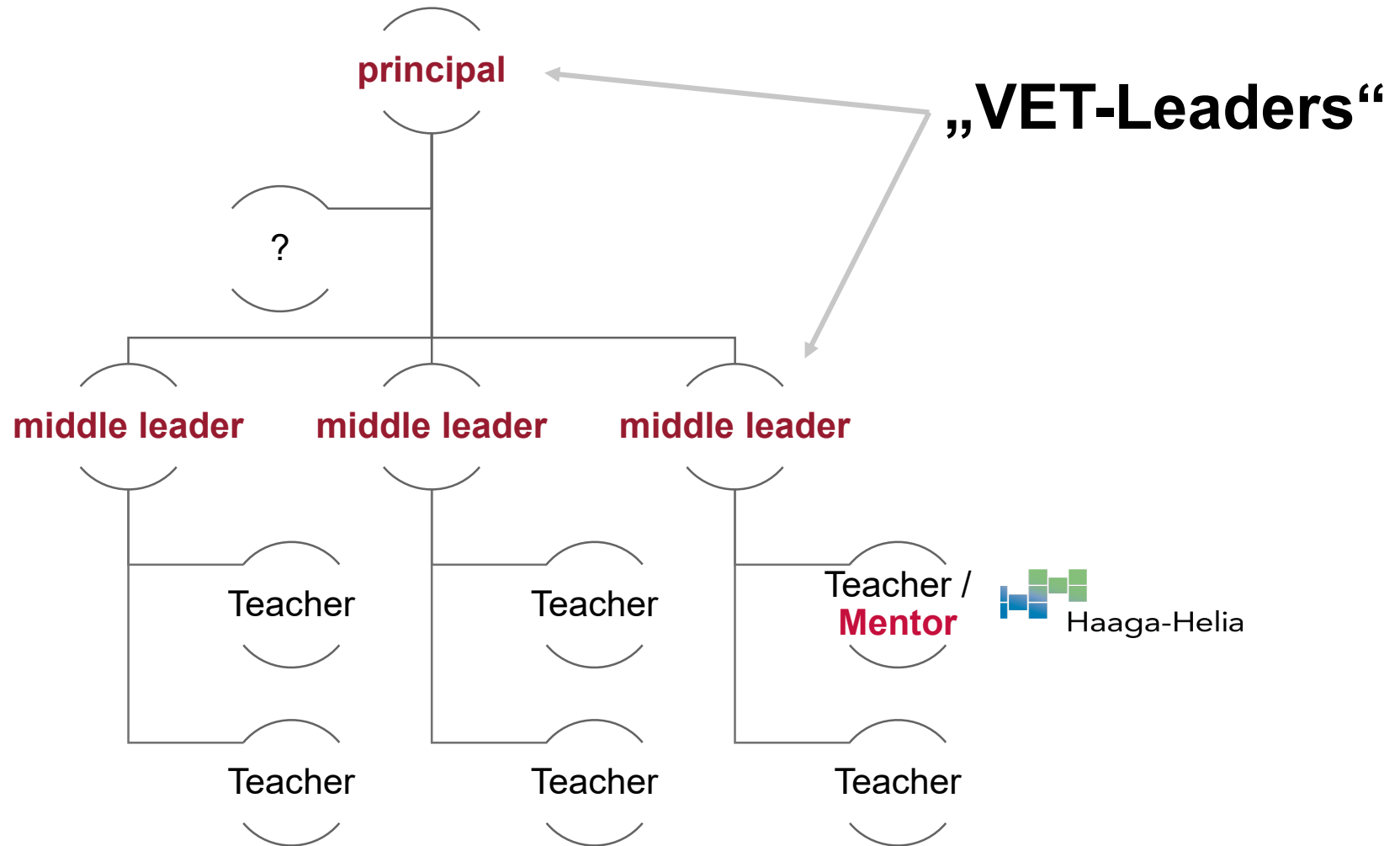
## Evaluation

How is the network, its success, the performance of individual partners evaluated formally or informally

Sydow (2006)

# VET-Leaders in schools

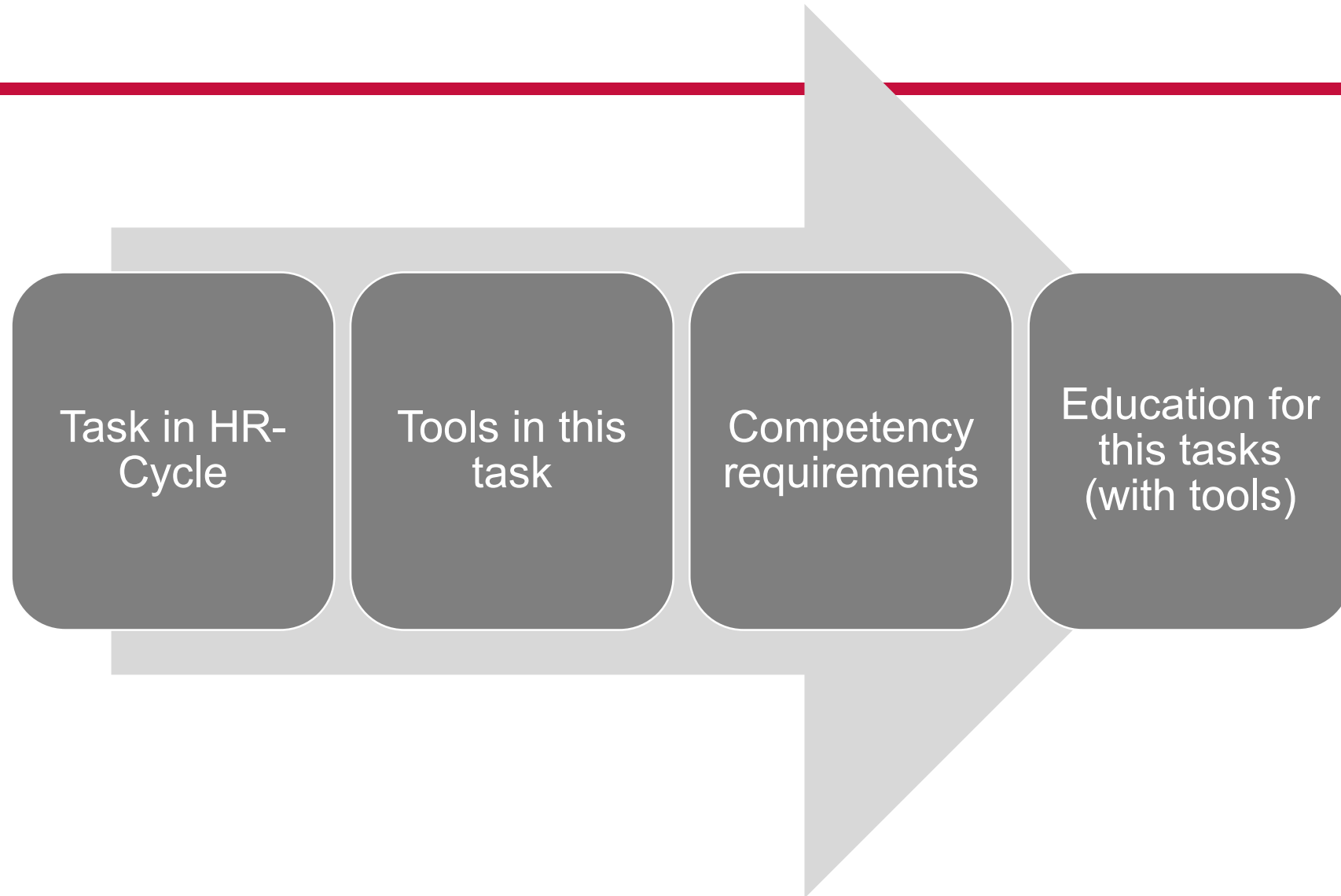
Leadership is not only the task of the school principal



# Central hypothesis

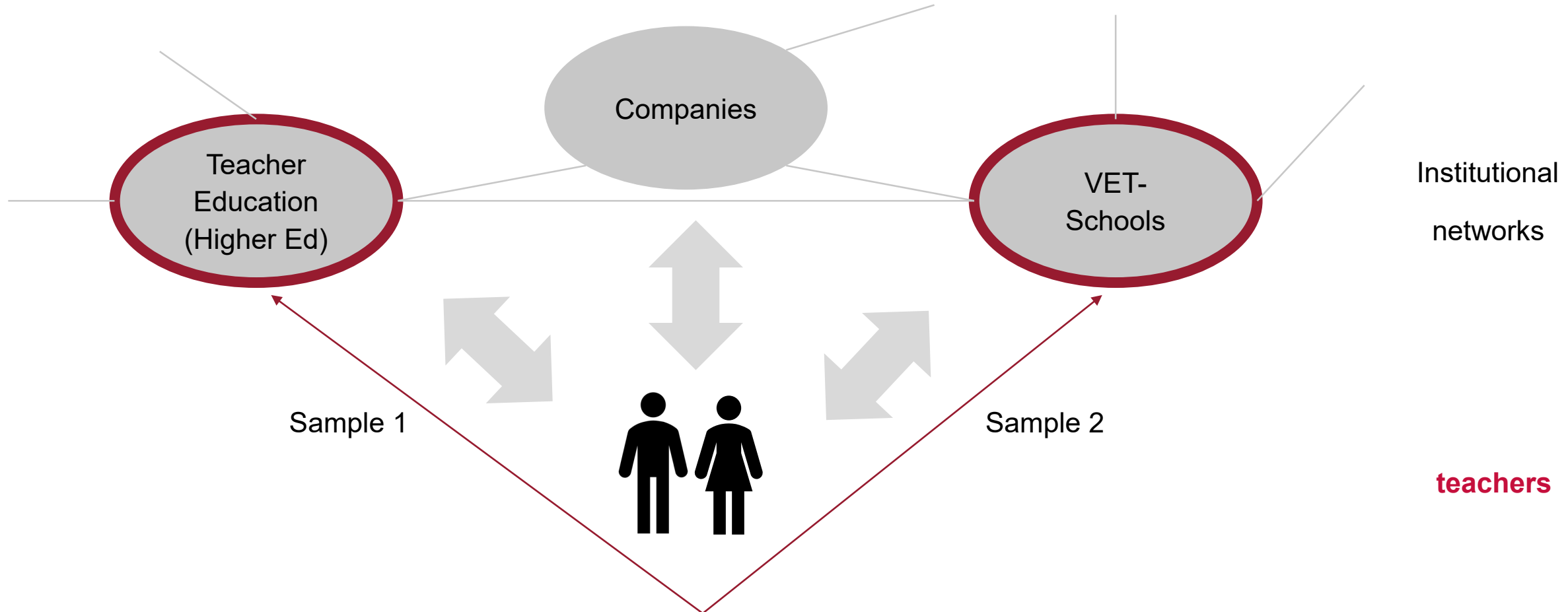
Underlying thesis of our literature review

***Strategic networks** around VET schools  
help to overcome  
**challenges in the HR process** for VET teachers  
and this results in **tasks & roles** for  
**VET-leaders** (principals and for middle leaders in VET schools).*



# Higher Ed & VET

Our discussion on the first day of the meeting



Middle Leaders „Use“ of Network to cope Tasks in the HR-Cycle  
(e.g. use of network to attract students in VET)