Friedrich-Alexander-Universität
Fachbereich Wirtschafts- und
Sozialwissenschaften | WiSo

PR 1 – Mapping networks and roles in VTE

LeadVET Multiplier Event Helsinki

20th – 22nd September 2023

Helsinki, 21.09.2023

Frank Seith & Johannes Seitle

3 Products for PR1:

1) Literature Review

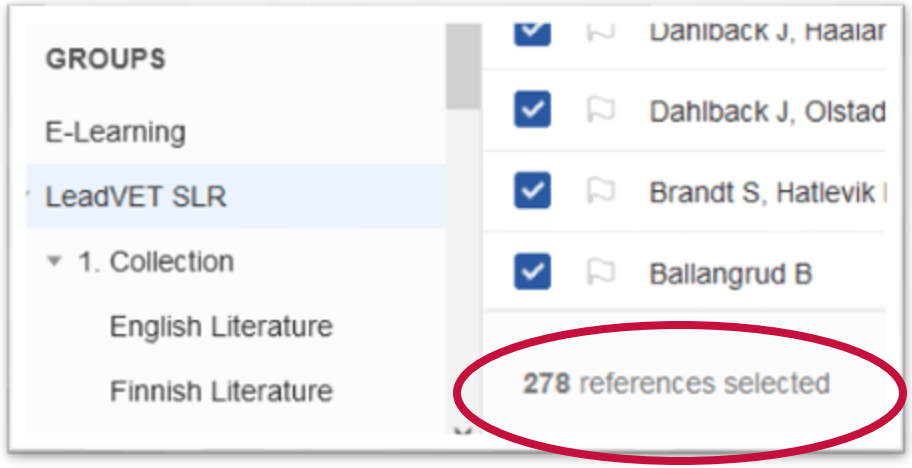
2) Network Analysis

3) Survey

1) Literature Review

Literature Review

References in Mendeley



Conceptual model for the PR1

For example:

Attract VET-Teachers for my school

For example:

Which partners in strategic networks and partnerships are helpful for me to overcome this challenge?

For example:

What tasks do I (as a VET-Leader) have to do to make this network work?

Challenges: The HR-Process for VET-Teachers

Challenges in human resources management in schools

1	2	3	4	5
Attract	**Recruit**	**Induction (Onboarding)**	**In-Service-Training**	**Retention**
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)?

Attract Teachers

Results from the literature review. Detailed literature references in the report on PR1

Network for improving the attraction of teachers

- Task of all partners in the Network
- Especially helpful partners for Schools:
  - Ministries and comparable institutions as well as companies
  - Regional networks of middle leaders
  - Universities / Institutions, that educate teachers

Physical und virtual meeting spaces

- Physical meeting spaces are strongly emphasized
- Virtual meeting spaces still little developed in the literature
- Role of social media unclear (→?)

Consider Limitations of the LeadVET-Approach

- Networking alone is not enough
- status-enhancing measures must be taken
- status-decreasing measures must be prevented

Attract Teachers: Activities in the core network

Results from the literature review. Detailed literature references in the report on PR1

Goal:

Attract staff:

Present schools as attractive employers to potential (!) teachers.

Universities	Companies	Schools
▪ Giving students the opportunity to participate in teaching and school life ▪ Realistically present work opportunities and conditions in schools ▪ Integrate partners from school who report on their living environment	▪ Participation of companies in school activities (e.g. external evaluation of schools) ▪ Provision of resources for in-service education of teachers at vocational schools ▪ Opportunities for understanding other institutions ▪ Improve working conditions	▪ Promote the teaching profession to students (which are in school during an internship or in connection with research)

Recruit Teachers: Activities in the core network

Results from the literature review. Detailed literature references in the report on PR1

Goal:

Recruit teachers:

Bring interested individuals into employment as teacher quickly and appropriately for the job assignment

Universities	Companies	Schools
▪ General increase in the number of study places in various programs that train teachers ▪ Support in catching up on formal prerequisites (e.g. bridge courses, crash courses) ▪ Aligning the end dates of university processes with the typical hiring dates of schools	**?**	▪ Participation in programs that allow for employment even if the formal requirements are not met and allow for catching up on these requirements.

Induct Teachers: Activities in the core network

Results from the literature review. Detailed literature references in the report on PR1

Goal:

Induct staff:

Effectively introduce newly hired teachers to teacher responsibilities, the social environment, and the values and norms of the school

Universities	Companies	Schools
	▪ Providing dialogue spaces and mentoring for new teachers (to strengthen the practical relevance of the content of VET teaching).	▪ Development, implementation and evaluation of an induction program for teachers ▪ Organize course offerings for new teachers across schools ▪ Organize course offerings for new teachers across schools ▪ Overcoming practice shock (e.g. mentoring, group learning, ...) ▪ Support for networking with professional practice

Educate Teachers: Activities in the core network

Results from the literature review. Detailed literature references in the report on PR1

Goal:

Educate teachers (before service)

Development of competent teachers

Universities	Companies	Schools
▪ Ensuring teacher training that is aligned with the needs, areas of responsibility, current and future challenges in schools ▪ In VET additionally: Ensuring a training of teachers that is oriented towards the tasks, fields of activity as well as current and future tasks in companies.	▪ Practical training in companies, for example in the context of internships ▪ Joint projects ▪ Cooperation institutions of teacher training in vocational education	▪ Cooperation with universities within the framework of university schools

Educate Teachers: Activities in the core network

Results from the literature review. Detailed literature references in the report on PR1

Goal:

Educate teachers (in service)

Further development and adaptation of the competences of the teachers in the school

Universities	Companies	Schools
▪ Continuing education of teachers as a task of the university ▪ University school models (support for the further development of teachers who supervise students)Research and development projects with schools (further development of the competencies of participating teachers)	▪ Provision of instructors for internal professional development at the school ▪ Participation of teaching staff in internal company training programs (e.g. introduction of a new generation of machines) ▪ Supporting teachers (and students, if applicable) in the development of learning materials	

Retent Teachers: Activities in the core network

Results from the literature review. Detailed literature references in the report on PR1

Goal:

Retention of staff:

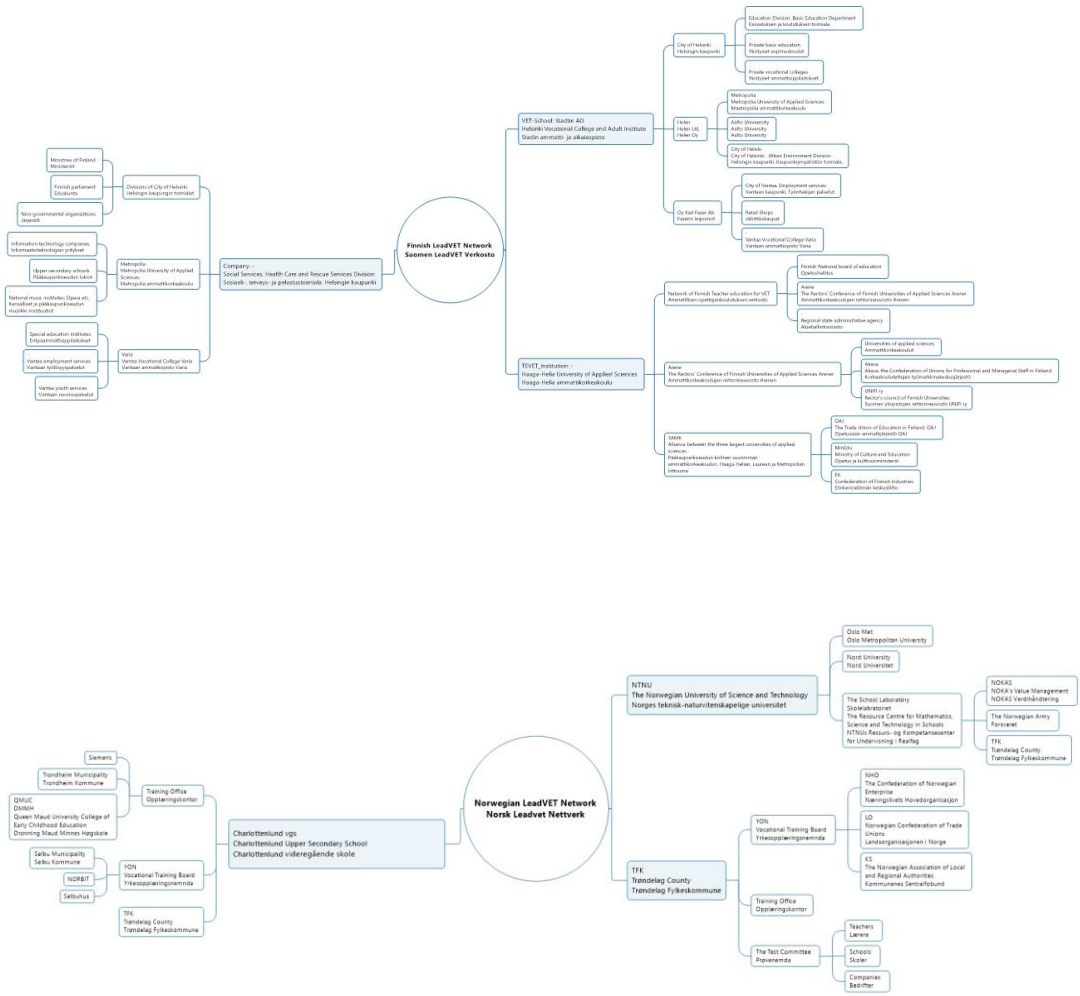
Teachers who enjoy teaching and developing the school and teaching
(Preventing career interruptions, counteracting internal resignation

Universities	Companies	Schools
▪ In dialogue with the school: adaptation of training conditions to teachers already working	Supporting the school in adapting the working conditions (e.g. new work experiences)	▪ In dialogue with the university: the need to adapt the training programs to the needs of the individuals and the school ▪ "Value and promote dual identity" (as a teacher and as a professional in a professional field) ▪ Further development of working conditions and leadership with the support of companies and universities

2) Network Analysis

Network analysis

Results of PR1

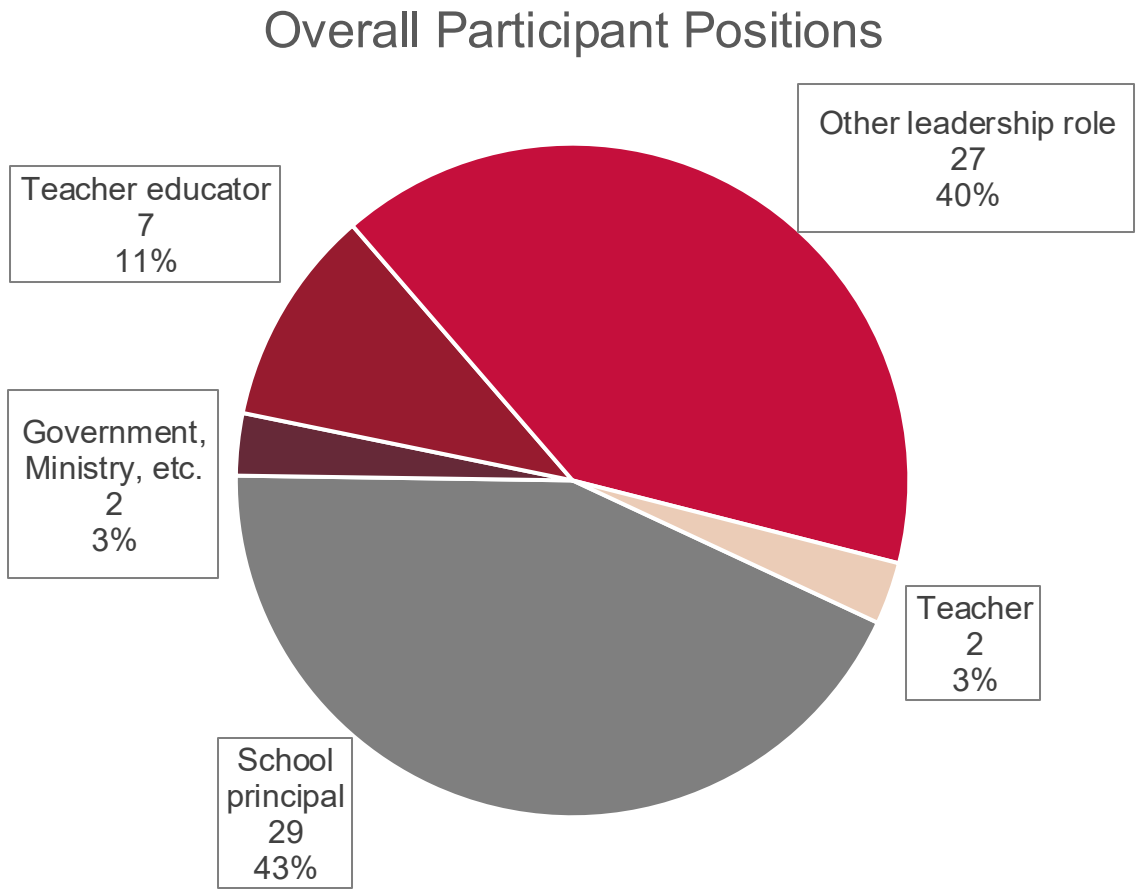


3) Survey Results

Overall survey data

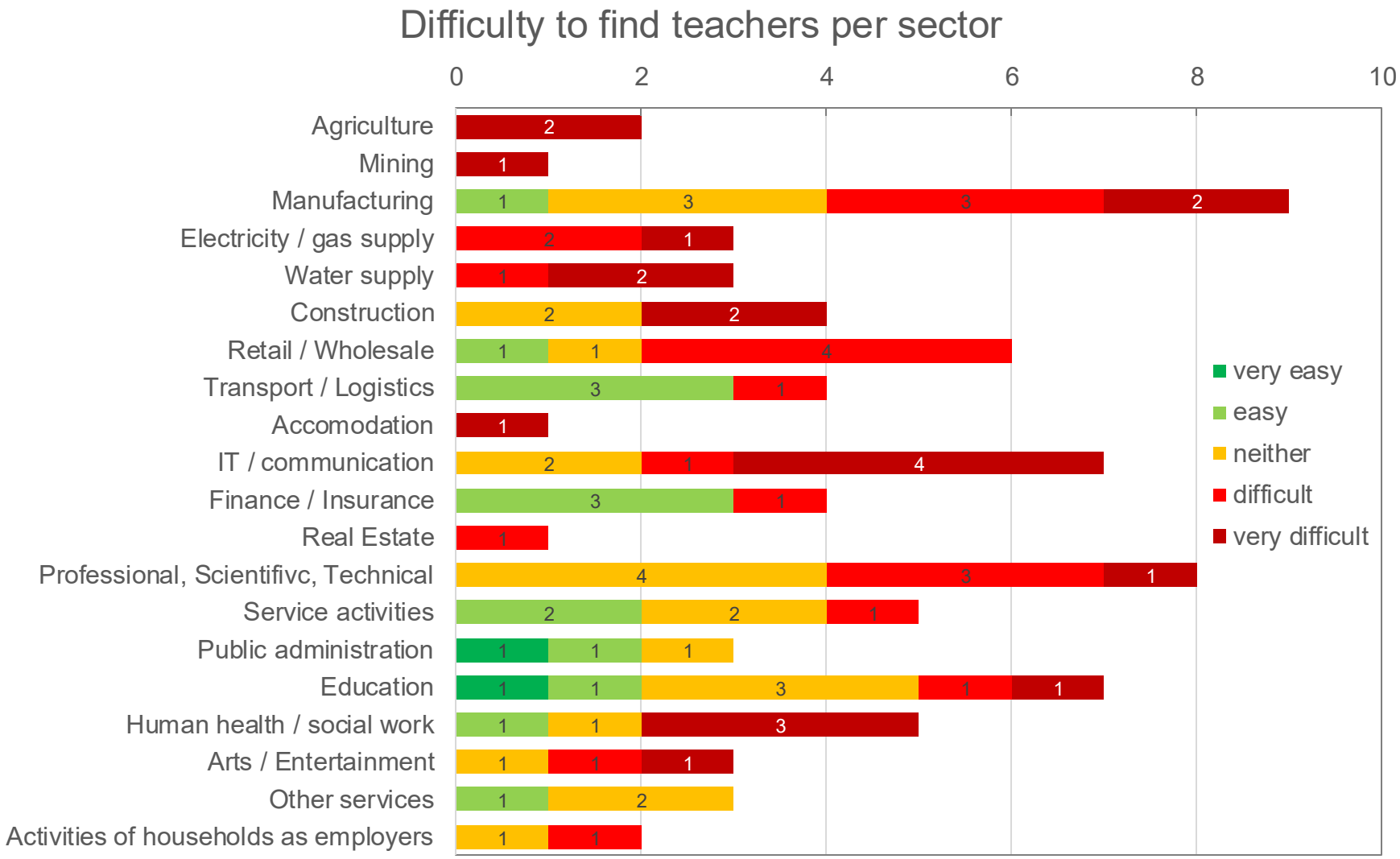
Details and numbers

- Total participants: n = 73
- Norway: n = 31
- Finland: n = 9
- Turkey: n = 16
- Germany: n = 17



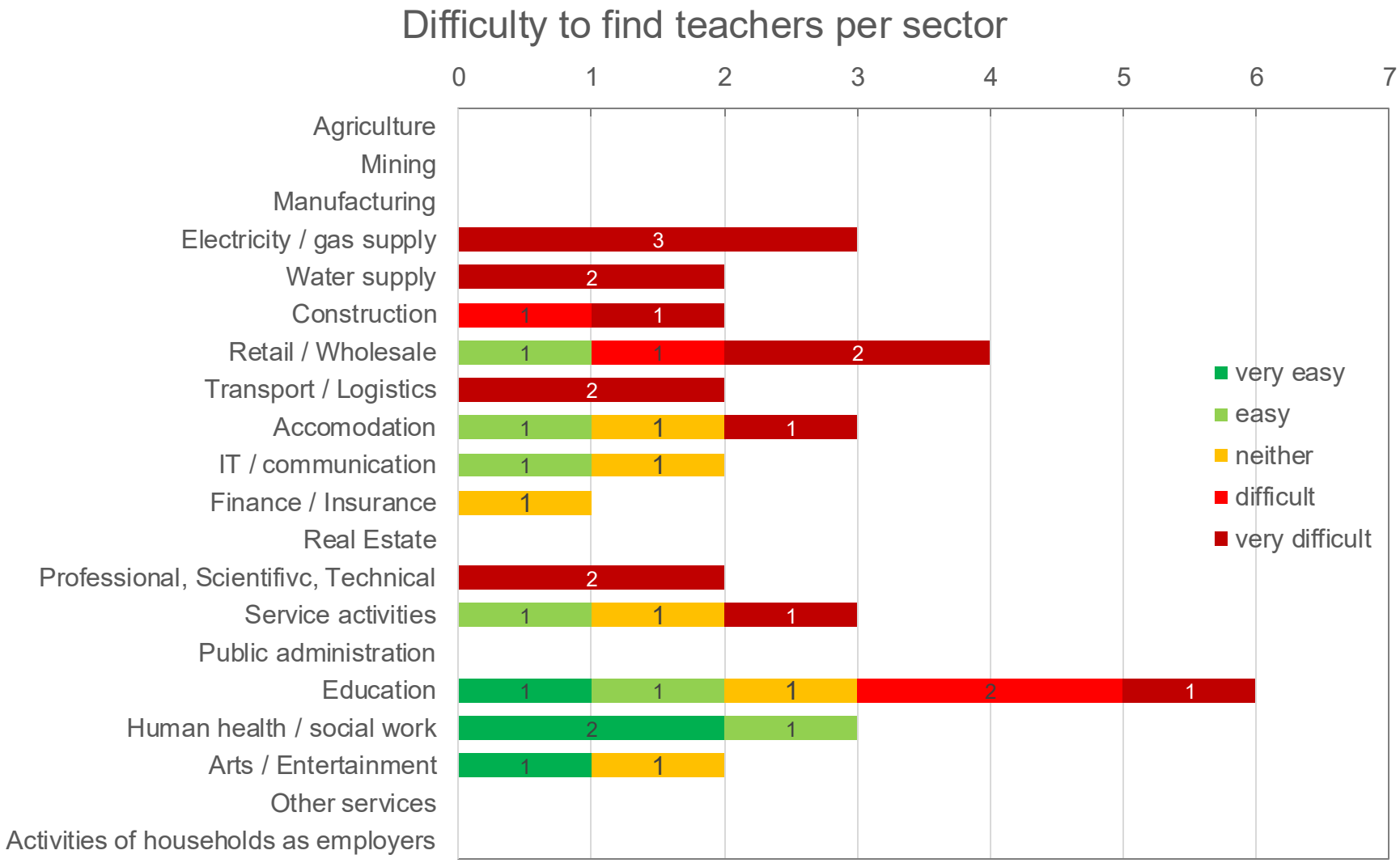
How difficult is it to find teachers in mentioned sectors?

Question 1 - Germany



How difficult is it to find teachers in mentioned sectors?

Question 1 - Finland



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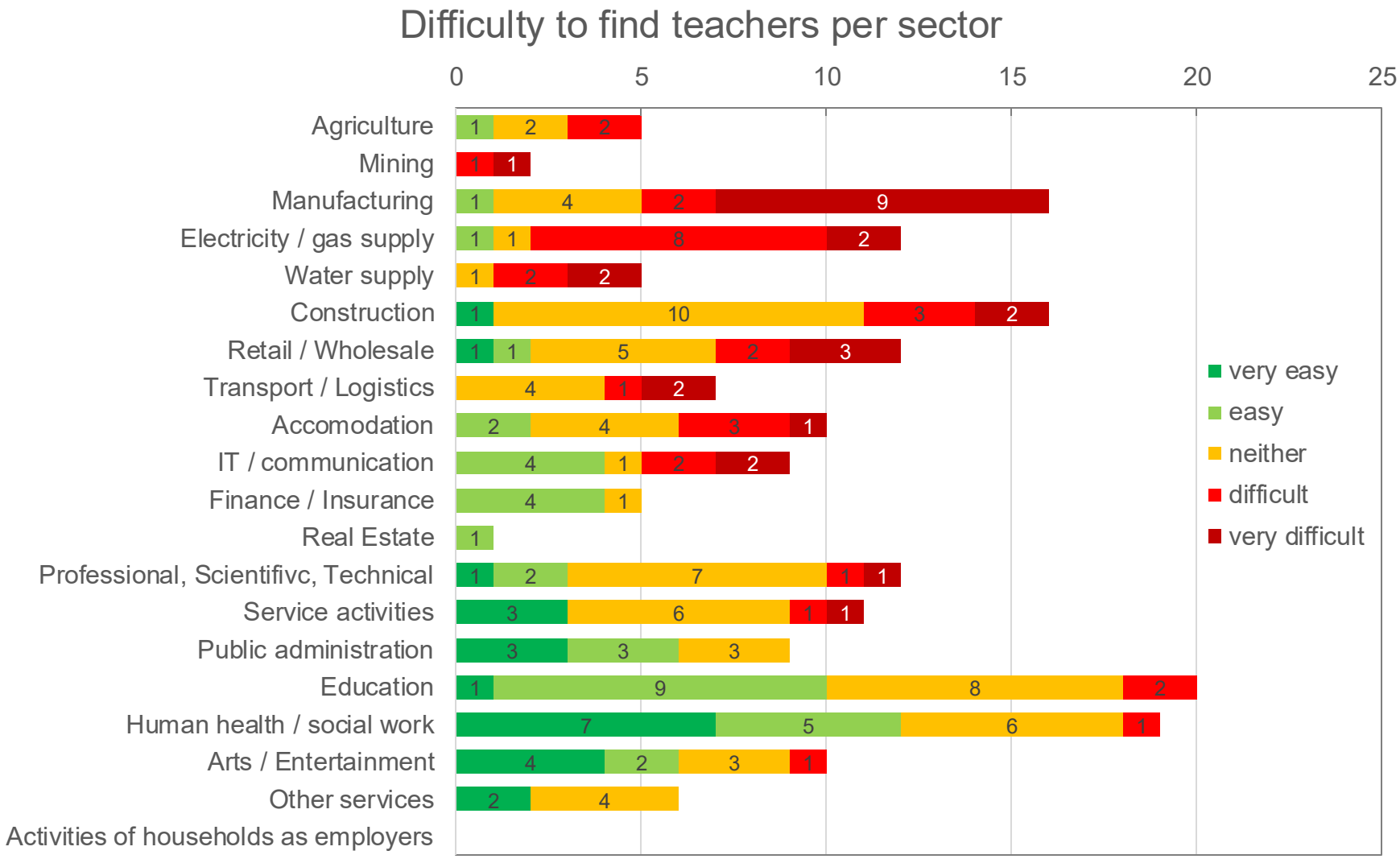
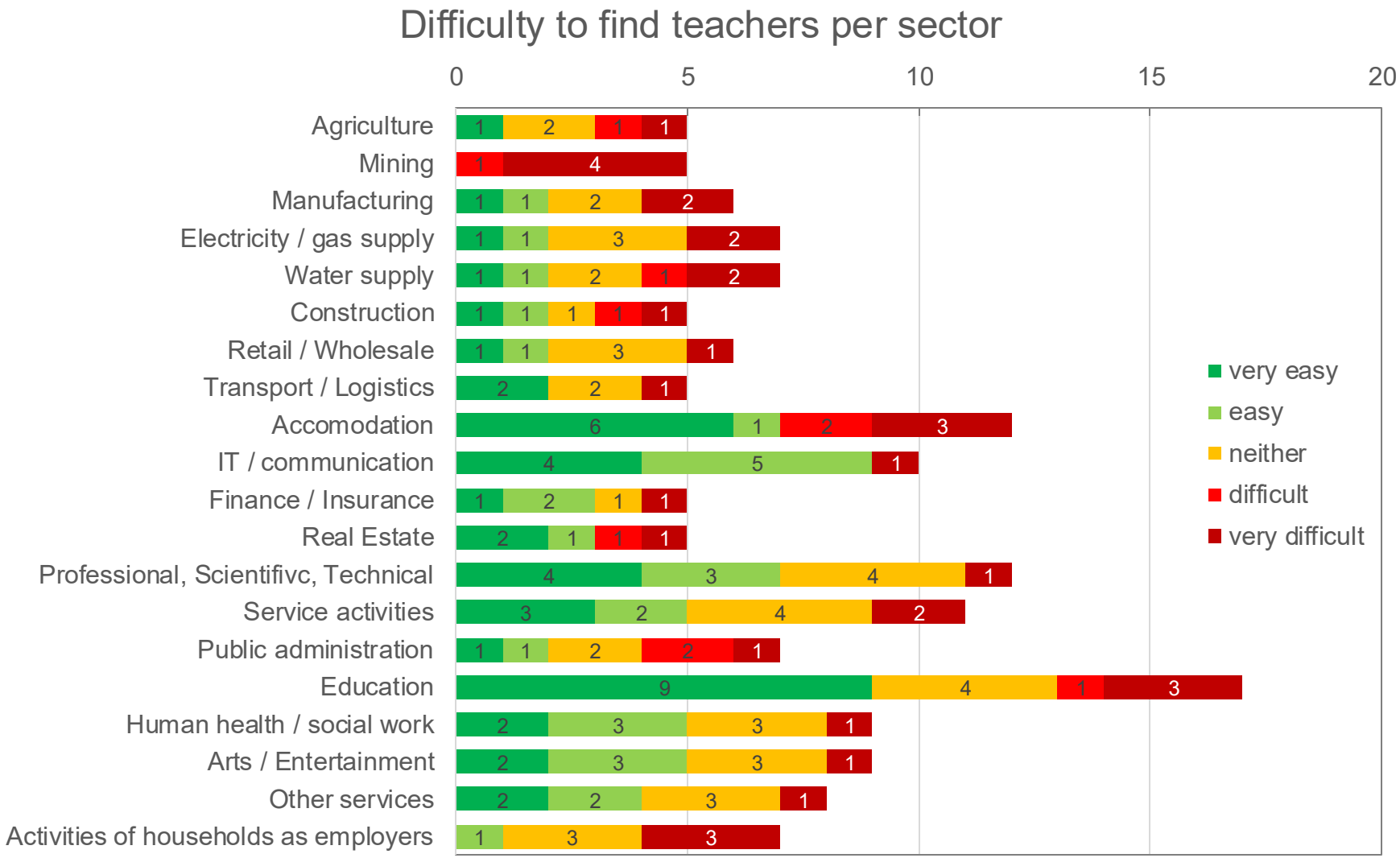
Question 1 - Norway



How difficult is it to find teachers in mentioned sectors?

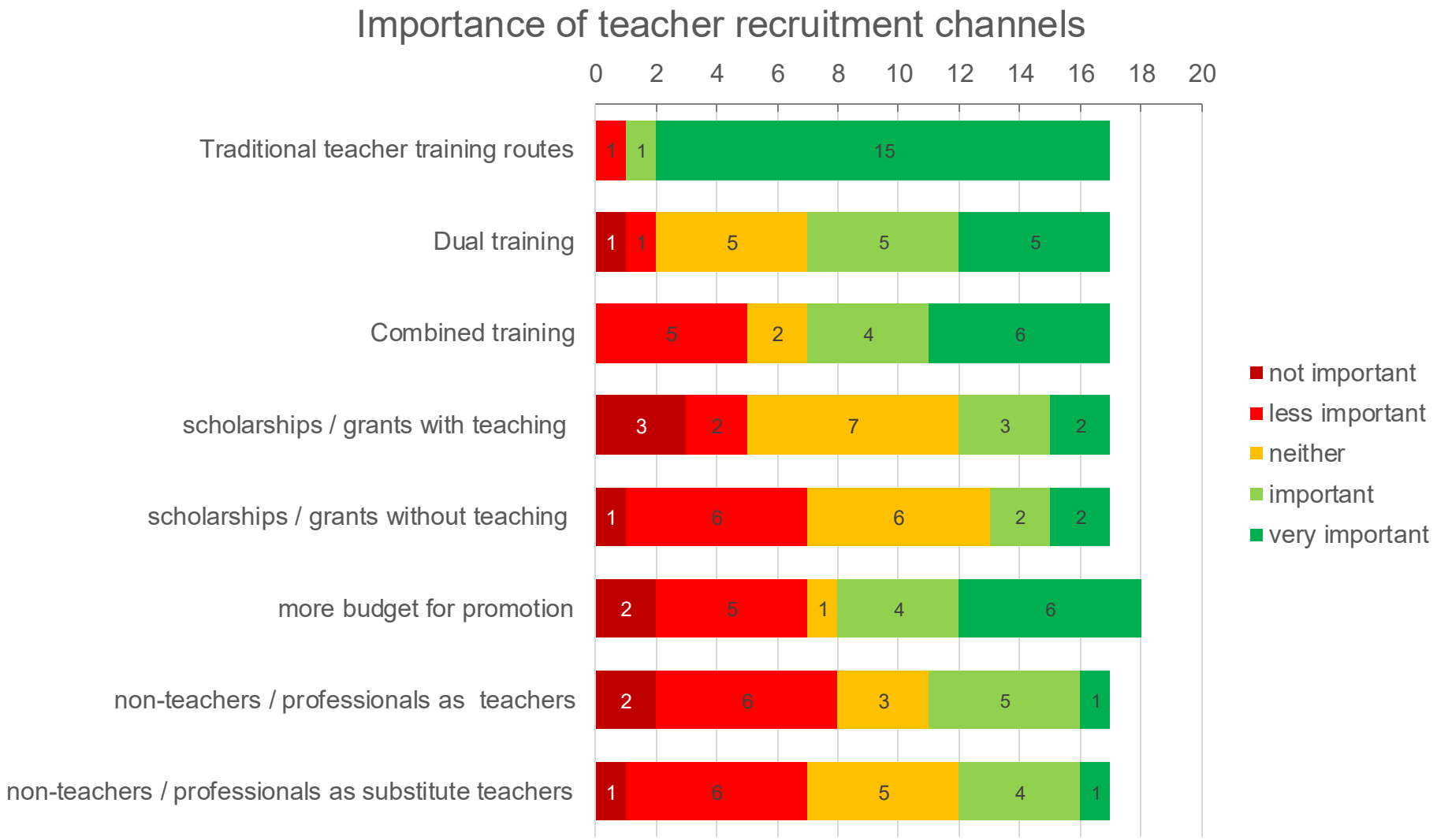
Question 1 - Turkey



Survey Results – Question 2

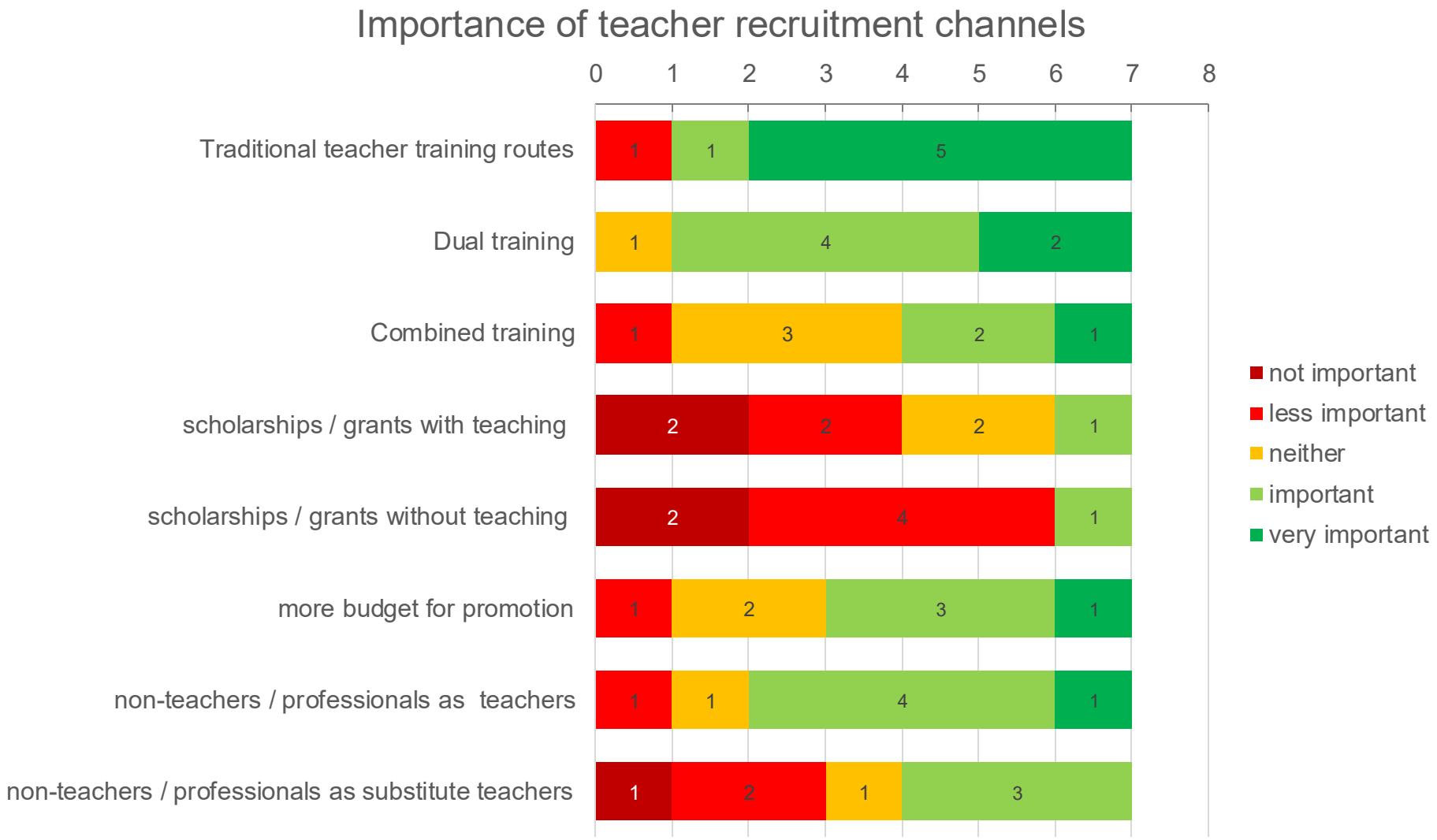
How important is the proposed recruitment channel?

Question 2 - Germany



How important is the proposed recruitment channel?

Question 2 - Finland



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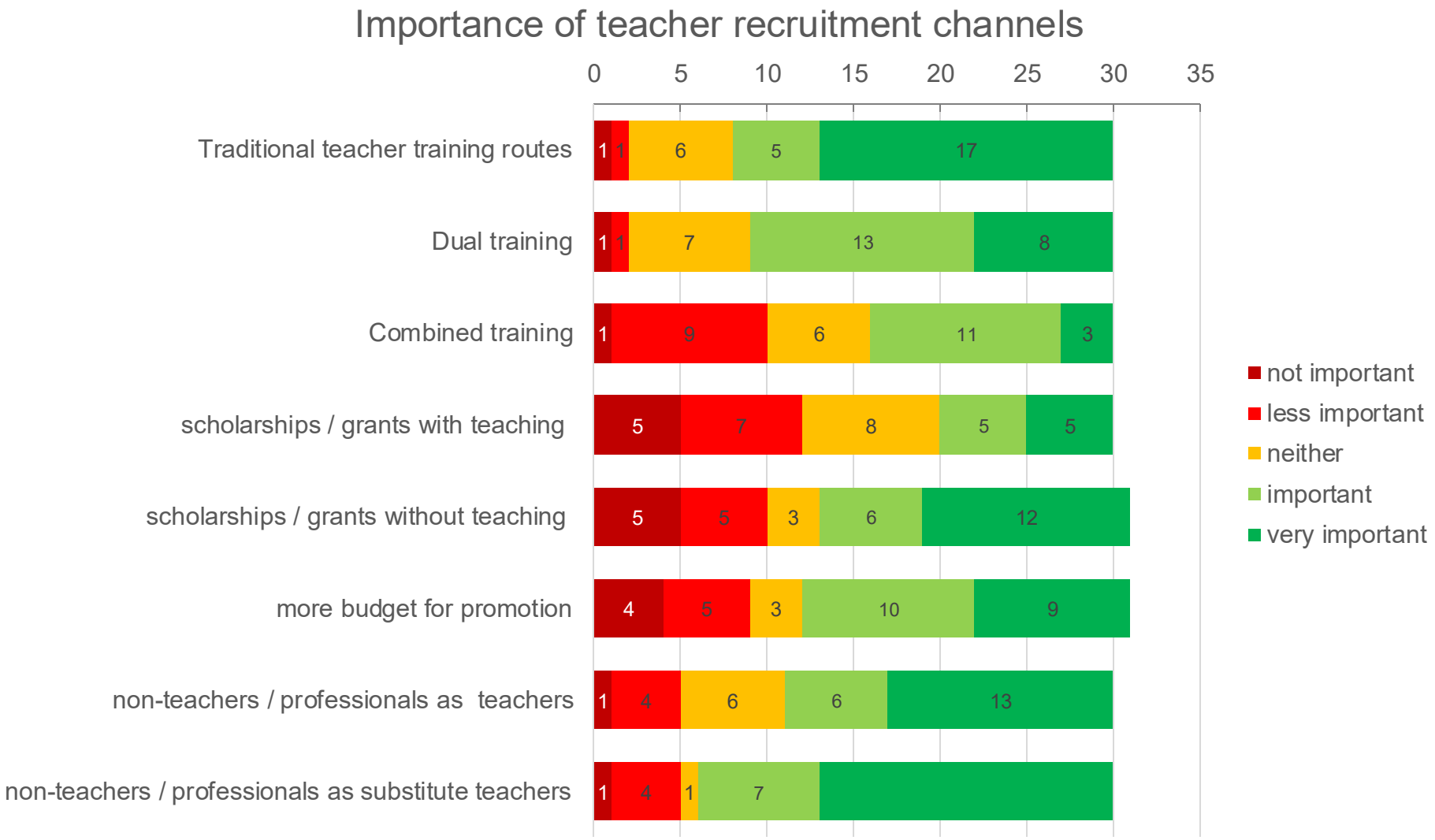
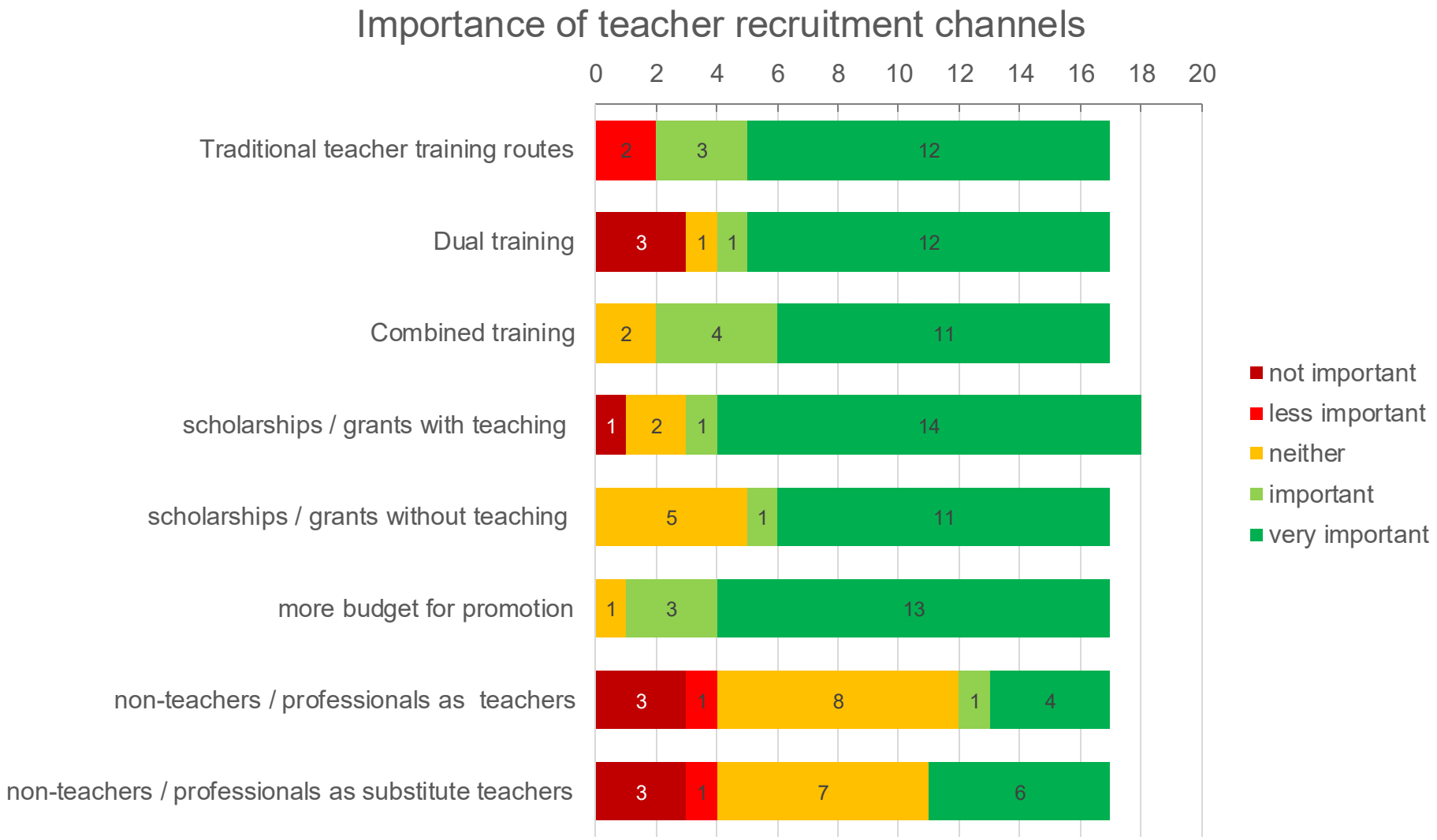


How important is the proposed recruitment channel?

Question 2 – Turkey



What other ways do you see to recruit teachers?

Question 3 – Open answers

Germany

- Special measures by the state ministry
- Additional responsibilities for the teacher education
- Advertisement at specialist colleges regarding A-Levels
- Advertisement towards talented students
- Master students as substitute teachers

Norway

- Get in contact with students enrolled in education (career fairs, "visit-us-days" etc.)
- Recruiting from local businesses
- Trainee arrangements
- Ensure that the teaching arenas meet the same [safety, health, size] requirements as in the business world. […]
- Use training offices and trade associations as a channel into labor in the business world. Workplaces that will have greater challenges in recruiting and hiring new employees, can take a greater role in helping the schools with recruitment. […]

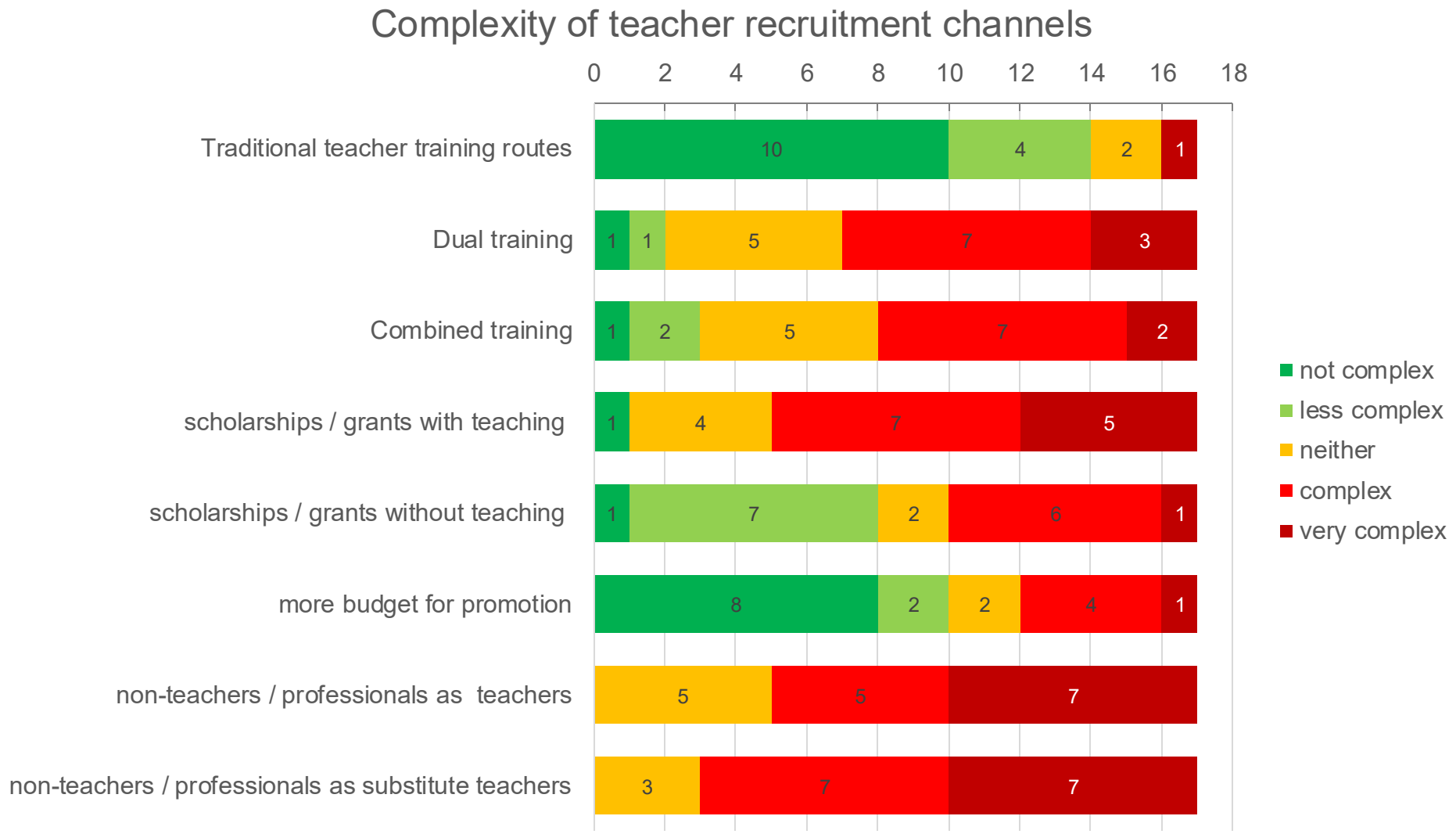
Turkey

- Recruitment must be merit and the ones who are experts in their field should be recruited
- Postgraduate / Bachelor's Degree

Survey Results – Question 4

How complex is the proposed recruitment channel?

Question 4 - Germany



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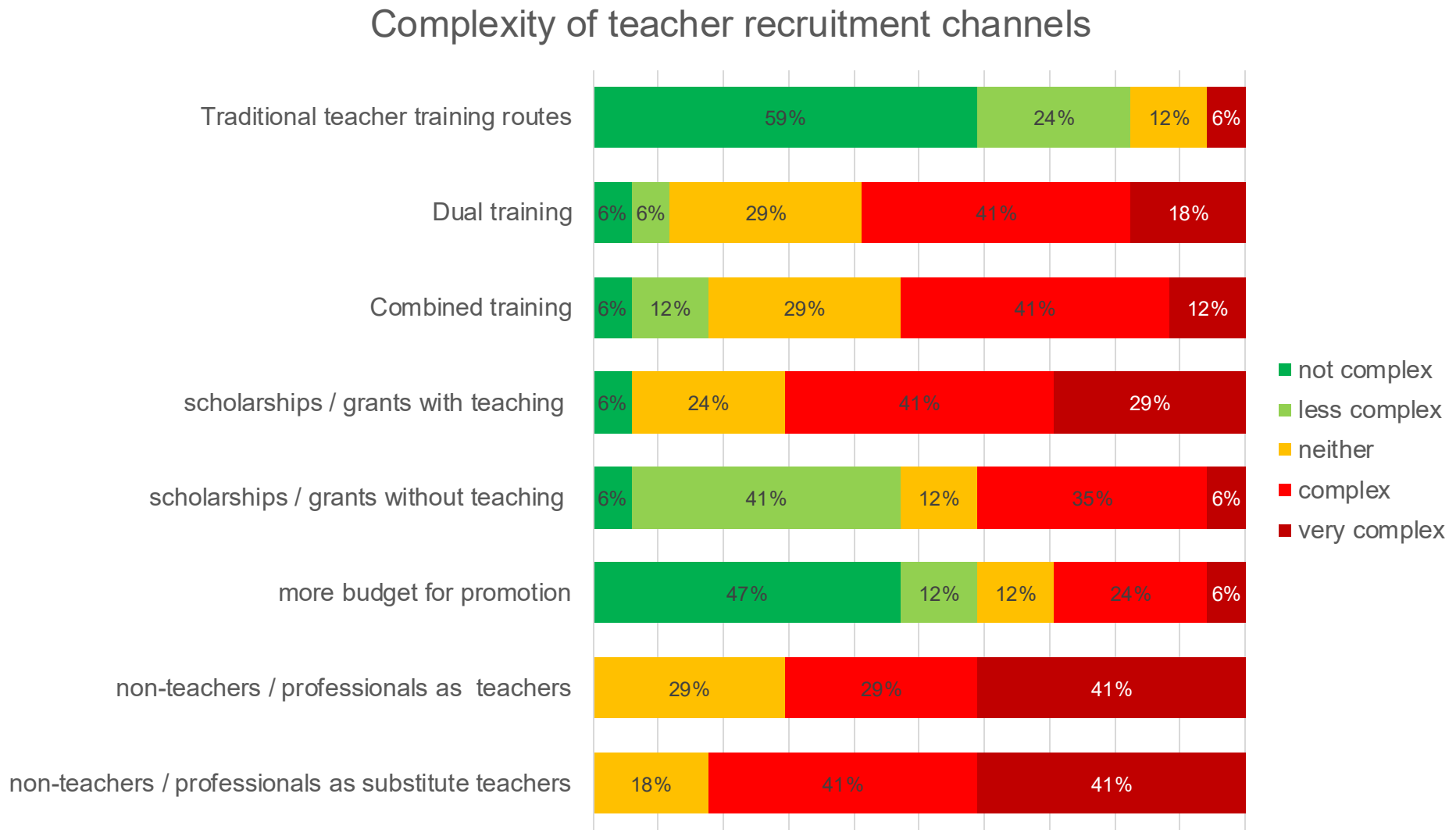
Question 4 - Germany



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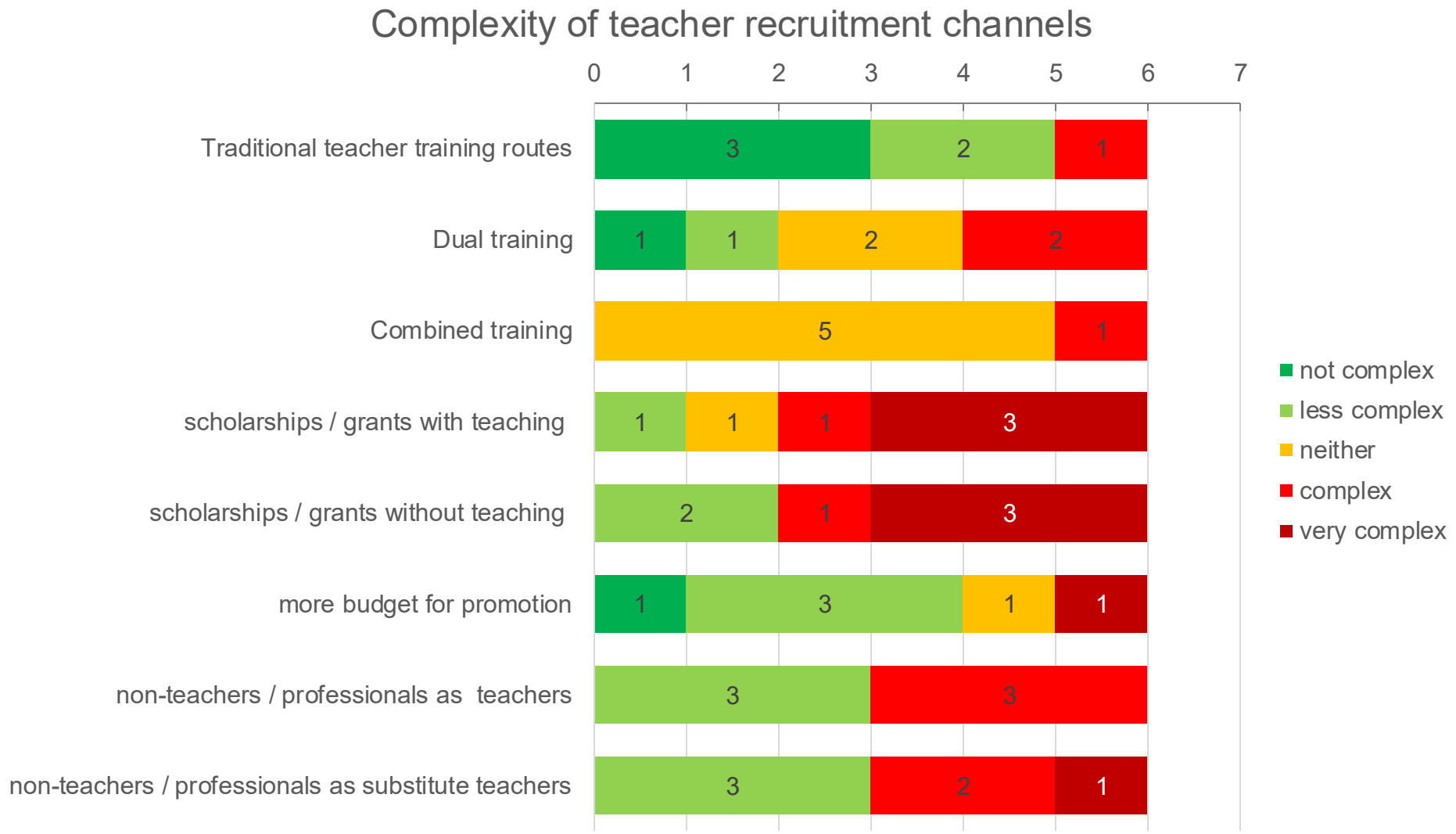

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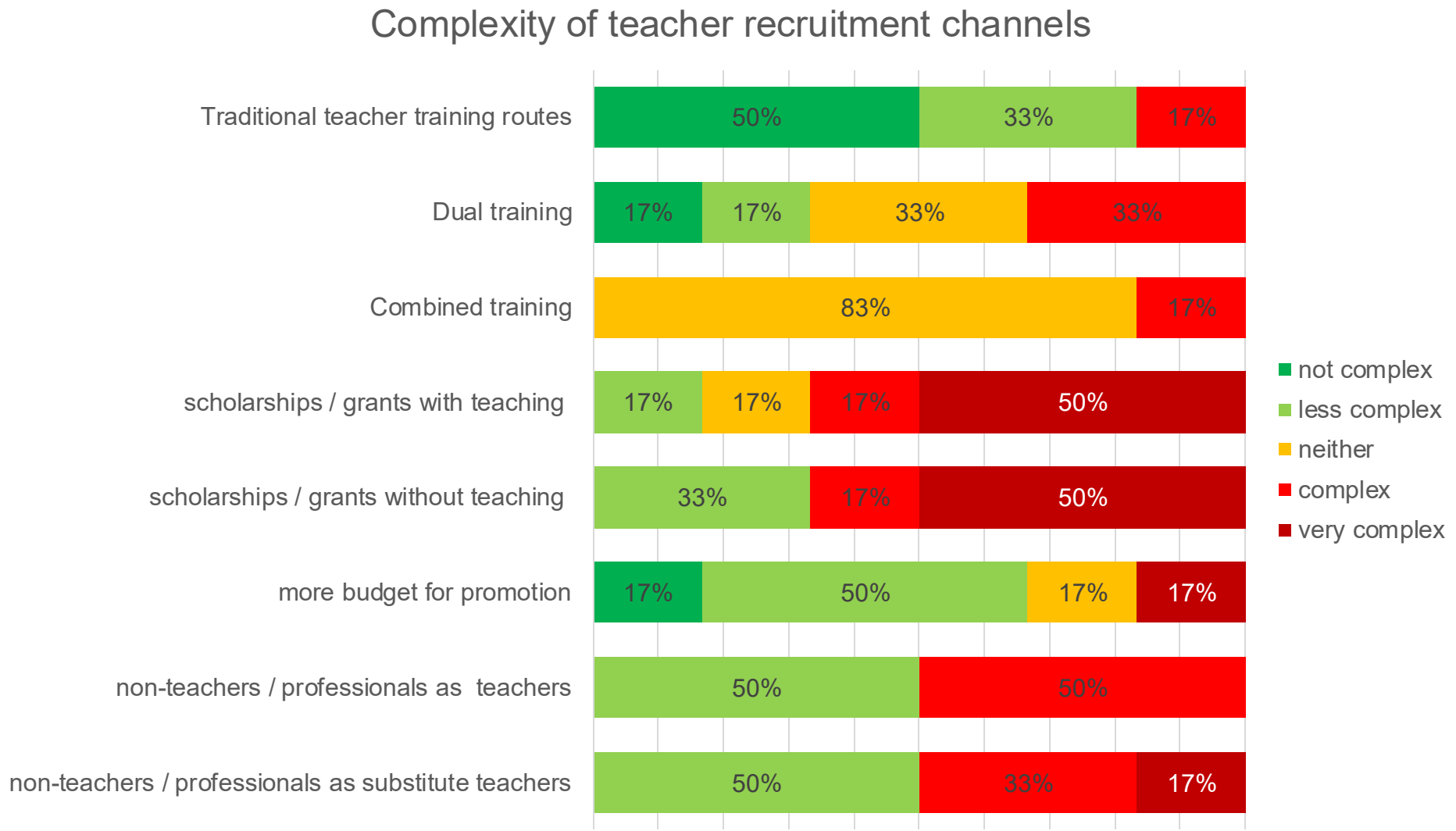

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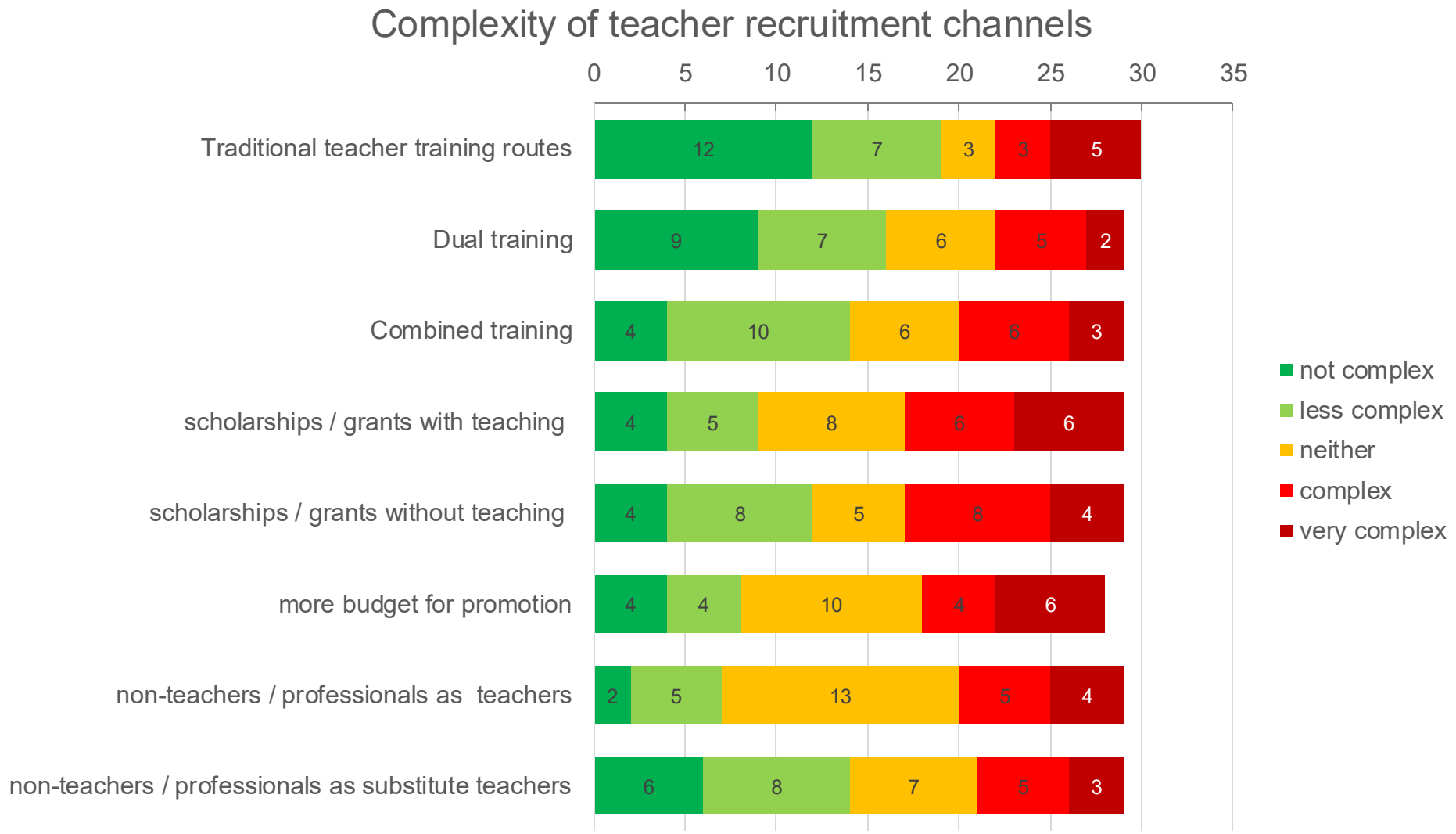

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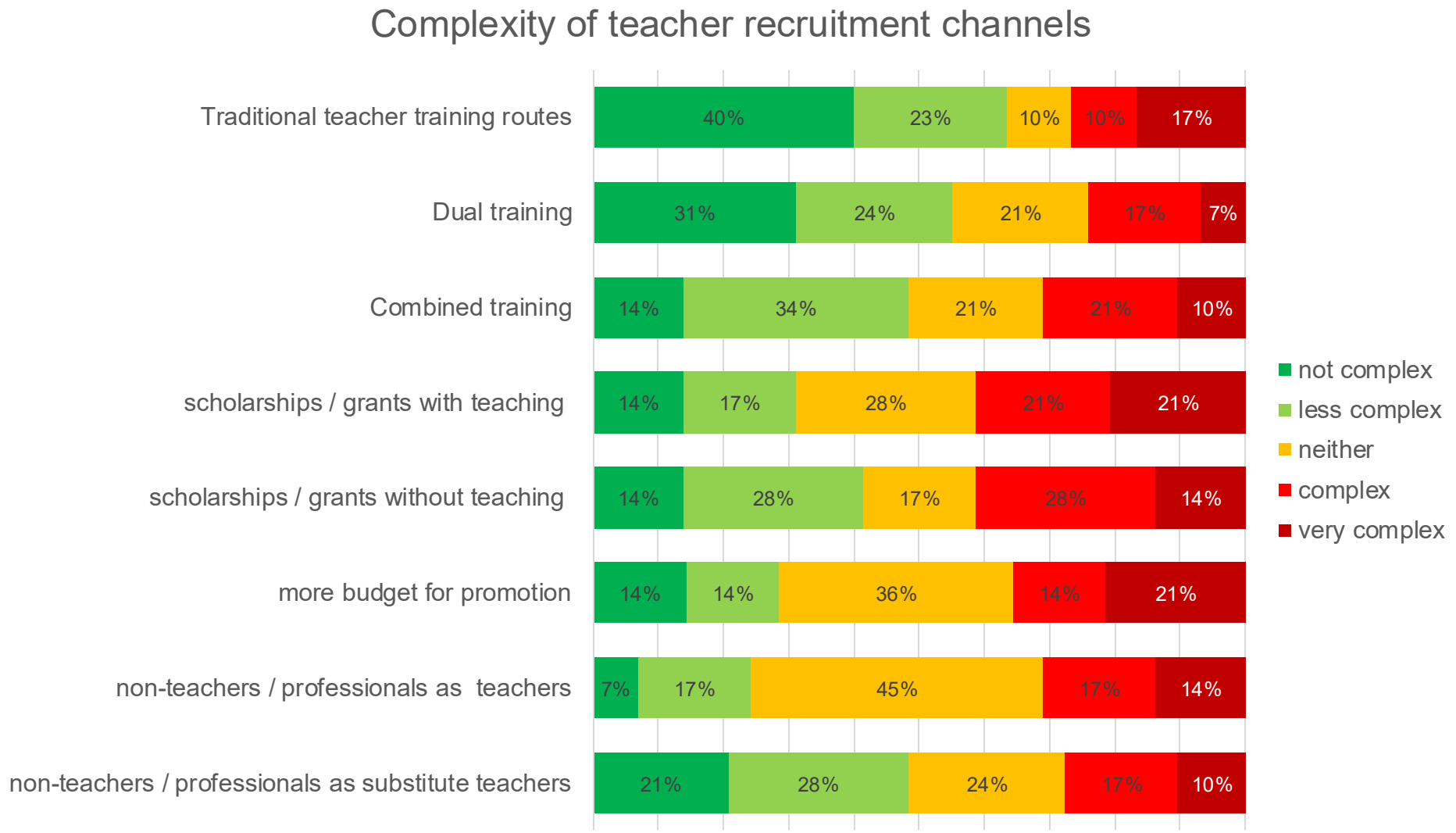

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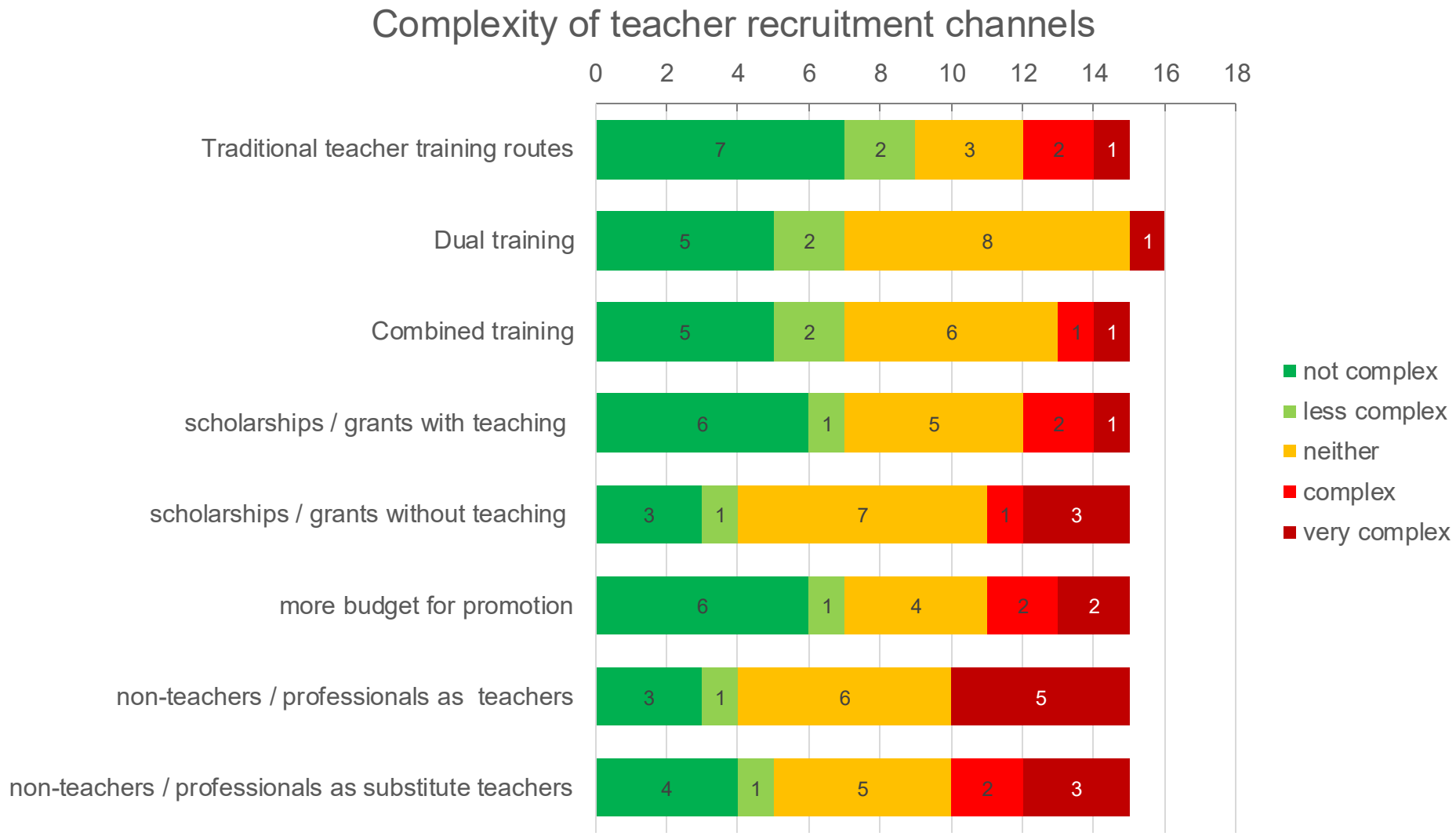

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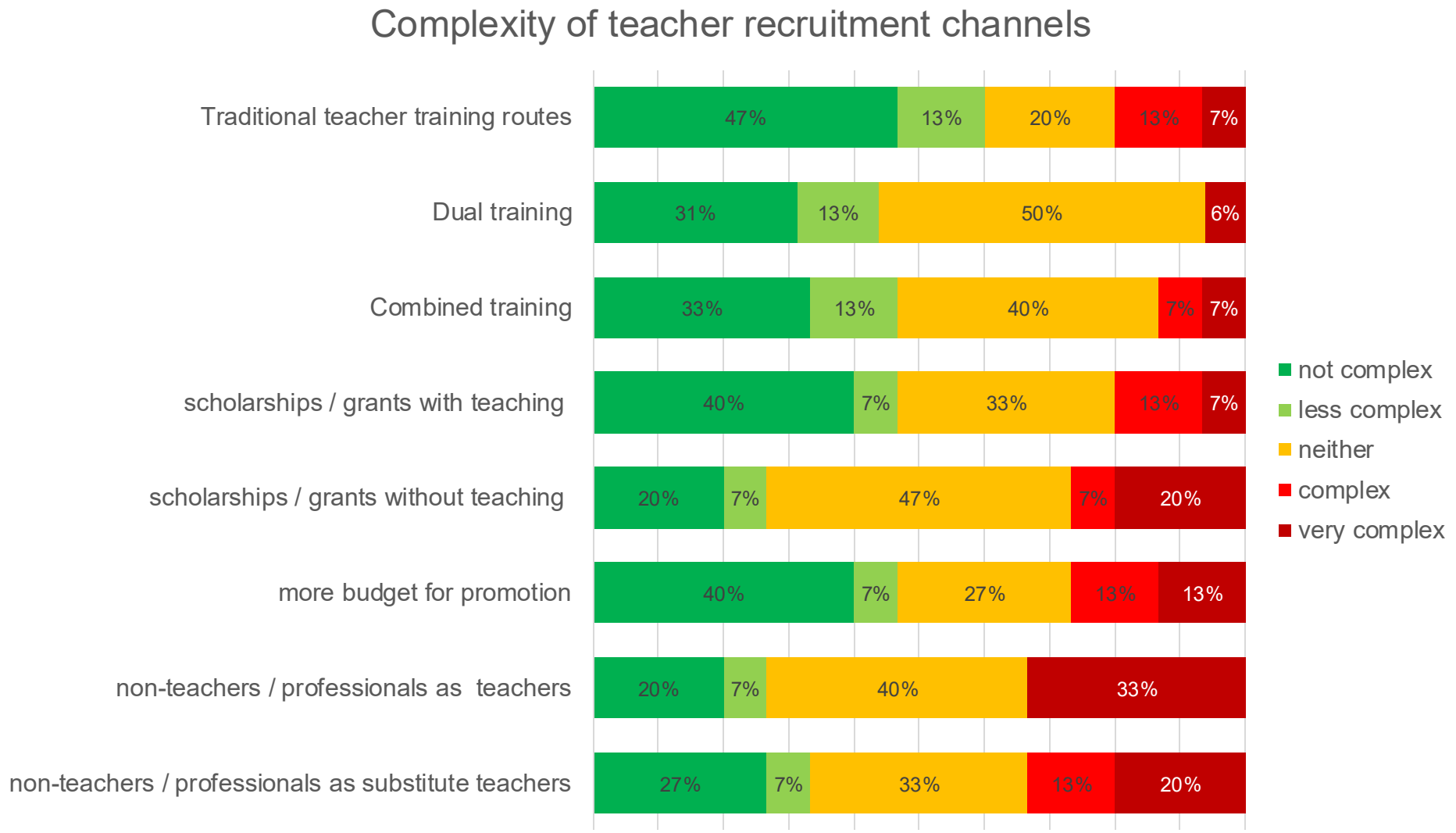
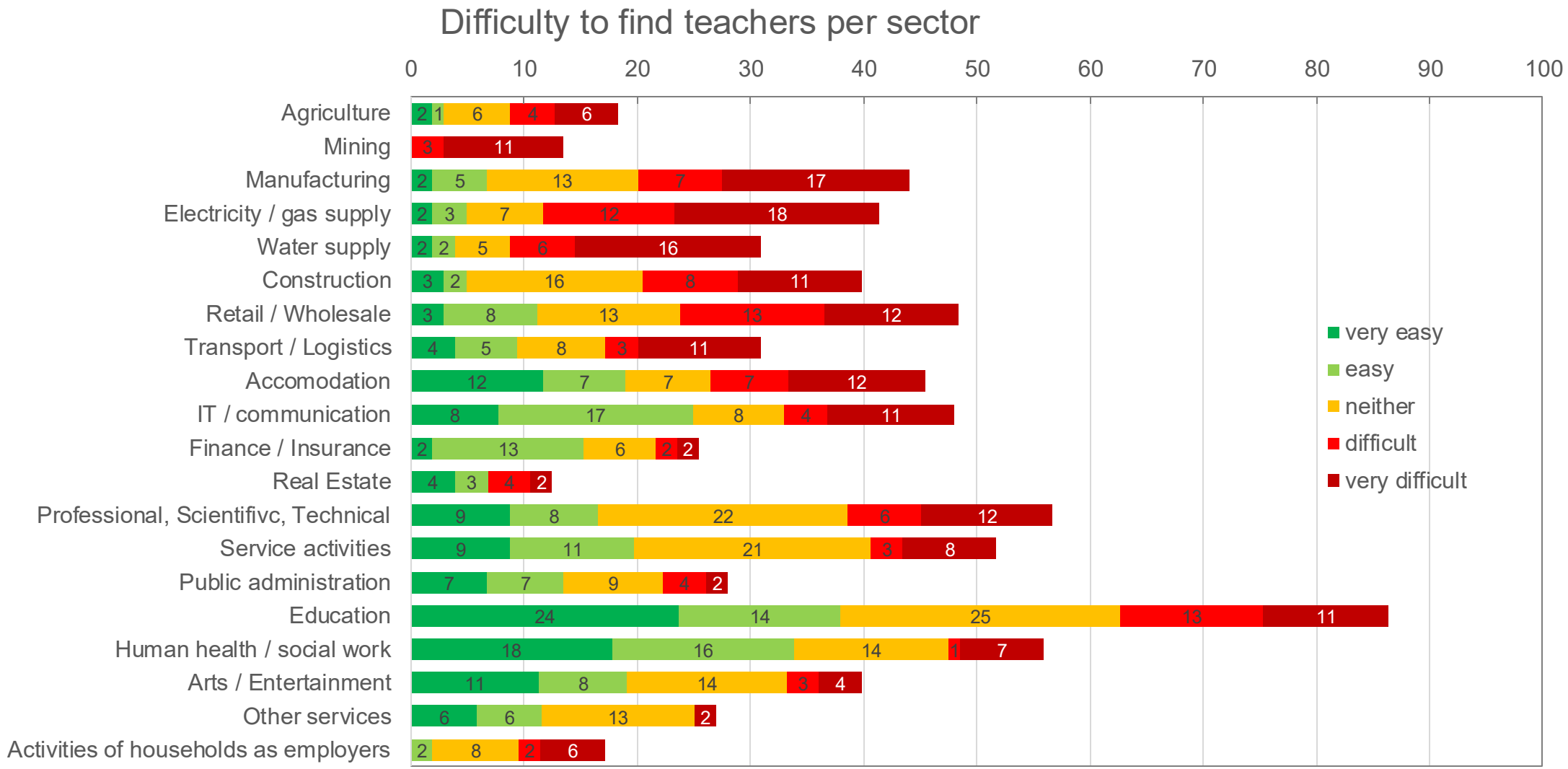


Total results

How difficult is it to find teachers in mentioned sectors?

Question 1 – weight adjusted total results (every team has equal share)



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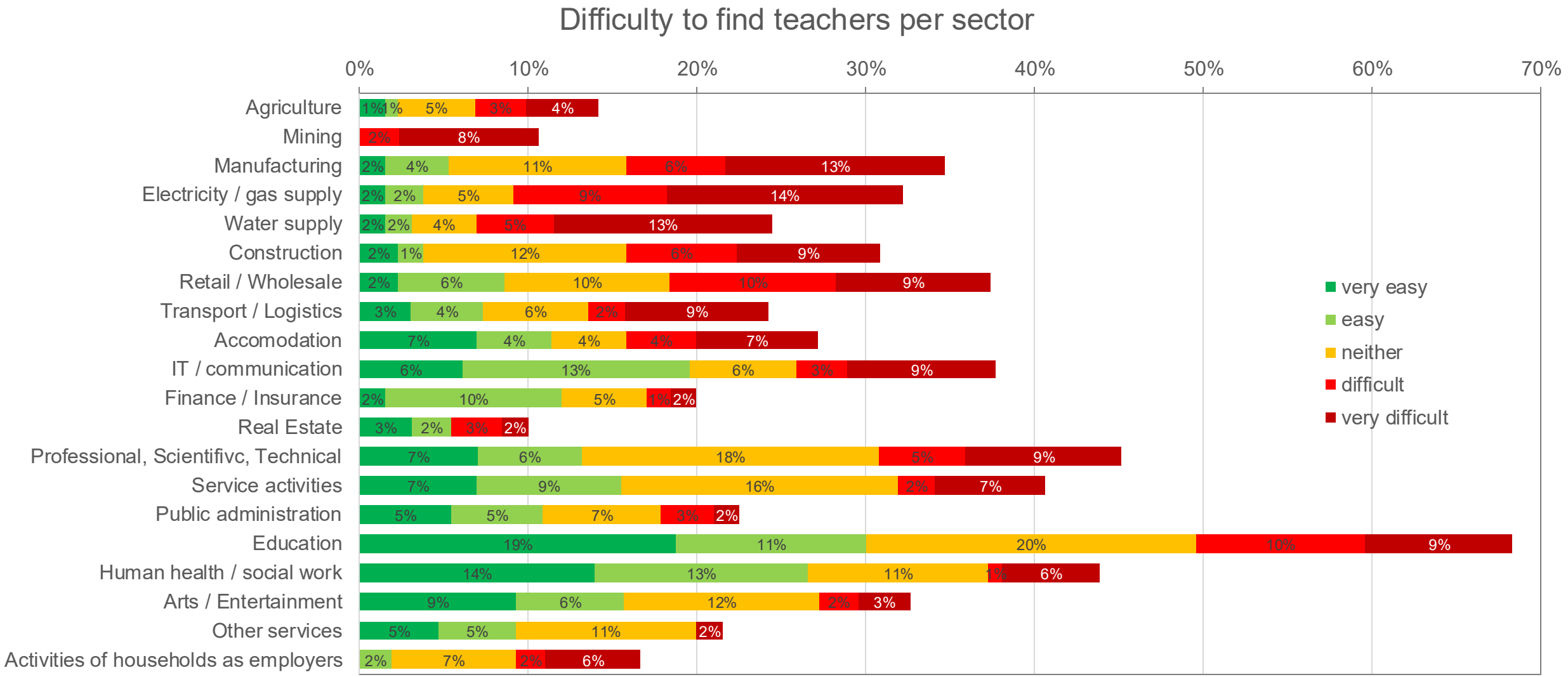
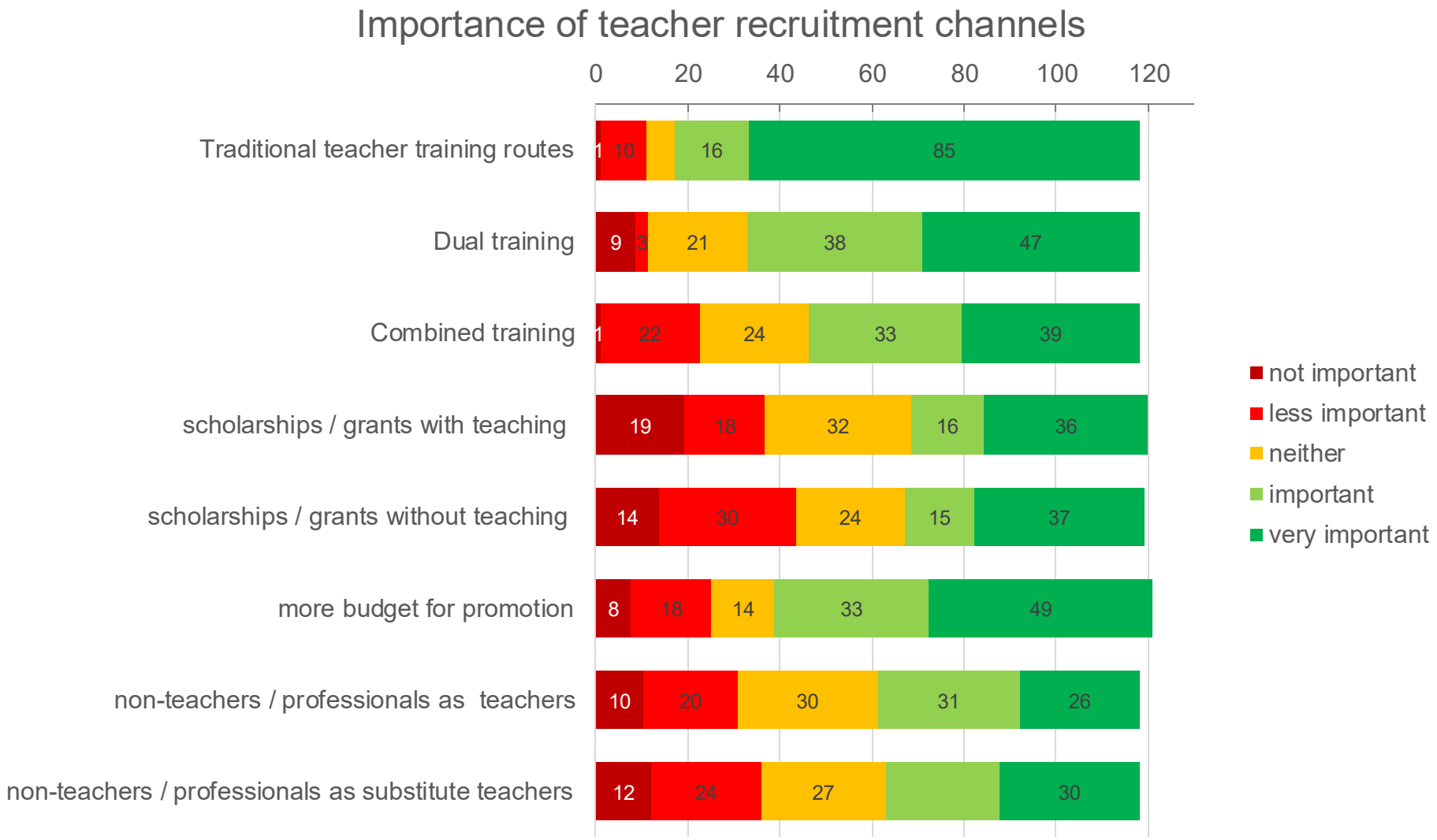


How important is the proposed recruitment channel?

Question 2 – weight adjusted total results (every team has equal share)



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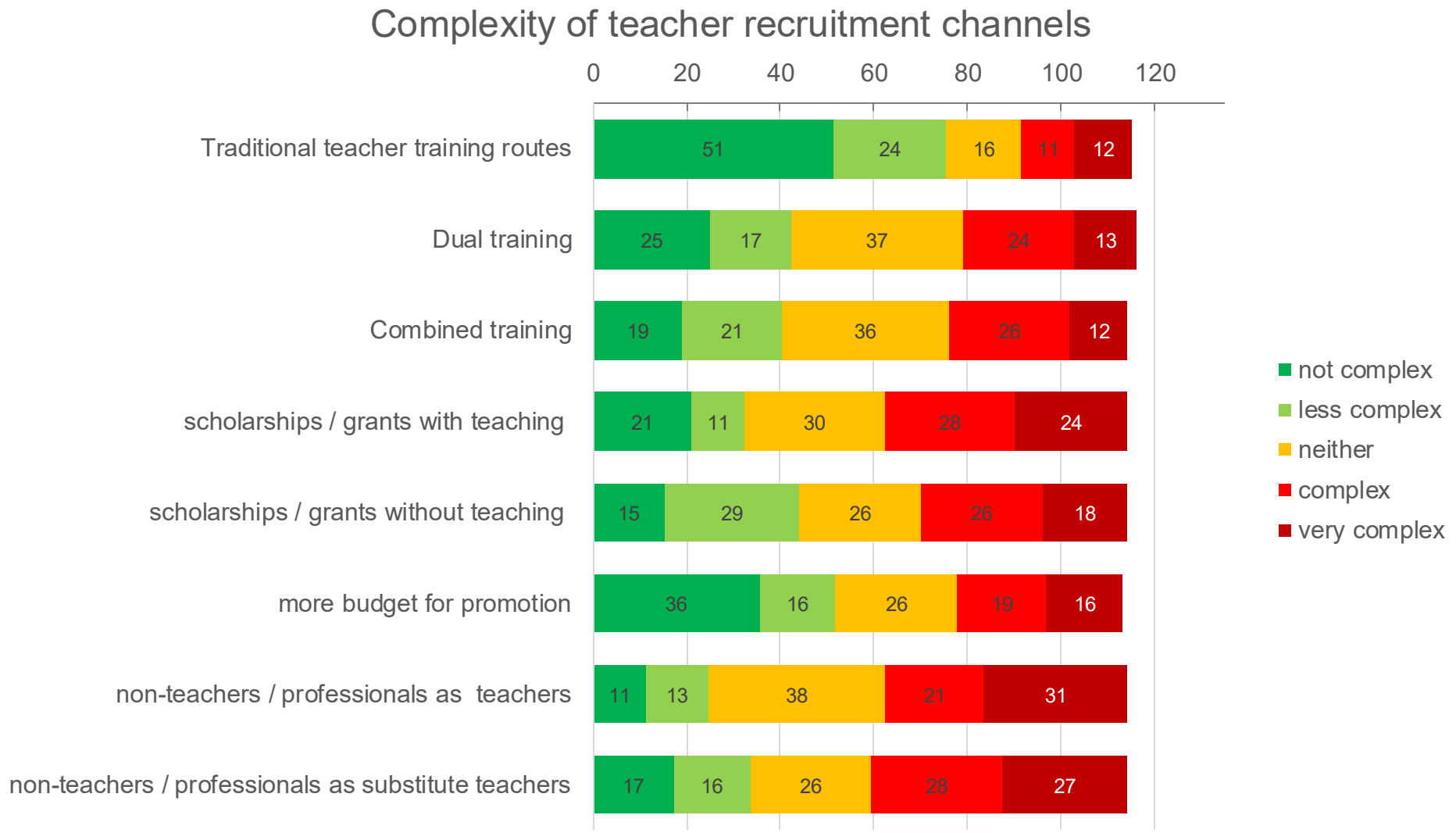

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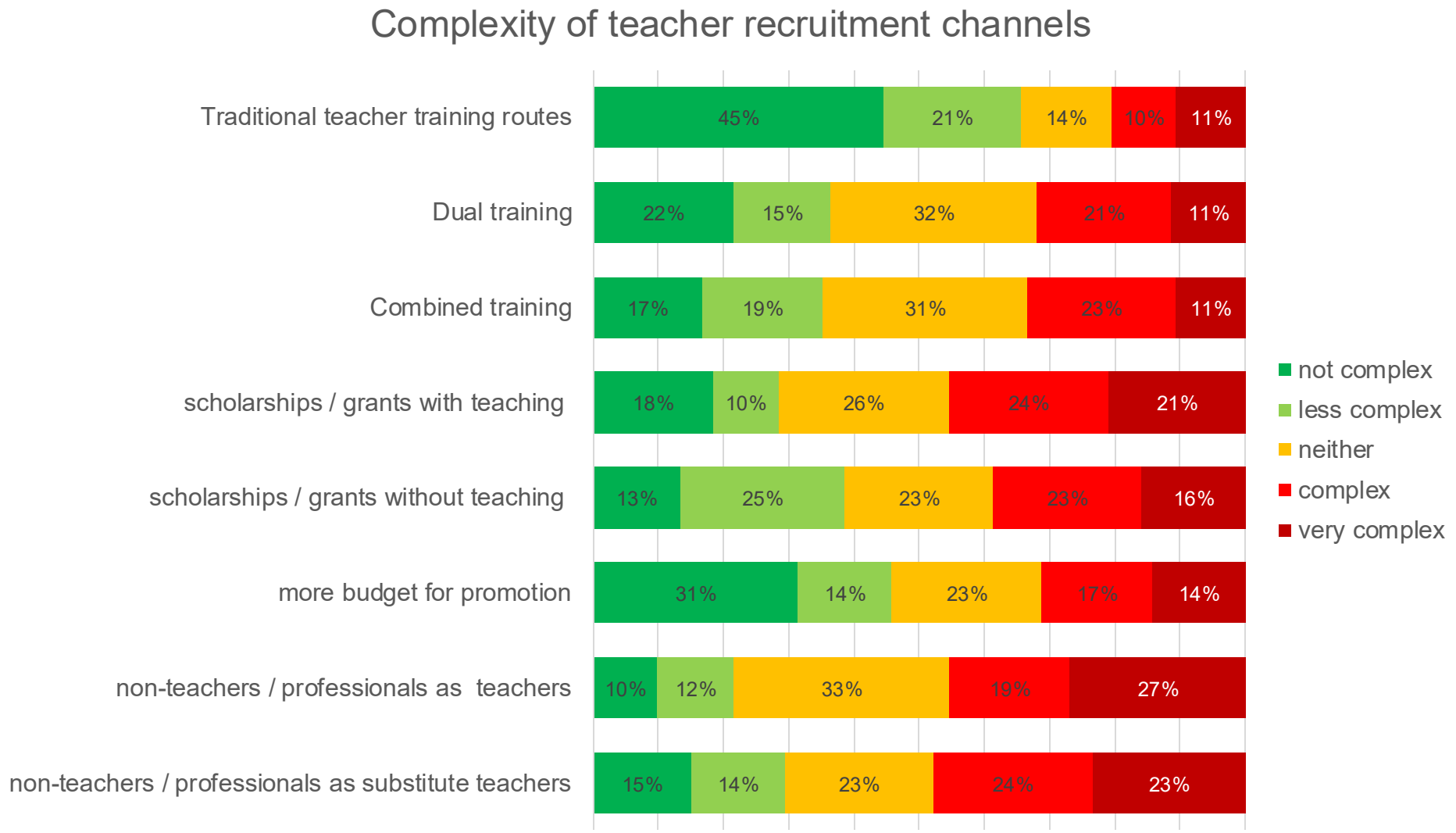

Tasks to be carried out

To Dos and Dones

Tasks 1- 7 of PR1

1. Set LitRev Parameters ✓
2. Conduct LitRev ✓
3. Identification of Stakeholders ✓
4. Preparation of Surveys and Interview Protocols ✓
5. Data Collection ✓
6. Data Preparation and Analysis ✓
7. Report Preparation tbd → upon the Nuremberg team, proofreading and editing from the other partners

Intended Deadline: Christmas

Suggested table of contents

1. Framework for mapping networks and roles in VTE

1.1. Purposes of PR 1

1.2 The conceptual model

1.2.1 VET-Leaders in LeadVET

1.2.2 Networks in the context of LeadVET

2. Research design of and methodological approach to PR 1

2.1 Qualitative element of the research

2.1.1 Literature review to identify techniques for determining the roles of TVE/VET leaders

2.1.1.1 Used databases

2.1.1.2 Searching strategy

2.1.2 Network analysis via snowball technique to identify the networks for each partner

2.2 Quantitative element of the research

2.2.1 Research questions

2.2.2 Construction of the survey instrument

2.2.3 Standardised online questionnaire

2.2.4 Procedure for development and implementation

3. Results of research in PR 1

3.1. Results of the Literature review

3.1.1. Attract teachers

3.1.2. Recruit teachers

3.1.3. Induct teachers

3.1.4. Educate teachers before service

3.1.5. Educate teachers in service

3.1.6. Retent teachers

3.2. Network maps for each country

3.2.1. Norway

3.2.2. Germany

3.2.3. Finland

3.2.4. Turkey

3.3. Results of the survey

3.3.1. Overall survey data

3.3.2. Difficulty to find teachers

3.3.3. Importance of proposed recruitment channel

3.3.4. Complexity of proposed recruitment channel

3.3.5. Total Results

4. Transfer possibilities for PR 2 to 4 and 5. conclusion