



LeadVet project

Project Result 3 Using Mentors to close the theory-practice gap in Vocational Teacher Education

“Mentoring as networking” a win-win situation

Alasalmi Tuija

Laivola Taina

Nyberg Crister

School of Professional Teacher Education

Haaga-Helia UAS

1. Introduction

Using mentors to close the theory-practice gap (PR3) Haaga-Helia's contribution focuses on applying the theoretical findings developed in PR1 by FAU and the in-service training model developed in PR2 by NTNU. The aim is to develop new practices and involve mentors to bridge the theory-practice gap in VTE, while working within university-school partnerships and networks.

Establishing effective collaboration between vocational teacher education (VTE) and vocational education and training (VET) is crucial for addressing teacher shortages, developing future-oriented curricula, advancing teacher careers, and fostering multiprofessional cooperation.

Close co-operation involves not only VTE and VET institutions but also a wide network of partners necessary for successful regional impact. This means representatives e.g. from work life, national and municipal authorities and from other educational institutions.

Building on the theoretical analysis from PR1 and the model from PR2, new practices are developed to account for local and regional needs. Mentors enhance their expertise in both academic and administrative areas, gaining valuable supervisory experience. VET institutions have greater opportunities to shape VTE to their interests, while their teachers will be motivated to improve skills and find new inspiration in their work. This creates a win-win situation where all partners can adapt mentoring solutions to fit their specific contexts and national circumstances.

During the development work, the role of working life and companies in the mentoring model and networking deepened and became part of the ecosystem of professional teacher education. The results in this regard were combined with the management of networks (PR1) and the development of new models of education (PR2) in cooperation between working life, companies and vocational education.

The concept of mentoring has multiple meanings. We use the concept of mentoring in a special way that supports our goals. There is broad consensus that mentoring is fundamentally about relationships and development, as well as career and psychosocial factors. Developmental mentoring relationships also include phases and transitions, such as initiation, cultivation, separation, and redefinition (Mullen, Carol & Klimaitis, Cindy. 2019). The features described above can be found in the model we have developed, but the difference lies in the fact that the mentor-mentee relationship is an inter-institutional relationship carried out by individuals. The representative of the other party may change, but the collaborative relationship continues. The model does not exclude personal mentor-mentee relationships, but they are not an essential part of the mentoring model we have developed, rather a possibility.

The essential features of mentoring, however, remain when an experienced teacher acts as a peer learning partner. The context is broader, as the structure also aims to develop vocational education, vocational teacher training, and the networks important for their implementation. It is essential to recognize the contexts, and that learning is an essential goal and should be always involved (Crow, G. 2012).

2. Framework and objectives of the mentoring model

Optimizing knowledge transfer with networking: Mentoring as a tool to enhance networking

In PR3, the goal for the mentoring model development was to establish a cooperative structure between teacher education and vocational institutions to facilitate the transition from working life and teacher education to vocational institutions, and to address teacher shortages in specific fields. It was pivotal to develop a model that pays attention to the multilayered nature of the networking collaboration: the individual level, the group or organisational level, as well as the more societal level.

Mentoring as Networking: Networking can be framed theoretically through the interactivity of leadership, participation, asking and listening, and teamwork. Effective networking requires interaction skills and active dialogue both within the educational institution and with external stakeholders (Seppälä & Tapani, 2018, 44). Essential features of effective networks are built on the following: communication and trust, shared interests and goals, attitudes and culture, similarities and differences among members (Weijie 2016, Smith 2020)

Individual Level: Mentoring helps mentees develop a professional identity, provides problem-solving support, and offers a sounding board, respect, and role modelling (Kram, 1985).

The concept of experiential learning in work organisations by Kolb is a good way of outlining the interplay of the various stakeholders in the mentoring network. The figure below is an adaptation a figure by Järvinen & Poikela (2000) which in turn is outlined according to Kolb's original model and an illustration. Figure 1 is placed in the context of vocational education, and it illustrates how mentoring operates at various levels within the organization and ecosystem. It also outlines mentoring practices, such as coordination, depicted within the framework.

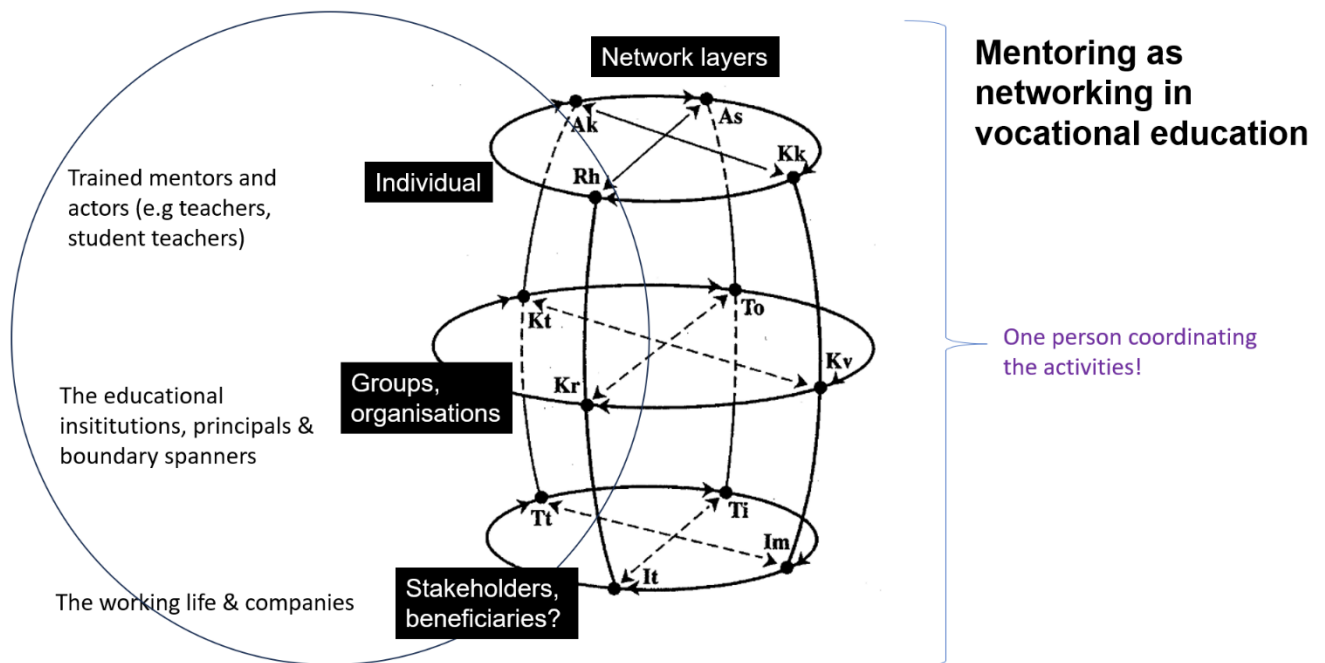


Figure 1. Process chart of experiential learning in a work organization, based on Kolb's experiential learning in working organisations.

On the individual mentor-mentee level mentoring is about getting concrete experiences (Kk), active application of knowledge (As) as well as reflecting the daily observations (Rh) and abstract conceptualising (Ak). On the organisational or group level, mentoring is about sharing concrete experiences (Kv), collective reflection on action (Kr), learning by doing (To) and using abstract conceptualisations (Kt) for organisational purposes.

On the higher societal or systemic level, where partners from working life brought in the the network, mentoring is about forming intuitive practices (Im) and making interpretations and decisions (It) based on intuitive practices, integrating interpretative knowledge (Tt) and institutionalizing (Ti) the knowledge (Järvinen & Poikela, 2000).

The objective of the project's work package 3 was to develop and pilot an effective mentoring model to support the target group of the EU project (e.g., employees, students, startup entrepreneurs). The model aims to foster skill development, knowledge transfer, and networking among participants, creating a scalable and sustainable mentoring system for broader application post-project.

Reasons for Systematic Networking

Bridging the Theory-Practice Gap: Current education policy aims not only to follow societal and working life changes but also to drive them. Global education is, besides being “a strategy of enabling people to understand the world we live in, is also a specific way of action for reshaping the world, for helping human beings to achieve personal and community empowerment” (Council of Europe – LISBON 2019, 147). Thus, we actively contribute to future development. Therefore, a close connection between working life, vocational education, and teacher training is important. Mentoring provides an excellent tool for this.

Basis for Networking:

Networks enable the sharing of information, experiences, support, and expertise. The type of information available depends on the formality of the network. Official, set, and semi-official networks are more formal than informal ones.

Informal networks can provide unique information that might be difficult to obtain through official channels. Being part of multiple networks is advantageous (Koivu, 2006).

Key Questions: What kind of information do we value? Which networks are most useful for VET leaders?

Useful Networks for VET Leaders

- Colleagues from other institutions, both official and unofficial networks of leaders.
- Mentoring systems organized by one’s own organization.
- Teachers’ and VET leaders’ official and unofficial working life networks.
- In larger organizations (cities or national level institutions), cooperation is also coordinated by non-educational leaders, requiring representatives in boards, etc.

Optimizing Knowledge Transfer with Mentoring

Strategic networking is distinguished by a commitment to common goals. A network relationship requires sharing essential knowledge and expertise, benefiting all parties (Valkokari et al., 2009). Informal networks can provide unique information that might be difficult to obtain through official channels. Being part of multiple networks is advantageous (Koivu, 2006). Mentoring can be described as informal semi-official networking. While it may include formalities, it is essentially informal.

Objectives and development plan of the mentoring model

The primary goal of PR3 is to bridge the theory-practice gap in networks related to university-school partnerships. The PR3 process involved applying the theoretical model developed in PR1 to practical implementation. This included constructing a relevant collaboration network model tailored to the Finnish context, which was then extended to LeadVet partner institutions.

Based on this practical network model, Haaga-Helia developed a mentoring system for VTE students in cooperation with VET institutions. The system was designed to be adaptable to the specific national circumstances of the LeadVET partners.

Key phases in the development of the mentoring system included identifying partner institutions, forming a steering group composed of representatives from various administrative levels and teachers from both VTE and VET institutions, and establishing foundational principles for the mentoring system.

In practice, VTE students were paired with VET teachers as mentors. These mentors not only guided the students but also contributed their expertise to VTE as visiting lecturers, facilitated study visits, and more. As a result, VTE acquired a sustainable framework for enhancing curriculum and learning practices, while mentors had opportunities to expand their expertise in both academic and administrative domains, enriching their professional portfolios. All partners were involved in evaluating and refining the mentoring model to suit their national contexts and local needs. This allowed VET institutions to contribute to the development of VTE based on their unique priorities, motivating their teachers to improve their skills and explore new dimensions of their professional work.

Findings from literature review supporting our findings during testing our model

Which partners are helpful in meeting the challenges in the HR-process for VET leaders?

- Regional networks between middle leaders. (Holappa et.al. 2021)

Which partners are helpful in meeting the challenge of recruiting VET leaders?

- Other educational institutes and social networks. (Holappa et.al. 2021)

Which partners are helpful in meeting the challenge of orientation of VET learners?

- Colleagues from other institutions, official and unofficial networks of leaders. Mentoring systems organized by own organization. (Meriläinen & Rökköläinen 2016, Holappa et.al. 2021)

Which partners are helpful in meeting the challenge of in-service-training for VET leaders?

- Teachers' and VET leaders' official and unofficial working life networks. In larger organizations (Cities or national level institutions) the cooperation is also coordinated by

non-educational leaders. In that case representatives in boards etc. are needed. (Meriläinen & Rökköläinen 2016)

Which partners are helpful in meeting the challenge of retention for VET leaders?

- Mentoring systems, colleagues, working life connections (regular working life periods) (Holappa et.al. 2021)

3. Actions for the development of the mentoring model

The following key actions have been implemented within the work package:

Mapping networks and roles in vocational teacher education – survey

In developing the mentoring model and the innovations within the entire project, it has been essential to map out national structures and the specific characteristics of contexts. For this purpose, surveys were conducted from the perspective of the initial versions of the mentoring model, targeting both project participants and their partners. The survey was implemented in each partner country coordinated by WP1.

The surveys identified existing, potential, and incompatible practices related to the mentoring model. The responses were collected and analysed based on the following principles: 1. Already in use. 2. Possible to arrange. 3. Requires extra costs and management. 4. Not relevant in your institution. Why?

The results provided an overview of which aspects are generalizable, which can be used with modifications, and which require context-specific solutions. The emerging model was further developed by processing the results and new ideas in workshops, mentor meetings, and other events. The goal is a model and concept that can be adapted to fit each ecosystem as needed.

Recruitment and training of mentors

Meetings and events were organized to discuss the needs of vocational education, and the types of mentoring required. A model was developed, presented, and further refined with VET teachers. The model was designed for VET teachers to act as mentors in advancing vocational education, closing the theory practice gap between VTE and VET, enhancing recruitment efforts in VET and developing networks' utilization in VET leadership.

The development work in practise insisted training and discussion session with mentors as well as joint platform for sharing ideas and collaborative work (Teams group).

Mentor meetings arranged in following dates: 12.4. 2023, 13.12.2023, 19.4.2024, 29.1.2025

Totally six partner Vocational Colleges were involved: Vantaa Vocational College Varia, Business College Helsinki, Helsinki Vocational College and Adult Institute, STEP Education Vocational College, Ekami Vocational College, Diakonia College of Finland. A total of 25 mentor teachers from partner Vocational Schools participated in the network.

In the mentor meeting, the workshop provided good perspectives on the development of the vocational teacher training practices from the vocational institution's point of view. In particular, the development of internships for student teachers was featured in the discussion. The importance of mentoring for newly graduated and early-career vocational teachers was also highlighted as a key factor in maintaining motivation within the teaching profession. The vocational institutions' close working life connection and networks also brought current information about working life to vocational teacher education. Mentoring was perceived as interesting and motivating, but organizing time from one's own work was perceived as challenging.

Creating networking at different interfaces

In the development work, the collaboration of vocational teacher education with working life and industry was built in various ways. The separate event for vocational teacher training alumni were arranged as a side event in the university's alumni event. 25 alumni registered for the event. The topic of the event was presenting vocational education from the perspective of its role in society and civilization. The other topic was the use of artificial intelligence to support pedagogy. Free socializing and networking were an important part of the event. Continuous and active alumni activities create networks between vocational teacher training, graduated teachers working in companies and vocational educational institutions. This networking softens the transition to becoming a teacher.

In the podcast series "Is vocational teacher training included in the pulse of vocational training and working life" were several new connections developed when participants discussed about professional development and competence development. A student who recently transitioned from a corporate role to a teaching career effectively highlighted the challenges of networking and collaboration. The second podcast explored good practices at the intersection of working life and education from a national evaluation perspective, such as active mutual visits and participation in each other's work. The guests in the podcasts were a vocational education evaluation organization, a developer organization, a student teacher, a professional teacher and a construction company.

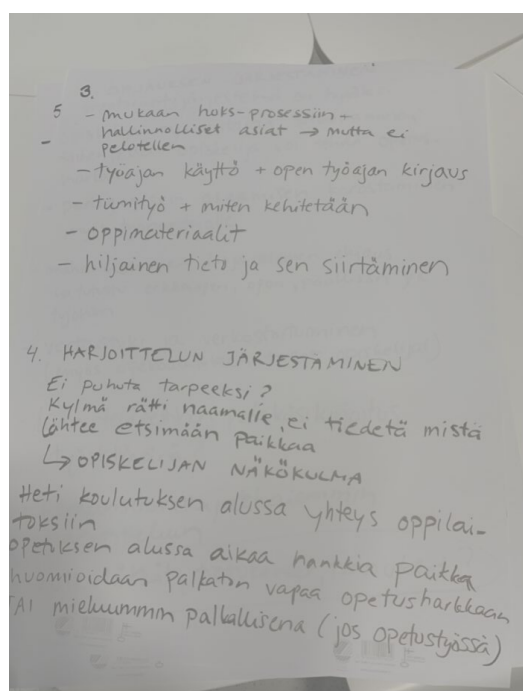
Feedback from the participants and developing the network

Based on the feedback, the mentor network is considered important. Since the early stages of the project, the network has operated in accordance with co-development. The main guiding principle in the development work has been that the activity is beneficial to all parties. Balancing the different suggestions and feedback has been necessary.

There have been hopes for the mentor network as a peer support network or as a consulting pedagogical cooperation model. Feedback has also included issues of resourcing in educational institutions and having enough time for the activities of the mentor network. Concrete suggestions have been made regarding visits to teacher training and cooperation on career recruitment days, as well as the utilization of existing events in cooperation. Practical feedback has been received regarding the operation of a common digital platform and the challenges of scheduling meetings.

The following is an example of a workshop part of a mentor meeting, where the theme was “Improving teaching practices”. The theme was approached using the following questions: What areas could be improved or what aspects need to be re-evaluated? Are there specific topics or skills emerging from the field that should be prioritized as competency objectives in teaching practice? In what ways could educational institutions and mentors provide support or valuable resources? What are some potential approaches to introducing an optional pedagogical focus or emphasis?

Several solutions and ideas were identified, and a few of them are outlined below.



The student teacher is actively involved in administrative tasks and student's personal development discussions. Strategies for transferring tacit knowledge to the student teacher were also explored. In terms of practical arrangements, the difficulties of the student teacher in starting to look for an internship and arranging time for the internship were identified.

One feedback about the networking

"Yes, I'm actually really happy that XXX and I have discussed topics that have been somewhat challenging areas in teaching, things that needed improvement, so I see it as a continuation of similar collaborative development. It would be great if that could continue. After all, different events and situations arise that can be new to a new teacher, and you don't always know the best way to handle them. For these kinds of situations, if nothing else, even having someone to discuss with and working together to find the best approaches would be helpful."

<https://esignals.fi/vaihtoehtoinen-teksti-ammatillinen-opettajankoulutus-podcast-osa1/> / <https://open.spotify.com/episode/0ocHpwaJlSEhpF6zHFRczk>

Similar themes emerged during the other mentor meetings and workshops, highlighting the importance of a youth-focused work approach and the value of management's supportive attitude towards collaborative networking. The mentoring meetings also generated insights for improving the mentor network and offered ideas for addressing key questions such as "What roles could exist within a mentoring network? How do we design an annual schedule for the network?"

Pilot and test in a European context

Evaluation objectives of the national workshops were to assess the model in each national context and to refine the parameters according to local needs and possibilities in each country.

The evaluation workshops were held in an appropriate context for each partner (network, meeting, etc.). There were representatives from VTE (3) VET (at least 2) with 8-10 participants in total and they represented both teachers and leaders. The workshop leaders familiarized themselves with the description of the model and core principles in advance and briefed the participants on mentoring model in the workshop.

The task for the workshops were the following: The possible content and activities will be defined, and the functionality of the model will be analyzed in own context based on the given questions. What kinds of activities are possible within the given parameters in your country? What else could be included in the role of mentor and institution you represent? The workshop leaders summarized the results on the given template and those were evaluated, and the results are described later in this report.

The partners conducted the workshops and provided responses to the pre-defined questions by the report. Partner-specific results were analyzed by first categorizing the answers according to each question and then grouping them under a few broad themes. An additional method of analysis involved examining differences and similarities between countries concerning the each topic.

4. Outcomes and achievements of the development work

In our approach, mentoring is understood very loosely. It is not so much a matter of a personal mentor-mentee relationship, but of acting as a contact person between vocational training and vocational teacher training.

This does not prevent personal mentoring or official representation in co-operation bodies.

According to our research, these emphases depend on national structures and resources as well as personal interests. However, in most cases structures and resources do not prevent these semi-structured informal solutions.

The openness and freedom to influence the structure and content of the mentoring structure is an essential part of the benefits of an informal network. This makes mentoring in our case as semi-official informal network, and it can fill the gaps unfilled by formal networks

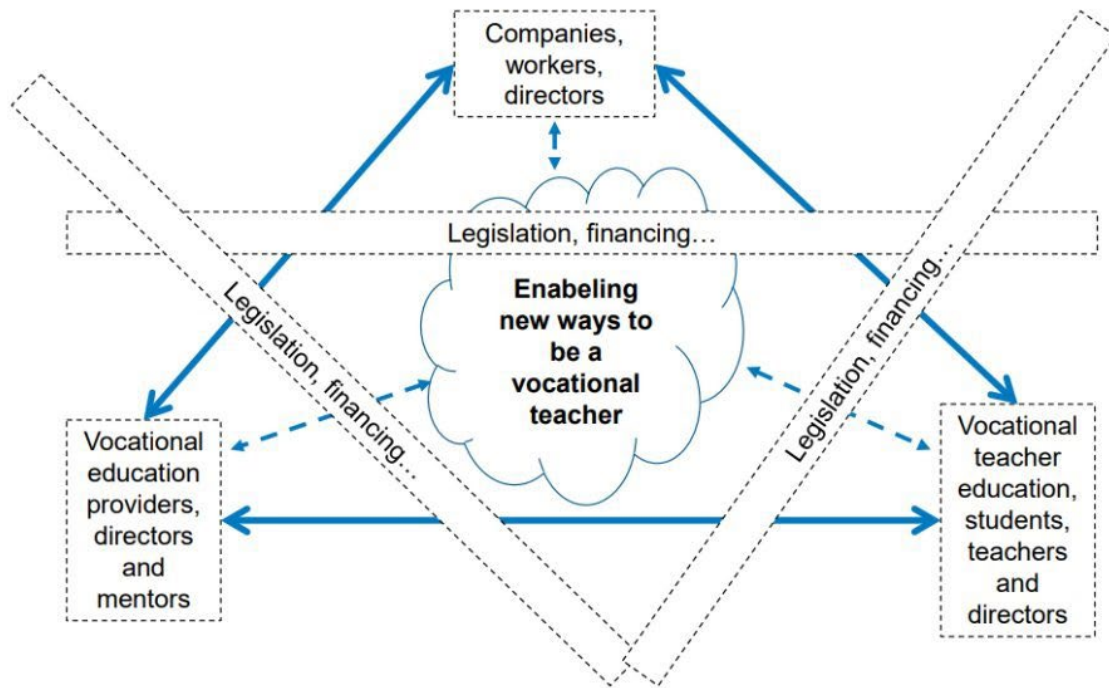


Figure 2. Mentoring model in vocational teacher education

Identified elements or parameters of the mentoring network model can be summarized to the core principles of the model:

- Informality – the structures are formal, but the function on operational level is informal
- Flexibility – Flexible participation and activities
- Official roles
- Regular coordination
- Win-Win benefits to all participants

Evaluation results

There are several elements in the operation of the mentoring model. Based on the evaluation of the transnational workshops and Haaga-Helias own research work, the key elements of the mentoring model were strengthened.

Mentor can act as a contact person between the vocational teacher education and the vocational school and promote the collaboration and connections to the working life. Mentor can act as an external expert and attend lectures in vocational teacher education and in the vocational schools, both ways. Industry representatives are also emphasized in this mentor role.

The third element is agreed responsibilities of the mentor. This means the definition of the role and the recognition of the role. Related to this, the fourth element is the mentors' support, resources and working structure. The fifth element is network coordination, and the sixth element is the recognition of the benefits of mentoring. Based on these elements the transnational results were summarized, and the similarities and the differences were identified.

1. Mentor as a contact person

Mentoring for student teachers, newly recruited unqualified teachers, newly graduated teachers, workplace trainers /schoolteachers, industry representatives, own organisation.

Mentor can work in the different organisation. The mentor's workplace can in VET schools (Finland), VTE (Turkey and Germany) and in various companies (Norway). The focus of the mentoring can be on either on internal or external mentoring. In many cases the role of the working life was unclear.

2. Mentor as an external expert

Mentors offer their expertise as/in developing study courses, developing evaluation and assessment of student teachers, current and trending topics, researcher and research ideas & methods, new practices in teaching and learning (from theory to practice), visiting lecturers. Difference occurs in RDI (research, development and innovation) activities. Mentor is involved in the collaboration in the field of development in Finland and in research in Germany and in innovating at the collaboration in Norway.

3. Agreed responsibilities

All agreed about the appreciation and validation of the mentor's role/job description and skills within the mentor's own organisation.

Although the activity is informal, the mentor must have a formal position. Mentor's activities were discussed e.g. how tutoring and mentoring differs in practice or is the focus on internal or external mentoring in organization. For example, in Finland mentors focus on building external relationships.

4. Structure, support and resources

There were similar highlights in the need to allocate resources to mentors and need of some kind of structure to display the decision-making process. The annual workload is challenging to anticipate. The working culture in each country restricts or sets the limits. e.g. the role of the trade unions and the national administration differs.

5. Network coordination

Coordination is needed and can be done by VTE and additionally some kind of coordination within vocational educational institutions is needed. The focus of the mentoring differs from teacher students to graduate as teachers and the extent of the mentoring differs from bilateral model to the national collaboration in the whole ecosystem.

6. Recognition of benefits

Up-to-date information of the changes in education (to all parties) and influencing chances (development work) were the clear benefit of the mentoring. Collaboration toward common goals increase the attractiveness (teaching quality, new solutions) and more students to the field of VET and VTE . Finally, this means skilled workers and elevating their status.

Mentoring models promote the smoother transitions between education and professional life - especially student teachers' paths to VET (temporally jobs, practiced positions). Leaders (all parties) engage better in dialogue, fostering a shared understanding of common objectives.

In this part, working life and companies did not come up clearly (only actual education reforms and leaders' commitment) and the companies and organizations place in the network were discussed.

Evaluation summary

Mentor's place and mentoring relationships

Mentoring in our model is a multidimensional way of working and a mentor can have many roles. However, mentoring in its various ways promotes the creation of networks and dialogue between different actors and organizations.

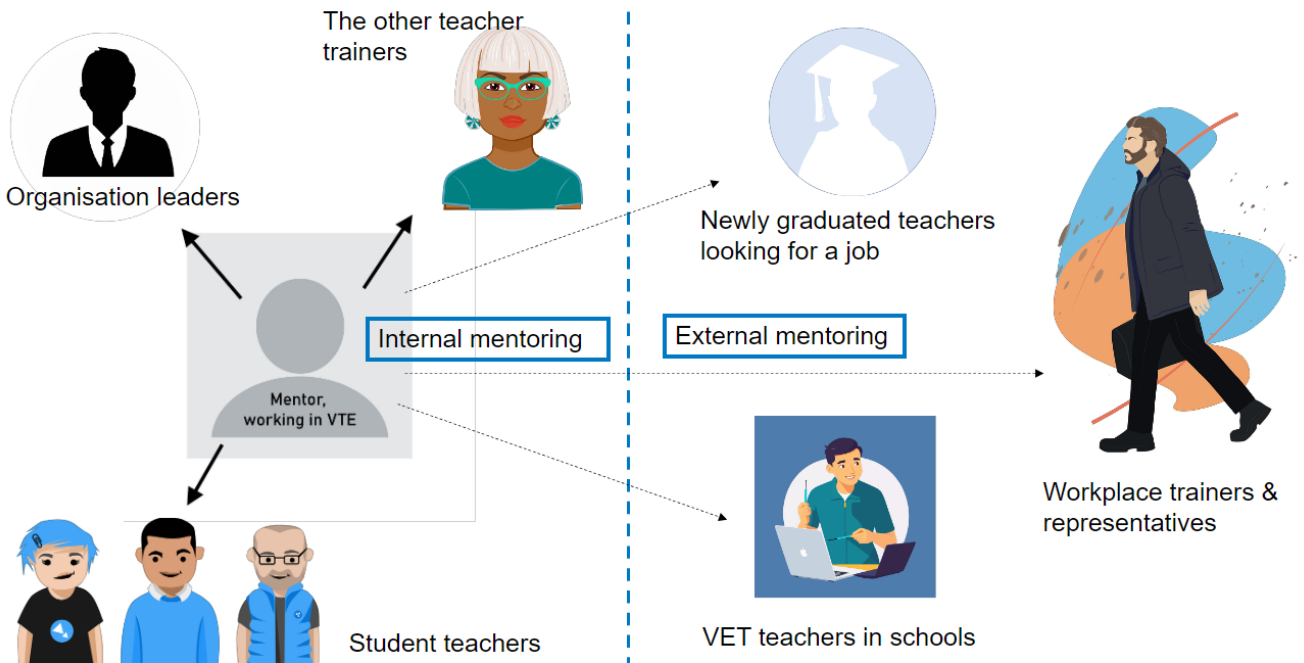


Figure 3. The roles in mentoring

Mentoring can also be considered from the perspective of how organizations organize it and cooperate.

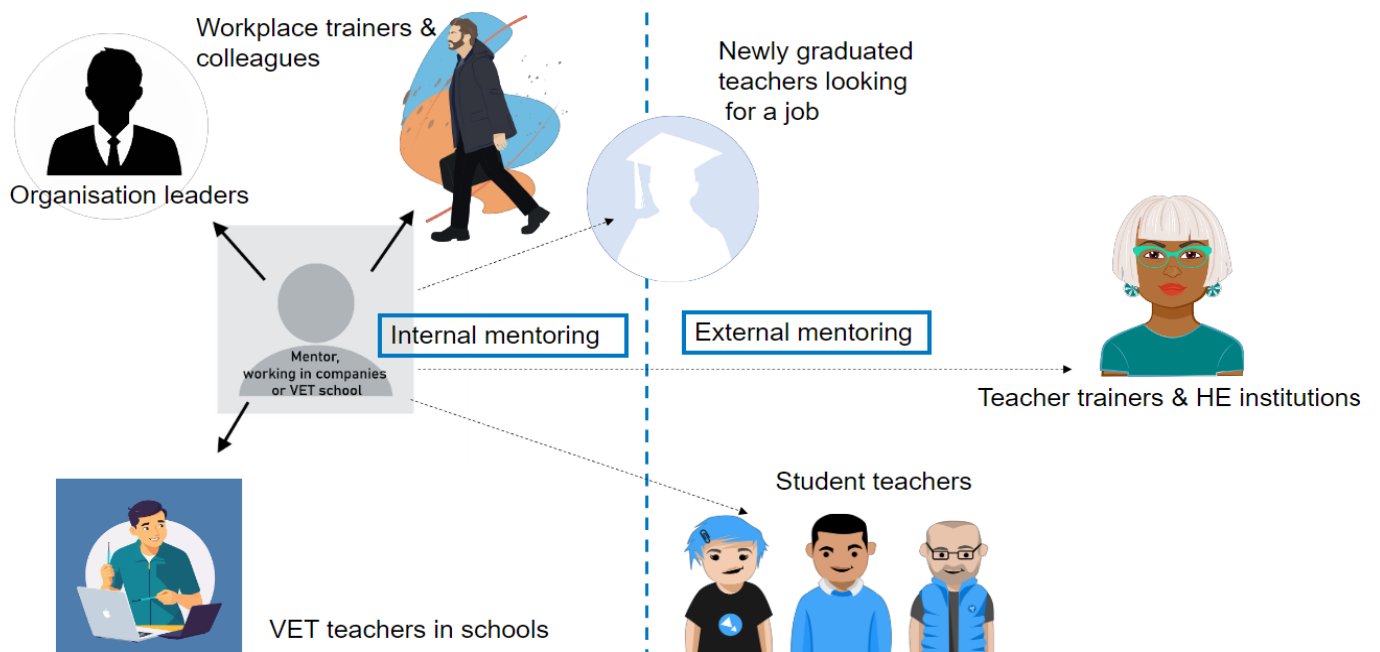


Figure 4. The place of the mentoring in organizations

Mentoring in the loose sense is networking, joint development and exchange of up-to-date information. The needs of a more personal mentoring relationship are guiding student teachers to vocational schools, supporting new teachers and developing the competence of leaders.

5. Conclusions

The possibilities of applying the model in vocational teacher education in different countries

The possibilities of applying the model in vocational teacher education across different countries offer several important opportunities. First, enhancing the mentor's appreciation and status within the education system is essential. Integrating the world of work into teacher education by combining practical skills and creating a comprehensive theory-practice learning environment is another key aspect. Pilot programs and partnerships with local businesses can facilitate the introduction of on-the-job training and foster greater collaboration between education and industry.

Additionally, improving communication and cooperation between students, teachers, mentors, and schoolteachers will strengthen the educational process. Establishing a cooperative body to coordinate these efforts, monitor progress, ensure quality, and evaluate experiences is also crucial. In some countries, university schools that emphasize mentoring have even been formalized through government declarations. While strong connections exist between companies, universities, and schools, the relationship with companies still requires clarification.

Finally, national and regional cooperation networks, along with connections to working life and expert networks, need to be identified and systematically described to maximize the potential of this model across various educational systems.

Model adaptation to national level legislation and education system practices in different countries

Adapting the model to national legislation and educational practices in different countries involves several key considerations. First, agreements need to be made with trade unions and companies to ensure alignment with their interests. For example, in Finland mentoring has been included as a tool to support the induction phase of new teachers in basic education. The guidelines for implementing mentoring processes are framed in the national-level labour agreements for basic education teachers, which also gives guidelines for resource allocation on

mentoring. Similar agreements or guidelines do not exist in Finland for the vocational teachers or vocational schools.

The model must also comply with various aspects of national legislation and practices, much like other development projects. Incorporating on-the-job learning into mandatory pedagogical studies would require changes to current teacher training structures. Reducing the theoretical focus of teacher education would similarly call for experimentation and reforms.

Partnerships with industry and companies are essential, partly because of statutory obligations. Supporting teachers' networking, such as through workplace training modules, is also crucial. Additionally, there is a need for better coordination of development work and quality assurance processes. Currently, there is no specific funding, so these efforts are voluntary and must be integrated into the study hours. The relationships with companies have not been sufficiently considered, requiring more attention in the future.

Furthermore, it is important to emphasize trust, flexibility, freedom of action, recognition of mutual benefit, and informal activities within these partnerships. Corporate involvement has been minimal, with few references made to their participation. Lastly, improving communication regarding the work of mentors is necessary to highlight their contributions effectively.

The visualized model of the mentoring was found that the model describes the state of mentoring well, but networks and working life were left behind. The mentoring model indicates the critical gap in the vocational teacher training system by including on-the-job training. Although the success of the model depends on the participation of universities, vocational schools and industry partners and the support of stakeholders is essential.

6. Next steps for implementing the mentoring model in vocational teacher education

In vocational teacher education, the project has initiated the development of dedicated networks. It has fostered closer collaboration between vocational teacher education, vocational schools, industry professionals, and companies. A permanent annual alumni event has been established within the vocational teacher education unit, organized in cooperation with the university's alumni relations. Efforts to keep alumni informed about current developments in teacher education have also been enhanced.

Alumni contribute valuable insights into the development of vocational teacher education, offering up-to-date perspectives from vocational school educators and highlighting the needs and objectives of working life from those employed in various industries.

Mentor meetings will be continued, with a focus on enhancing activities to ensure they are dynamic and better meet the needs of all stakeholders.

7. Dissemination

Publications in Haaga-Helia's publication series eSignals

Blog: Nyberg,C. & Saranpää,M. (2023) Verkostojen johtamisella vaikuttavuutta (Effectiveness by utilizing networks in leadership), Haaga-Helia eSignals.

<https://esignals.fi/kategoria/pedagogiikka/verkostojen-johtamisella-vaikuttavuutta/#5f37c07e>

Podcast: Laivola,T. & Nyberg,C. & Räsänen,J. & Wikström, R. (2024). Onko ammatillinen opettajankoulutus ammatillisen Koulutuksen ja työelämän sykkeessä mukana? Osa I Näkökulmia opetustyön ja oppimisen kehittämiseen. (Is professional teacher training part of the pulse of vocational training and working life?" Part 1 Perspectives on the development of teaching and learning) Haaga-Helia eSignals. <https://esignals.fi/podcastit/onko-ammattillinen-opettajankoulutus-ammattillisen-koulutuksen-ja-tyoelaman-sykkeessa-mukana-podcast-osa-1/#63186c7a/>

<https://open.spotify.com/episode/0ocHpwaJlSEhpF6zHFRczk?si=68ba8aea088744cd>

(subtitled in English)

Podcast: Hievanen,R. & Korhonen,M. & Laivola,T. & Lamppu V-M. Nyberg,C. (2024) Onko ammatillinen opettajankoulutus ammatillisen Koulutuksen ja työelämän sykkeessä mukana? Osa II Työelämäyhteistyön kehittäminen ja työelämä tarpeet ammatillisessa koulutuksessa. (Is professional teacher training part of the pulse of vocational training and working life? Part II Development of working life cooperation and the needs of working life in vocational training).

Haaga-Helia eSignals. <https://esignals.fi/podcastit/onko-ammattillinen-opettajankoulutus-ammattillisen-koulutuksen-ja-tyoelaman-sykkeessa-mukana-podcast-osa-2/#63186c7a/>

[https://open.spotify.com/episode/5EFJsMLnWq2SkGo5qgwfk?go=1&sp_cid=5a1ebeb0ffac4e\(d721700b731d68549b&utm_source=embed_player_p&utm_medium=desktop&nd=1&dlsi=0e52decb292c4ffd](https://open.spotify.com/episode/5EFJsMLnWq2SkGo5qgwfk?go=1&sp_cid=5a1ebeb0ffac4e(d721700b731d68549b&utm_source=embed_player_p&utm_medium=desktop&nd=1&dlsi=0e52decb292c4ffd) (subtitled in English)

Blog: Laivola,T. & Nyberg,C. & Wirenius,K. (2024). Opettaja-alumnit ovat opettajankoulutuksen tärkeä yhteistyökumppani (Teacher alumni are an important partner in vocational teacher education). Haaga-Helia eSignals. <https://esignals.fi/kategoria/pedagogiikka/opettaja-alumnit-ovat-tarkea-opettajankoulutuksen-yhteistyokumppani/#63186c7a>

Blog: Saranpää,M & Alasalmi,T. (2024). Finding teachers for certain fields of education.(2024). Haaga-Helia eSignals. <https://esignals.fi/pro/en/2024/11/06/finding-teachers-for-certain-fields-of-education/#63186c7a>

Organized events in Haaga-Helia

LeadVET Multiplier Event in Helsinki 20.-21.9.2023

LeadVET multiplier event hybrid part of the seminar https://video.haaga-helia.fi/media/LeadVET+Multiplier+Event+WEBINAR/0_bl2qf5j0

Event Tulevaisuusfoorumi - Ammatillisen opettajankoulutuksen jatkot 14.3.2024. (Future Forum - Side Event Professional Teacher Education 14.3.2024). Haaga-Helia UAS.

LeadVet – leading VET networks - training week in Helsinki 30.9.-4.10.2024

Sharing the development work with the mentors in regular mentor meetings

Sharing the development work with the partners in on-line meetings, in transnational project meetings (TPM) during the project

Presentations in conferences and other events

Presentation at Staff Meeting Day. 12.9.2024. Haaga-Helia Professional Teacher Education.

Poster presentation. Haaga-Helia Research Day. 4.10.2024

”Mentorointi strategisen verkostoitumisen muotona ammatillisessa koulutuksessa” (Mentoring as a Form of Strategic Networking in Vocational Education Leadership). Universities of Applied Sciences and Vocational Education Research Days 7.-8.11.2024. Finnish Vocational Educational Research Association (FIVERA).

International Partner seminar at the School of Professional Teacher Education (online). 23.3.2025. Haaga-Helia, (coming).

8. References

Council of Europe – LISBON. 2019. GLOBAL EDUCATION GUIDELINES Concepts and methodologies on global education for educators and policy makers.

<https://developmenteducation.ie/resource/global-education-guidelines-a-handbook-for-educators-to-understand-and-implement-global-education/>

Crow, G. 2012. “A critical–constructivist perspective on mentoring and coaching for leadership”. In *The Sage Handbook of Mentoring and Coaching in Education*. S.J. Fletcher & C.A. Mullen, Eds.: 228–242. London, UK: Sage.

Järvinen, A. & Poikela, E. 2020. Työssä oppiminen – reflektiivistä ja kontekstuaalista. *Aikuiskasvatus* vol. 4.

Holappa, A., Hyyryläinen, A., Kola-Torvinen, P., Korva, S., Smeds-Nylund, A., Aho, H., . . . Hyyryläinen, A. 2021. *Kasvatus- ja koulutusalan johtaminen*. PS-kustannus.

Kram, K. E. 1985. *Mentoring at work: Developmental relationships in organizational life*. Glenview, IL: Scott Foresman.

Koivu, N. 2006. Verkostoyhteistyö: virtaa ja laatua opiskeluun sekä työelämä- ja kansainvälisten valmiuksien kehittämiseen. *Ohjauksen kehittämishankkeita ja käytänteitä*. Jyväskylän yliopisto, Opettajankoulutuslaitos.

Kolb, D. 1984. *Experiential Learning. Experience as The Source of Learning and Development*. Englewood Cliffs, N. J.: Prentice-Hall.

Meriläinen, R., & Rökköläinen, M. 2016. Ammatillinen koulutus kohti vuotta 2025: Sidosryhmien näkemyksiä reformista ja tulevaisuudesta. *Ammattikasvatuksen aikakauskirja*, 18(1), 89–104. Noudettu osoitteesta <https://journal.fi/akakk/article/view/88252>

Mullen, C. A., and Cindy, C. Klimaitis. 2019. “Defining Mentoring: A Literature Review of Issues, Types, and Applications.” *Annals of the New York Academy of Sciences* 1483(1): 19-35.OAJ. 2024. Mentoroinnin hyvät käytännöt-webinaarin esitysmateriaali. 11.4.2024

Seppälä, M. & Tapani, A. 2018. Uusi uljas pedagoginen johtajuus – tulevaan luotsaamista yhdessä tekemällä. Teoksessa Kukkonen, H. & Raudasoja, A. (toim.) *Osaaminen esiin: Ammatillisen koulutuksen reformi ja osaamisperusteisuus*. Tampere: Tampereen ammattikorkeakoulu, 36-45.

Smith, J. G. 2020. Theoretical Advances in Our Understanding of Network Effectiveness, *Perspectives on Public Management and Governance*, Volume 3, Issue 2, June 2020, Pages 167–182, <https://doi.org/10.1093/ppmgov/gvz032>

Valkokari K, Hyötyläinen, R. Kulmala, H. Malinen, P. Möller, K. Vesalainen, J. 2009. *Verkostot liiketoiminnan kehittämisessä*. WSOY Pro.

Weijie Wang, 2016. Exploring the Determinants of Network Effectiveness: The Case of Neighborhood Governance Networks in Beijing, *Journal of Public Administration Research and Theory*, Volume 26, Issue 2, April 2016, Pages 375–388, <https://doi.org/10.1093/jopart/muv017>

Appendix 1. Summary of the dissemination in LeadVet project by HaagaHaaga-Helia UAS

	The project as a whole	PR1: Networking analysis	PR 2: Training model	PR 3: Mentoring model	PR 4: Impact
Locally	<p>Poster presentation in Staff Day at the School of Professional Teacher Education 12.9.2024, Haaga-Helia</p> <p>Poster presentation in Haaga-Helia Research Day, 3.10.2024,</p>		Evaluation workshop in Teams, 6.9.2024	Invitation to teacher students to participate in mentoring 02/2024	
Regionally/nationally	<p>UAS Research Days (a conference for UAS staff) presentation 7.-8.11.2024</p>	<p>Verkostojen johtamisella vaikuttavuutta (Effectiveness by utilizing networks in leadership) https://esignals.fi/kategoria/pedagogiikka/verkostojen-johtamisella-vaikuttavuutta/#5f37c07e</p>	<p>Training model presented in the spring 2025 networking days for teacher training UAS institutions in Finland, 3.-4.4.2025</p> <p>Blog post about the topic of the panel discussion at the training week 1.10.2024 https://esignals.fi/pro/en/2024/11/06/finding-teachers-for-certain-fields-of-education/#63186c7a</p>	<p>Professional Teacher Alumni Event "Future Forum- Side Event Professional Teacher Education" 14.3.2024 at Haaga-Helia</p> <p>Blog Opettaja-alumnit ovat opettajankoulutuksen tärkeä yhteistyökumppani (Teacher alumni are an important partner in vocational teacher education) https://esignals.fi/kategoria/pedagogiikka/opettaja-alumnit-ovat-tarkea-opettajankoulutuksen-yhteistyokumppani/#63186c7a</p> <p>Mentor meetings 12.4.2023, 13.12.2023, 19.4.2024, 29.1.2025, Haaga-Helia</p> <p>UAS Research Days (a conference for UAS staff) presentation 7.-8.11.2024</p> <p>Blog post or article about the mentoring model in HH e-Signals https://esignals.fi/pro/en/2024/11/06/finding</p>	<p>Podcast "Is professional teacher training part of the pulse of vocational training and working life?" Part 1 Perspectives on the development of teaching and learning https://esignals.fi/podcastit/onko-ammattillinen-opettajankoulutus-ammattillisen-koulutuksen-ja-tyoelaman-sykkeessa-mukana-podcast-osa-1/#63186c7a / https://open.spotify.com/episode/0ocHpwaJlSEhpF6zHFRczk?si=68ba8aea088744cd</p> <p>Podcast "Is professional teacher training part of the pulse of vocational training and working life?": Part 2 Development of working life cooperation and the needs of working life in vocational training https://esignals.fi/</p>

				<p>-teachers-for-certain-fields-of-education/#63186c7a</p> <p>Mentor teacher invited as guest speakers in a podcast series, to be published 12/2024-02/2025 (in Finnish)</p>	<p>podcastit/onko-ammattillinen-opettajankoulutus-ammattillisen-koulutuksen-ja-tyoelaman-sykkeessa-mukana-podcast-osa-2/#63186c7a / https://open.spotify.com/episode/5EFJsMLnWq2SkGo5qgwfkm?go=1&sp_c id=5a1eb0ffac4ed721700b731d68549b&utm_source=embed_player_p &utm_medium=desktop&nd=1&dlsi=0e52dec292c4ffd</p>
Internationally	<p>LeadVET multiplier event in Helsinki 20. – 21.9.2023 (Event in HHs website, Intra, newsletters, social media posts in Facebook, LinkedIn and Twitter).</p> <p>Leading VET Networks training week in Helsinki, Finland 30.9. – 4.10.2024. (Event in HHs website, Intra, newsletters, social media posts in Facebook, LinkedIn and Twitter)</p> <p>International Partner seminar at the School of Professional Teacher Education (online,) Haaga-Helia, 23.3.2025</p>		<p>International Partner seminar at the School of Professional Teacher Education (online,) Haaga-Helia Topic of the seminar is about networking, 23.3.2025</p>	<p>International Partner seminar at the School of Professional Teacher Education (online,) Haaga-Helia Topic of the seminar is about networking, 23.3.2025</p>	<p>LeadVET multiplier event hybrid seminar part in HHs website: https://video.haaga-helia.fi/media/LeadVET+Multiplier+Event+WEBINAR/0_b12qf5j0 (shared in social media). 20.9.2023</p>