

“Partnership between School, Companies and Teacher Education: The path to the future skilled worker.”

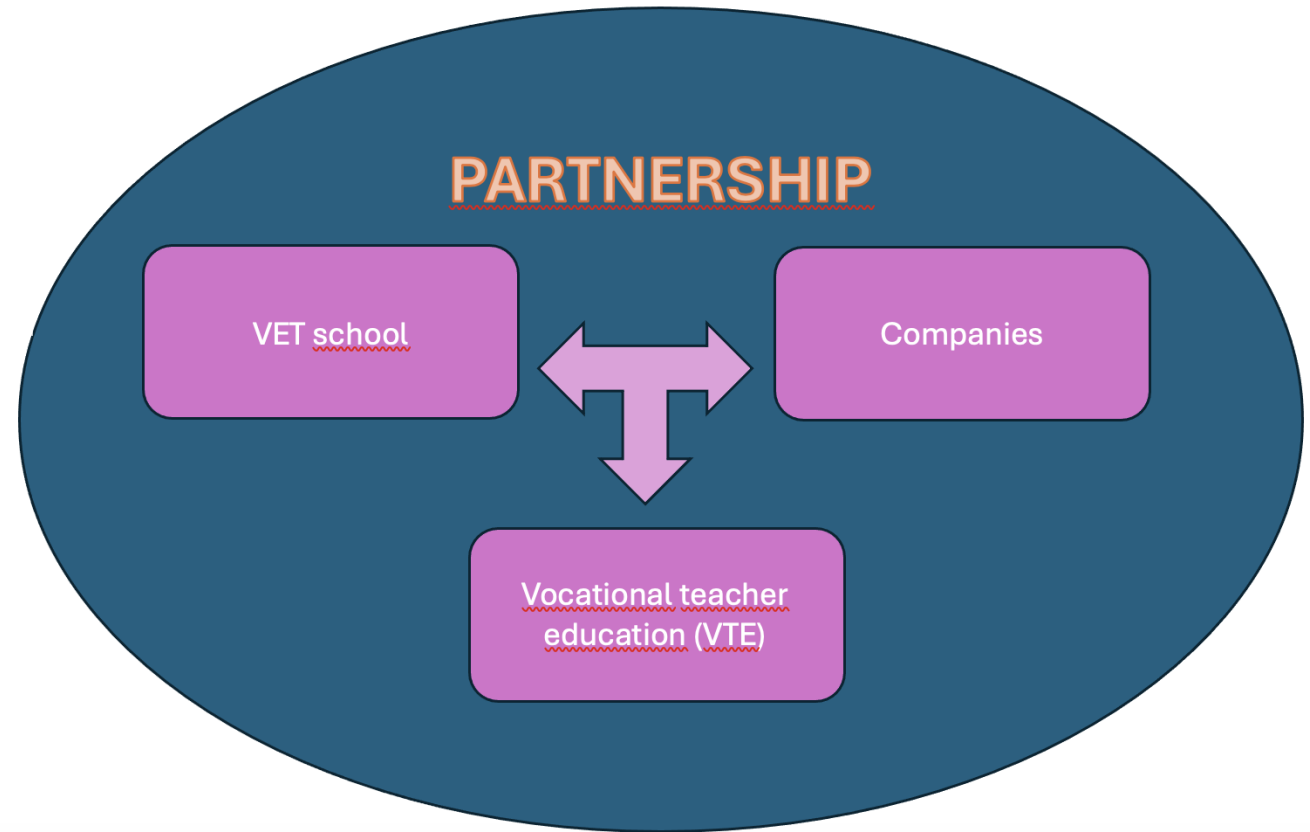
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The Ambition of LeadVET

- The ambition of LeadVET is to **strengthen vocational teacher education and vocational training** by establishing sustainable university-school collaborations. Leadership and networking between education and companies are crucial prerequisites for a sustainable vocational training with high quality at all levels.





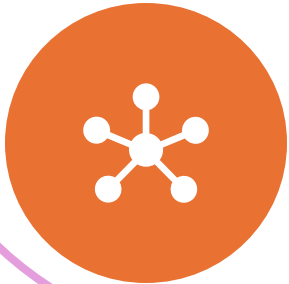
Partnership

Make sure there is a clear collaborative advantage to be gained by collaborating, meaning that collaborators can gain something significant together that they could not achieve alone. Make use of windows of opportunity to advance the collaboration approach.

(Bryson, Crosby og ...)



Project results



PR1 Mapping networks
and roles in Vocational
Teacher education



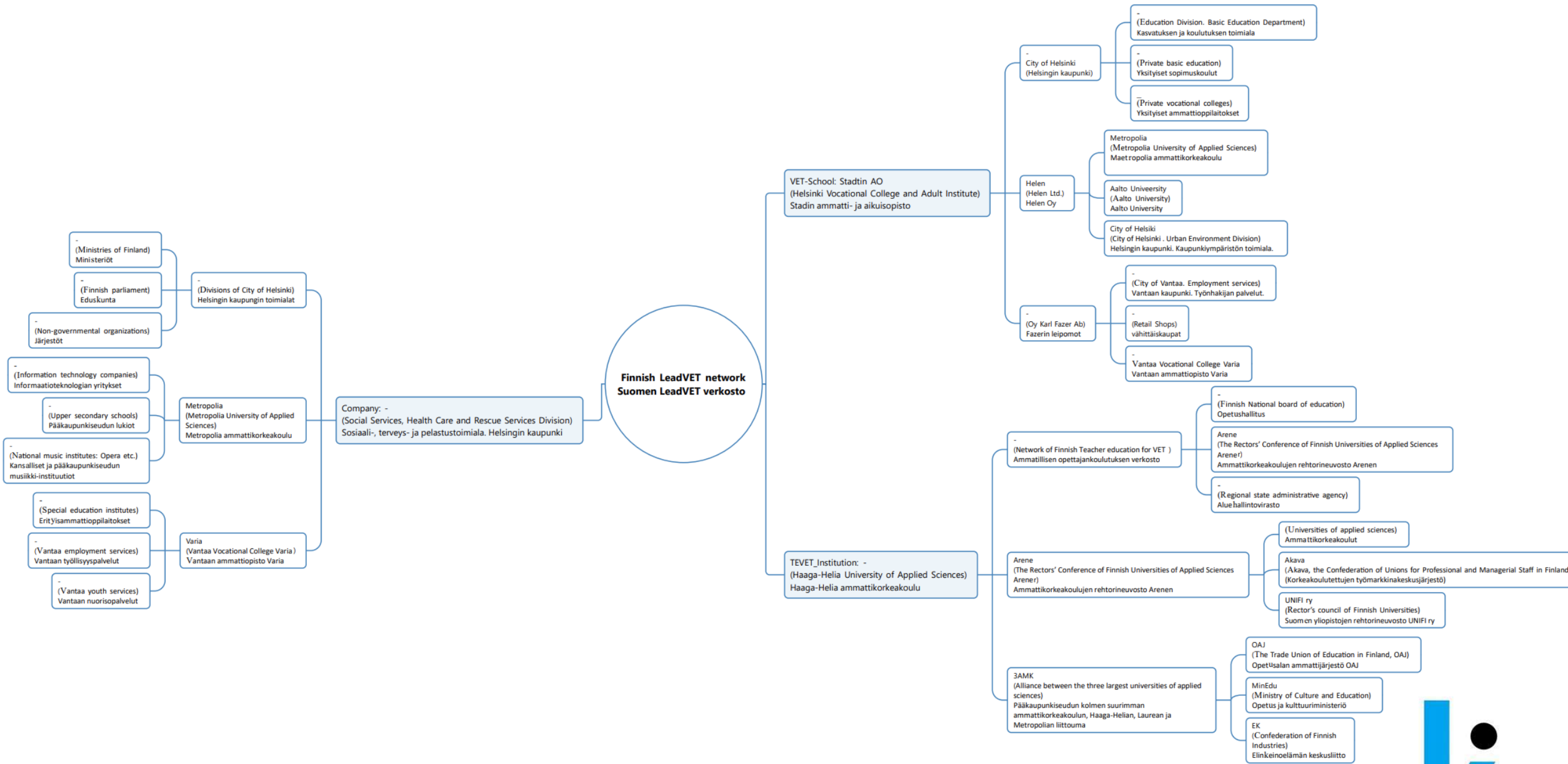
PR2 A model for in-
service training for
Vocational teacher
education



PR3 Using mentors to
close the theory-
practice gap in teacher
education



PR4 Learning resources
for leadership and
networking in vocational
teacher education



Project results



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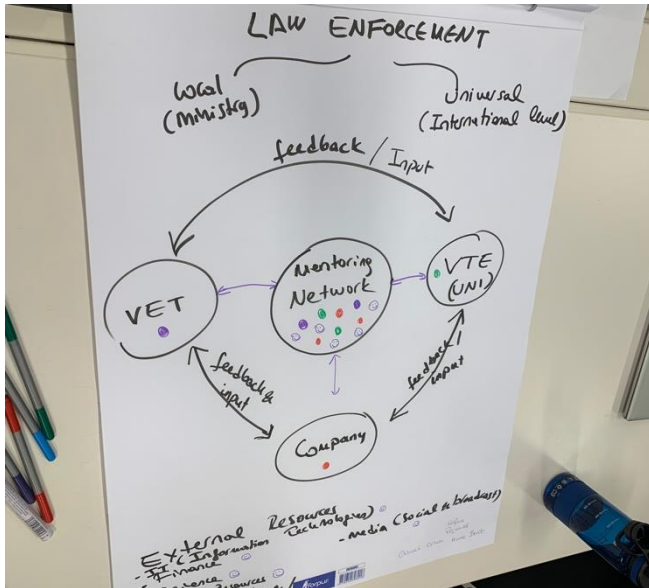
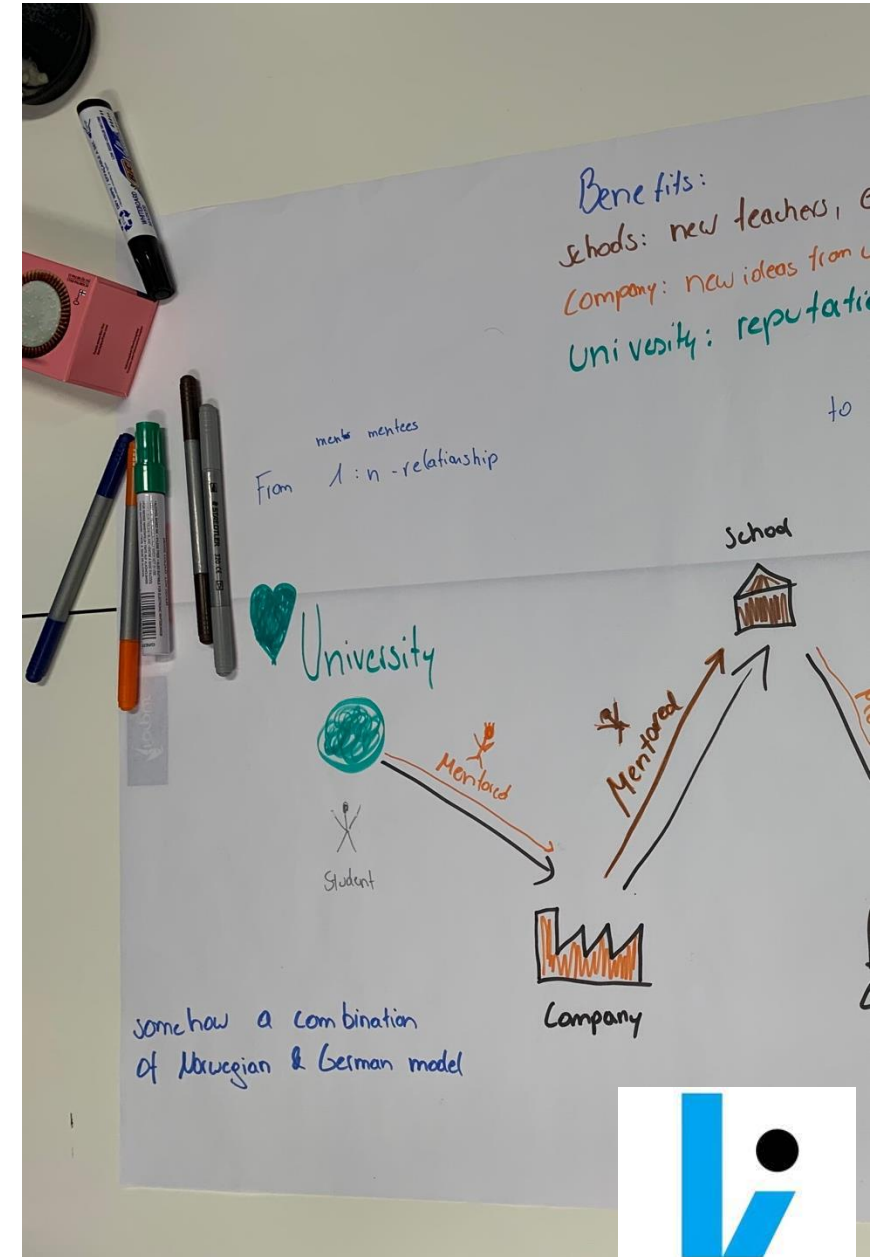
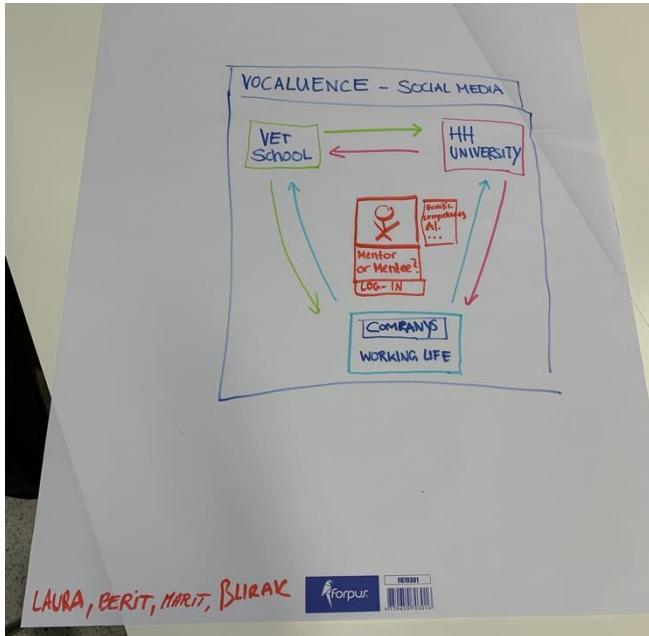
PR2 A model for in-service training for Vocational teacher education



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PR4 Learning resources for leadership and networking in vocational teacher education



Project results



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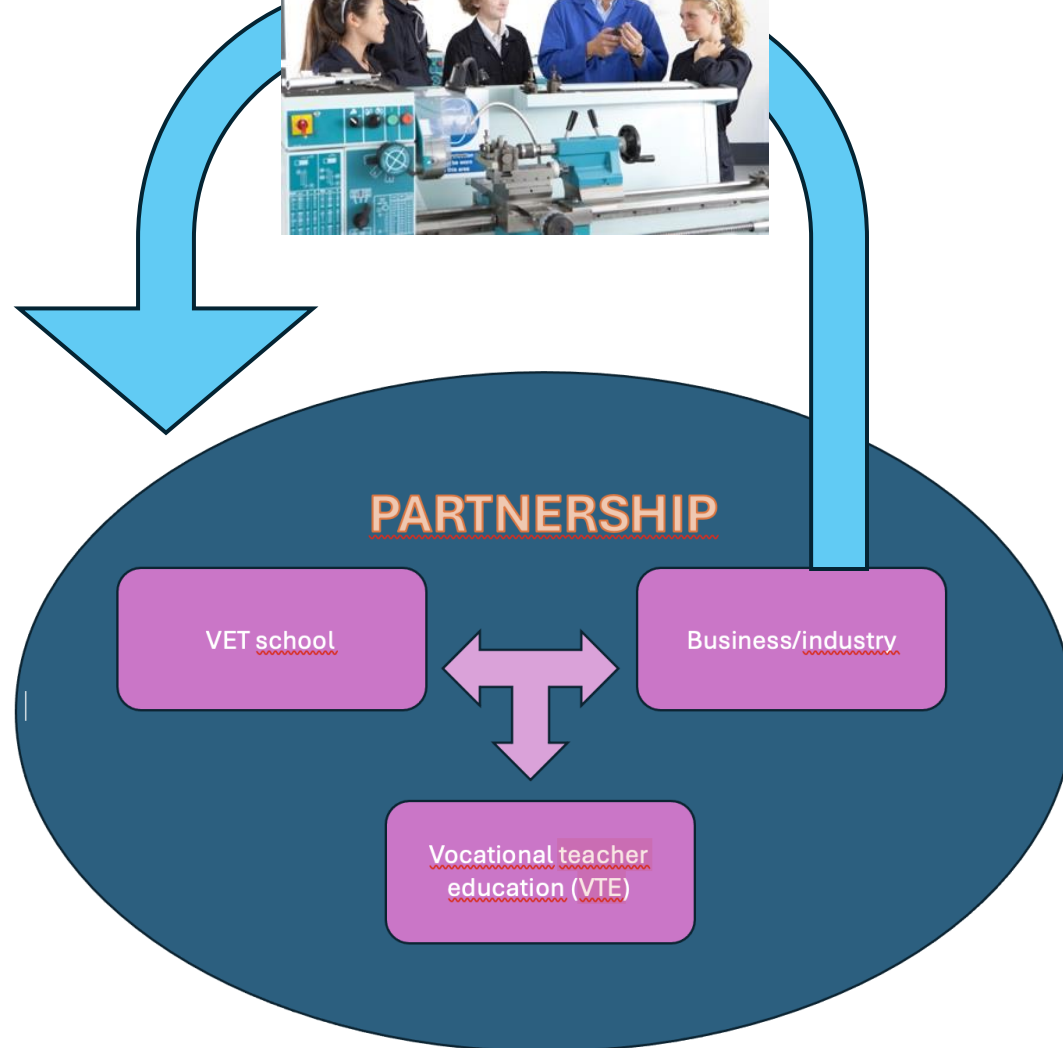
Empowering Skilled Workers in Vocational Education

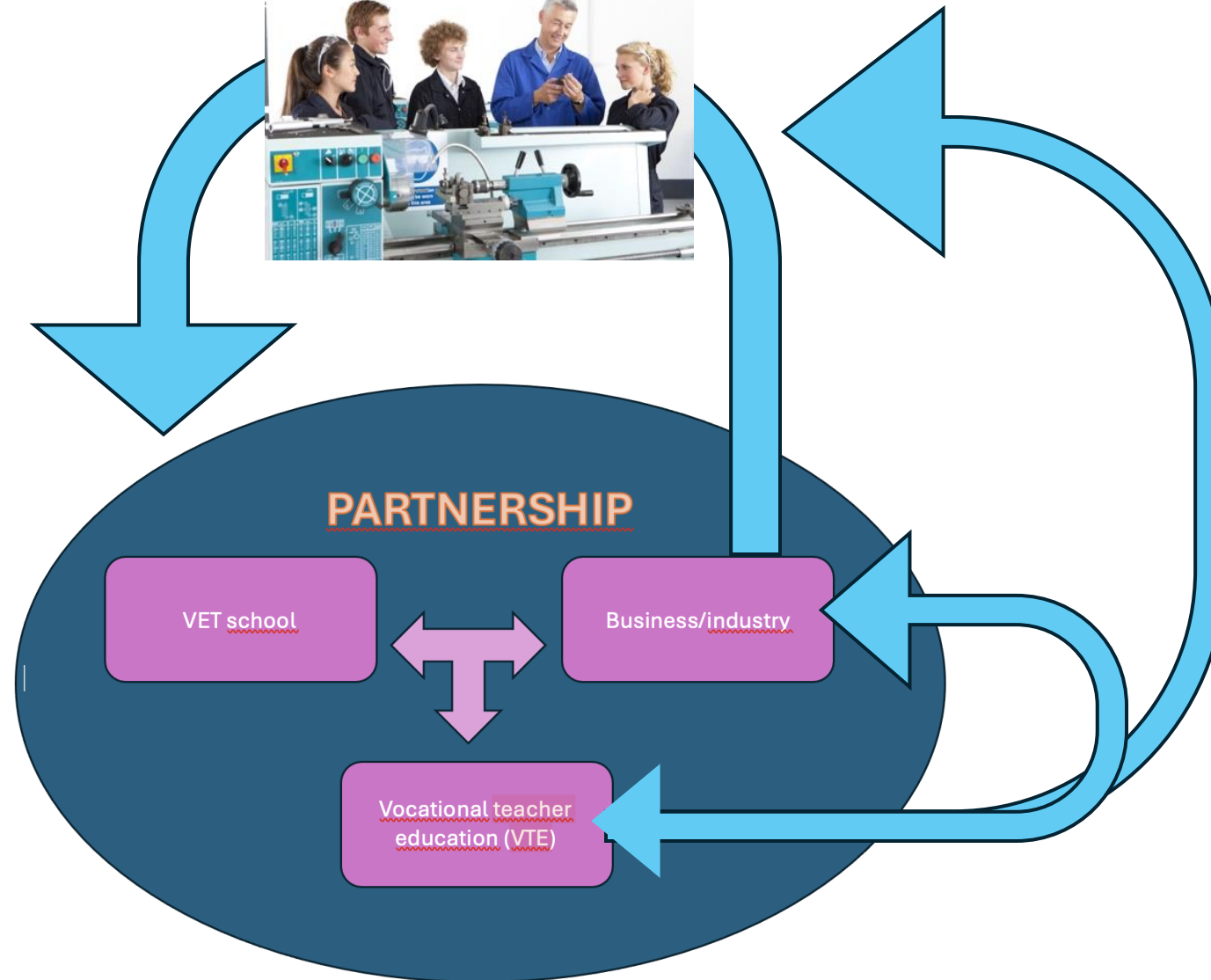
A Win-Win Approach

The central concept is that skilled workers actively contribute to teaching vocational subjects at the upper secondary education level.

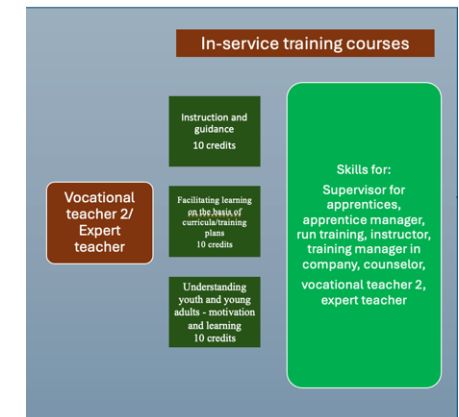


The initial step involves offering tailored in-service training that aligns with both company needs and educational goals.



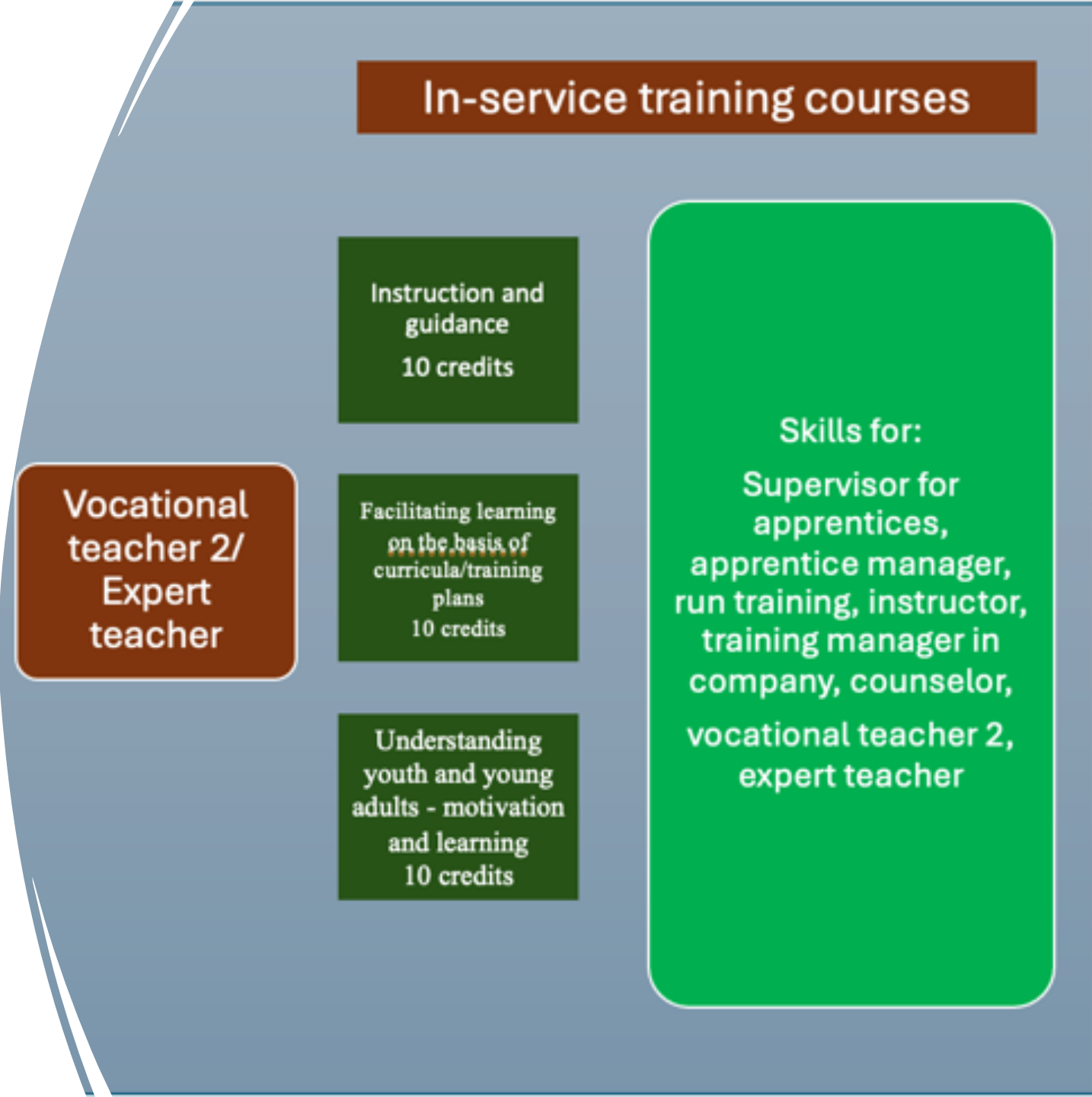


In-service training



In-service training opportunities

- The courses should be designed as modules, requiring a flexible structure where different courses can be selected, without any requirements regarding when the various courses must be completed.
- Over time, these courses should be expanded to a full teacher training program.



In-service training courses

Instruction and
guidance
10 credits

Facilitating learning
on the basis of
curricula/training
plans
10 credits

Understanding
youth and young
adults - motivation
and learning
10 credits

Vocational
teacher 2/
Expert
teacher

Skills for:
Supervisor for
apprentices,
apprentice manager,
run training, instructor,
training manager in
company, counselor,
vocational teacher 2,
expert teacher

Phase 2

Vocational subject,
vocational breadth
and depth
(60+60 ect)

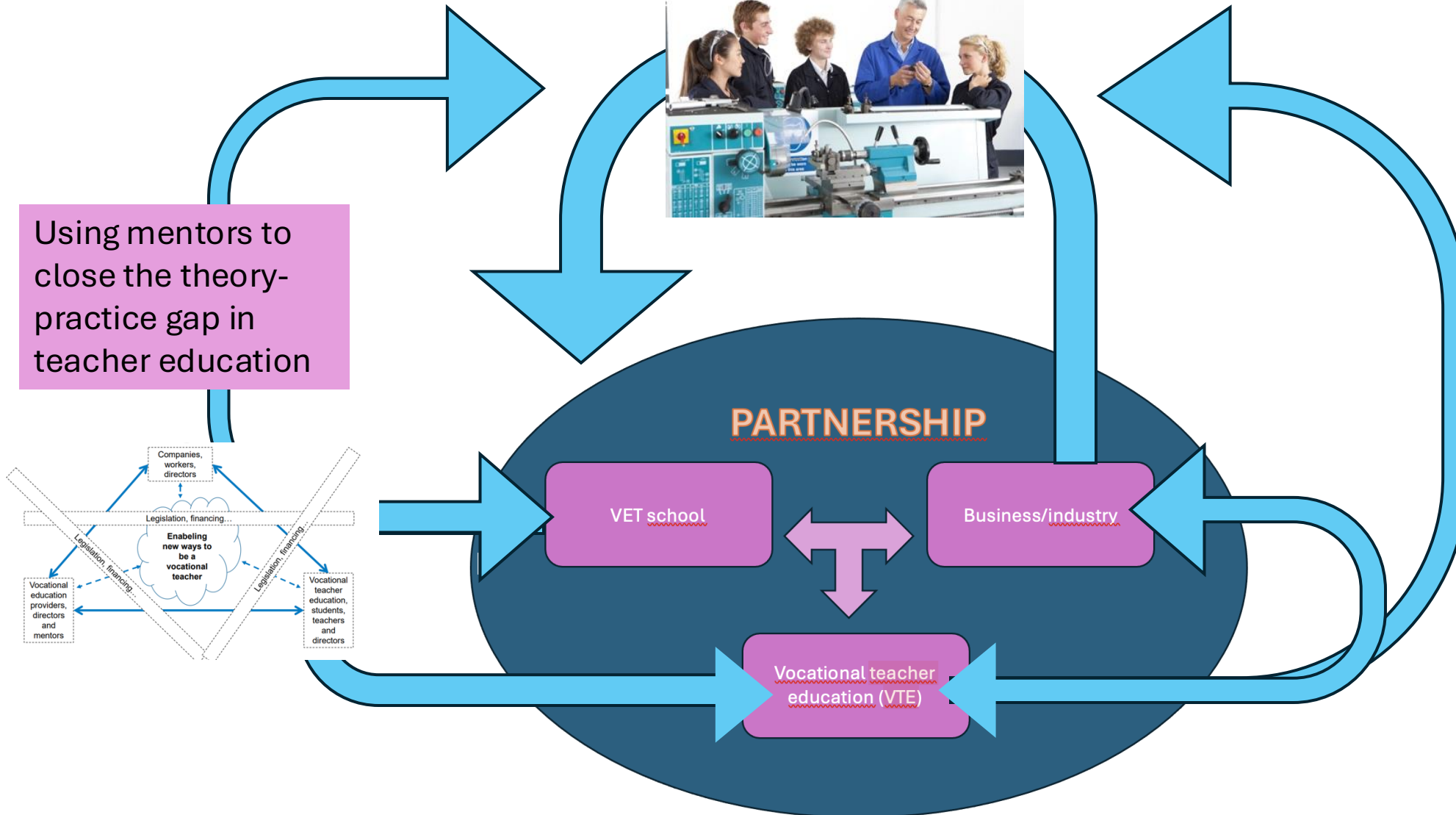
Phase 3

PPU-Y Part 2 (30
ect)

The model has been developed for
the Norwegian context, based on
requirements for PPU

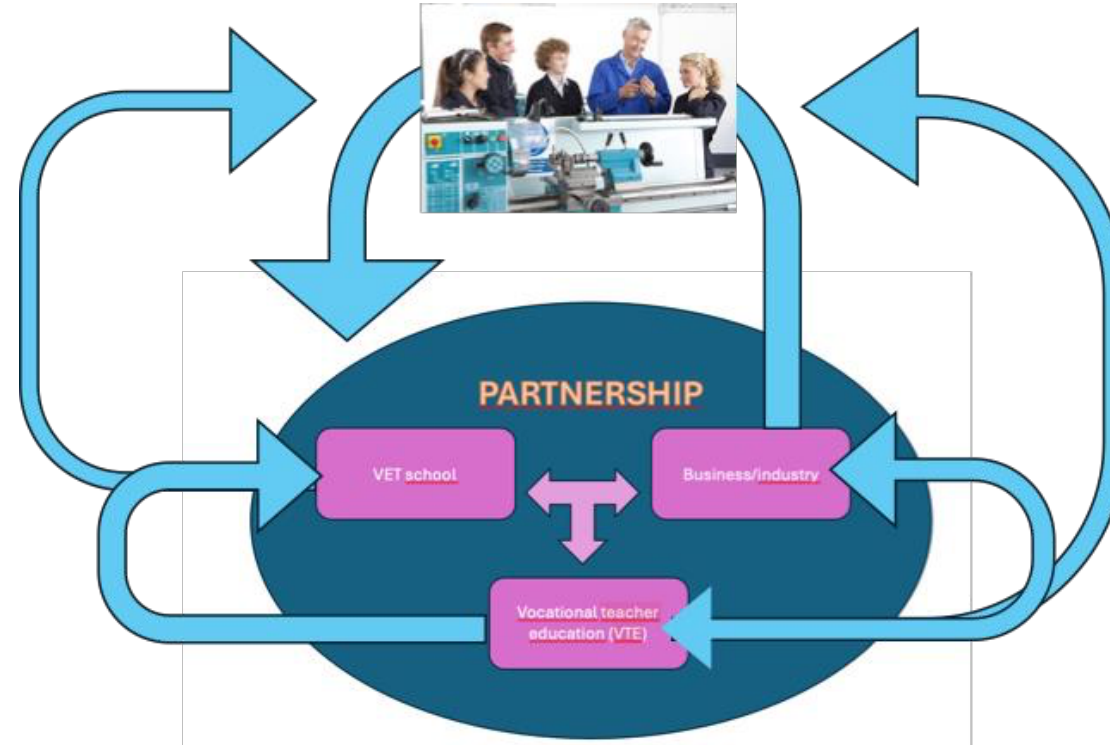
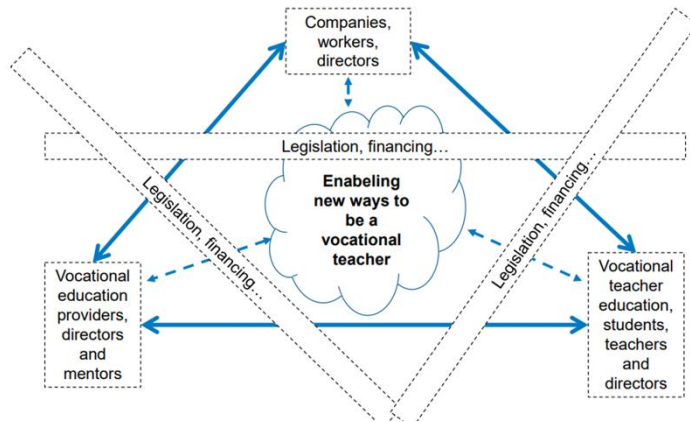
Facilitates a process where all
skilled workers with at least 4 years'
professional experience can
progress from phase 1 to phase 3.c

Using mentors to close the theory-practice gap in teacher education

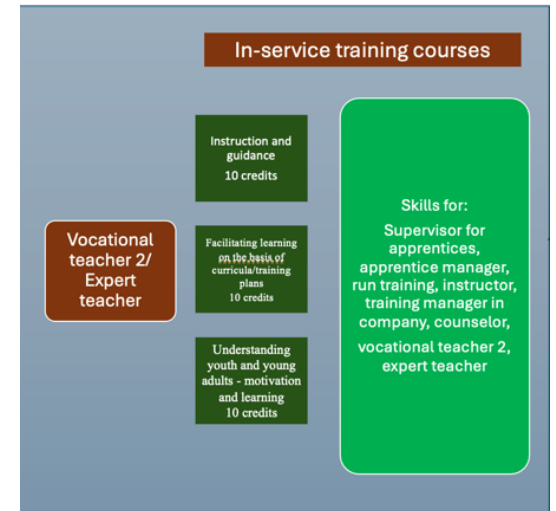


Skilled workers in combined positions in VET-schools

Using mentors to close the theory-practice gap in teacher education



In-service training



Networks and partnership

“to strengthen vocational teacher education and vocational training”

Arguments for a win-win situation



For companies

- Education gives the skilled workers supervisory competence
- Supervisors with increased competence can contribute to even better supervision of apprentices
- Will contribute to better qualified apprentices because vocational education will have access to up-to-date »expert teachers"
- Better vocational education can contribute to increased status for vocational subjects, recruitment of skilled students who can provide better access to skilled trades workers.
- Opportunities to connect with possible future apprentices
- Access to teaching rooms and equipment that may be found in schools - but not in the company.

For Vet/VTE

- Better access to/recruitment of teachers
- Inspiration for teachers who teach vocational education - a closer connection to working life and up-to-date knowledge
- Inspiration for pupils/students
- The students are taught by someone who knows the subject
- The partnership provides opportunities for closer cooperation with working life
- The scheme can give increased status - a better reputation for vocational education.
- Vet-students may benefit greatly from being able to meet a p worker with a high level of competence at school. Must be pl: where the companies can refer to the competence.

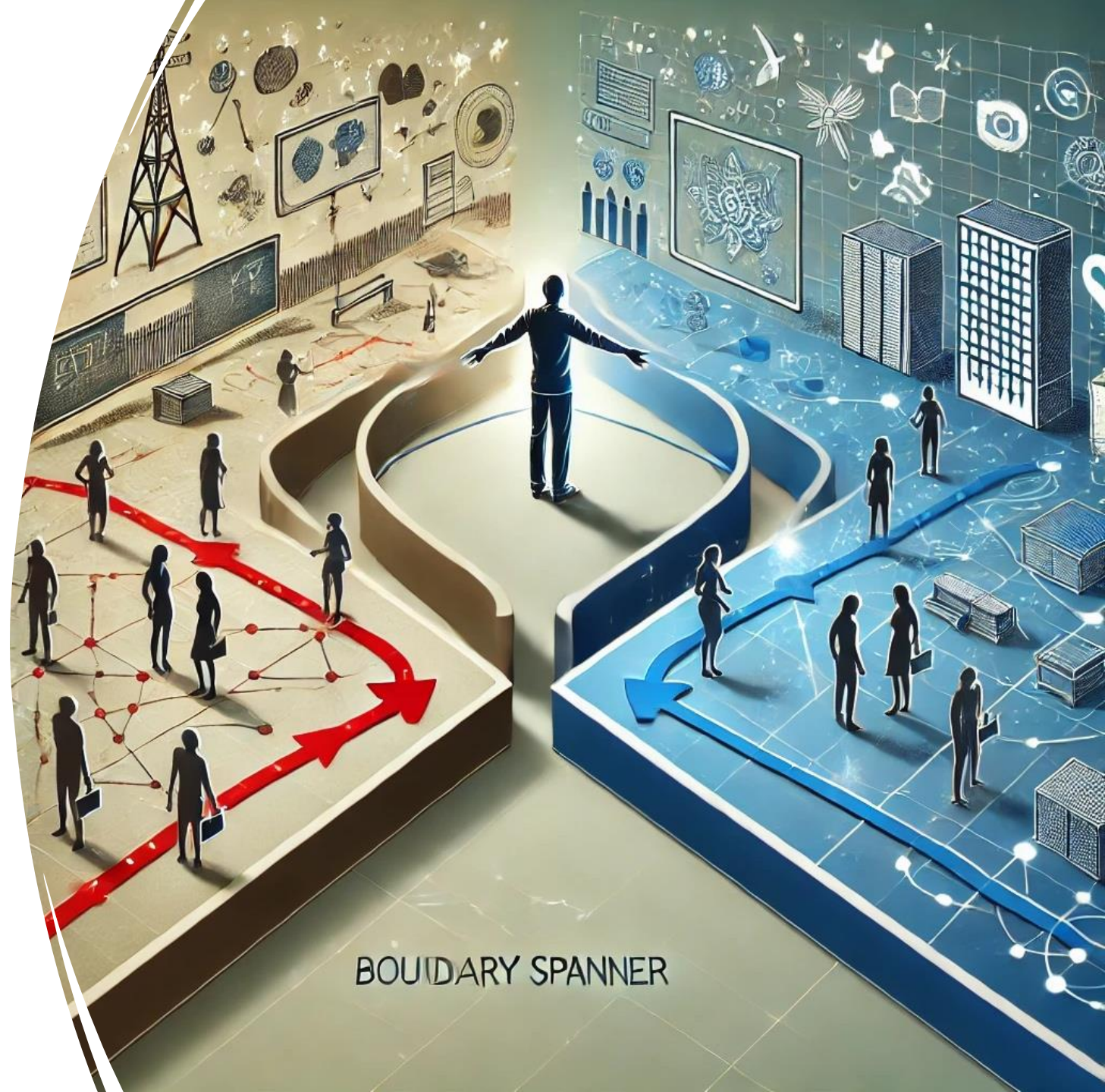
Possibilities and challenges in F & G

The model presents exciting opportunities for fostering closer collaboration between vocational education and industries, but it requires overcoming challenges related to qualifications, flexibility, and the cultural perception of teaching roles. Both Finland and Germany see potential in adapting the model, particularly for addressing shortages in technical teaching fields and enhancing cooperation between schools and companies. However, for the model to succeed, significant structural and cultural shifts will be needed to make it appealing to professionals and ensure that both educational institutions and companies benefit.

User manual for leaders and boundary spanners in VET

Boundary crossers

- someone who navigates and bridges different domains, disciplines, or social groups.
- someone who can connect people and build relations



Takeaways from the paneldebate

- Split positions
 - Transfers could be possible for those who find it rewarding
 - Must be a win-win situation
 - A clear benefit for the companies
- Leadership skills
 - Know how to create a win-win situation in order to find network
 - How to connect to companies – create an arena
 - Arena for meeting
 - Know and understand networking
 - Know how to identify network – in order to know who you need - maintain
 - Interpersonal skills
 - Communication skills
 - Open mindset
 - Willingness to educate yourself
 - Understand the value of partnership – a vision
 - Build a positive culture about collaboration with companies



1. To recruit

A) Find an example of how networks have been used to recruit new teachers/teacher educators.

B) Build arguments about why leaders should know about network in own organisation?

C) What important knowledge and skills must a leader have in order to identify and leverage networks in recruitment work?

2. Communications and interpersonal skills

- A) Find an example that illustrates why interpersonal skills are important for building sustainable partnerships.
- B) Can you build an argument for why a leader must have interpersonal skills to collaborate in a partnership?
- C) Which interpersonal skills are particularly important for a leader who is building a sustainable partnership?

3. Mapping network

- A) Find an example of how informal networks can be of great importance at the organizational level (example in strategic work, development work, problem-solving).
- B) Can you write an argument for why an organization should be aware of its networks?
- C) Why should a leader be aware of these networks?

4. Mapping networks

- A) Find an example of a network-map that “belongs to the organisation”
- B) Can you write an argument for why this might be useful
- C) Can you write a step – by step “How can an organisation map networks within own organization?”

5. Split/combined positions

- A) Create examples of win-win situations that you would point out to argue to companies so that they can see their benefits in shared positions (lending out their skilled workers).
- B) How would you, as a leader, facilitate the best possible experience for the skilled worker teaching at the vocational school?
- C) What knowledge and skills must the leader have to nurture this collaboration (on split positions) with the company?

6. Boundary crosser

- A) Find an example of a boundary crosser in your own organization who has had a significant impact on the organization's work.
- B) Argue why it is important for leaders to be aware of who the boundary crossers are in their own organization.
- C) What role can a boundary crosser play in the recruitment of vocational teachers and network building?



QR-kode



Remember to take breaks!!



Guideline

- Quick look at the first sketch of the guideline
 - Comments

BE LIKE A BEE!



A bee flies from flower to flower and collects nectar. The flower will benefit (pollination), the bees benefit through nectar and honey, and humans benefit because of the honey. Bees choose the best flowers in order to collect nectar. They have some skills they are born with, and some they learn and train in order to do the job. Maybe leaders should be like a bee..? 😊

Rationale

Why will your contribution be of great value for VET-leader who want to be better at using network and collaborate in partnership

- A. to recruite and educate Vet-teachers?
- B. To improve vet-education

