

**Leadership interaction in
sustainable partnership that
enhance continuous
improvement of vocational
teacher education**



Erasmus+

LeadVET



NTNU

Norwegian University of
Science and Technology



Goal: A cooperation structure between teacher education and Vocational institutions to smooth the transition from working life and teacher education to Vocational institutions and to bring teachers to fields where there is a shortage of them.

How?

Teachers with experience in vocational training act as links between the vocational institution and teacher training.

These mentor teachers act as visiting experts in teacher training and guide teacher student to get to know their own educational institution.

Cooperation methods are developed together. It means investigating what works and benefits different parties and with what kind of resources. A couple of hours a month can be enough.

What benefits?

Those studying to become teachers find ways to get to know educational institutions and find employment.

We get teachers for fields where there is a shortage of them.

Educational institutions and teachers get to influence the content of teacher education.

Educational institutions get a new recruitment channel.

Mentor teachers get information about the development of pedagogy at the university and get to participate in it.

Mentor teachers gain experience and insight into the development of teaching and the educational institution's operations.

Partner institutions

Stadin AO, Helsinki Vocational College and Adult Institute

**Multi-disciplinary vocational college run by the City of
Helsinki**

**Is funded by the Finnish Government and the City of
Helsinki**

Is divided into 5 campuses

Offers modern learning facilities

29 areas of study

Business College Helsinki

We specialize in business as well as information and communication technology. We are the largest single Finnish college in these fields and we offer our students great opportunities for specialization. About 2800 students study in our college in Pasila.

Vantaa Vocational College Varia

Vantaa Vocational
College Varia is a
multi-disciplinary,
practical vocational
education institution.
We offer education
for young people,
adults and
organizations.

LeadVet

The main goal of LeadVET is to enhance professional teacher education and training by developing sustainable teacher education – educational institution partnerships and the management and networking skills of professionals in the field.

In vocational education, the connection between educational and working life practices is crucial, as vocational education teachers work at the crossroads of these practices.

The general goal is better cooperation between vocational teacher training in higher education institutions, vocational educational institutions and the companies that make up the vocational ecosystem.

The mentioned actions aim at better recruitment, retention, developing teacher training and the development of professional teachers' management skills and job satisfaction.

Mentoring program

- Teachers from vocational schools act as mentors for teacher students.
- Mentors can expand their expertise in academic and administrative areas as they act as experts in teacher education.
- Vocational educational institutions have the opportunity to develop teacher training and develop their own networks.
- Cooperative educational institutions can participate in the network management trainings of the LeadVet project.
- All Project partners are involved in evaluating the model in their own national contexts and apply it according to local needs and possibilities.

The stages of developing a mentoring system

1. Selection of partner educational institutions
2. Establishing a steering group. Representatives from the administration of educational institutions, working life, teachers and teacher training.
3. Defining the basic principles of the mentoring system.
4. VTE students are assigned vocational education teachers as mentors. Mentors from the educational institution (3 – 10)
5. Mentors bring their expertise to teacher training as guest speakers, participants in development groups, by organizing study visits, etc.
6. A permanent structure for the mentoring program is planned, which creates opportunities for the joint development of curricula, pedagogy and cooperation.

http://leadvet.akdeniz.edu.tr/

LEADVET

Home About Partners Project Meetings Training Project Results Multiplier Events Publications Photo Gallery Contact

Contact

Anne Berit Emstad is a professor of educational leadership but has a position as an innovation manager at NTNU. Her job is to help transform more research into benefits in practice. The positions form part of the NTNU Strategic Programme for Knowledge-Based Innovation. She has worked at NTNU since 2008, both as a leader and educator. She has a broad field of research related to educational leadership, leading teachers' learning, school development, newly qualified teachers, school of music and art-related

Rabia Vezne is an associate professor at Akdeniz University Faculty of Education. She did her PhD in adult education. She is working at the Department of Curriculum and Instruction at Akdeniz University. She worked as EU Project Coordinator for 12 years at the Turkish Ministry of Education and Akdeniz University International Relations Office. She has written and carried out several projects under EU Lifelong Learning and Erasmus+ Programs since 2007. She has a broad field of research related to adult education, lifelong learning, teacher education, and distance education.

Karl Wilbers is a full professor at the School of business, economics and society at the University of Erlangen-Nuernberg (FAU). Karl has published over 300 publications and several books. His book on the design of classes in commercial education and training is the first open-access book on didactic for commercial classes. Karl developed this revisited standard text on the master's level, now in its 5th edition (2020), in close cooperation with the FAU university schools. In 2020 he introduced a new textbook on Vocational Education and Training, including Human Resource Development (HRD), for the bachelor level, open access as well. Since 2000 Karl has been the editor of the most comprehensive German handbook on E-

Crister Nyberg, PhD (Philosophy), Principal Lecturer in Haaga-Helia University of applied sciences, Vocational Teacher Education and Vocational guidance counsellor education. Nyberg's work experience is from education administration and from wide variety of education ranging from pre-primary education to adult education and training. His earlier work as a teacher was essentially connected to learning support services and special education. In education administration his responsibilities were student welfare services, learning support services and school and urban security issues. Nyberg's research interests are in philosophy of language, communication, learning and understanding, leadership and sustainable development. Nyberg's academic publications range from philosophy of language to special education. Publications: <https://t.ly/TNAz>



Timetable



Odotetut tulokset

Projects Results

Web page

(Akdeniz university)

PR1. Methods networks and roles in Vocational teacher education (Friedrich-alexander, end date sept/oct)

PR2. A model for Inservice training for Vocational teacher education

PR3. Using mentors to close the theory-practice gap in Vocational Teacher Education (Haaga Helia September 2023)

PR 4 Learning resources for leadership and networking in Vocational Teacher Education

Events

Teaching & training activities

Haaga Helia: Training event for leaders in VET partnerships

Multiplier Events

ME1:Methods for mapping networks and roles in or related to university-school partnership

ME2:Best practices and roles

in VTE: bridging the theory-practice gap in networks related to university-school partnership

ME3: Best practices and roles in the recruitment of VET teachers

ME3: Best practices and roles in the recruitment of VET teachers

Project plan PR3: Haaga-Helia

The essential goal of PR3 is bridging the theory-practice gap in networks in or related to university-school partnerships, by: 1. Applying the theoretical model developed in PR3 to practice i.e. building a relevant practical collaboration network model to the Finnish context. The model can be applied to LeadVet partner institutions. 2. Based on the network model, Haaga-Helia will develop an VTE-student mentoring system in co-operation with VET-

institutions. The mentoring system will be adaptable to LeadVET partners' national circumstances. VET-institutions thus have the possibility to develop VTE according to their interests, and their teachers are motivated to improve their skills and find inspiring dimensions to their work.

September	Second ME	Helsinki	Best practices and roles of TVE bridging the theory-practice gap in networks in or related to university-school partnership
-----------	-----------	----------	---

PR 3: Haaga-Helia

PR3: Using mentors to close the theory-practice gap Haaga- Helia's contribution to PR3 concerns the application of the theoretical findings developed in PR1 by FAU, and the model of in-service training developed in PR2 by NTNU, to develop new practices and involving mentors to bridge the theory-practice gap in VTE, whilst working within university-school partnerships and networks. Finding and implementing fruitful collaboration practices between vocational teacher education (VTE) and vocational education and training (VET) are essential for finding solutions e.g. for teacher shortages, developing curriculum for future working life needs, teacher career development and multiprofessional co-operation.

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 also from other educational institutions. Based on theoretical analysis of networks from PR1, and the model from PR2, new practices will be developed with suggestions, considering local and regional differences and needs. Mentors will be enabled to expand their expertise in academic and administrative areas and gain valuable experience in supervision and training. VET-institutions will increase their possibilities for developing VTE according to their interests, whilst their teachers will be inspired and motivated to improve their skills and find inspiring dimensions to their work. Partners will adapt the mentoring solutions to their own contexts and national circumstances.

PR 3: Haaga-Helia:

- 1) Selection of partner institutions
- 2) Establishing steering group for mentoring system. Representatives from different levels of administration and teachers from both VTE and VET schools.
- 3) Grounding the basic principles of mentoring system.
- 4) In practice, VTE-students are assigned VET-teachers as mentors.
- 5) Mentors also bring their expertise to VTE as visiting lecturers, organizing study visits etc.
- 6) As a result VTE will acquire a permanent structure for developing curriculum and learning practices.

Mentors are enabled to expand their expertise in academic and administrative areas and add valuable experience to their CVs. All partners will be involved in evaluating the model within their own national contexts and refining its parameters according to local needs and possibilities. VET-institutions thus have the possibility to develop VTE according to their own needs and interests, and their teachers are motivated to improve their skills and find inspiring dimensions to their work.