



TEACHERS AND COMMUNITIES OF PRACTICE

THE EXPERIENCE OF ETF IN SOUTH EAST EUROPE REGION

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European Training Foundation

Agency of the European Union

Vision

To make vocational education and training in the partner countries a driver for lifelong learning and sustainable development, with a special focus on competitiveness and social cohesion

ETF has both an **analytical and developmental role** and works within the EU policy framework



ETF and Mutual learning in Q and QA 2009 - 2011 in Western Balkan and Turkey

Potential candidate countries:
Bosnia and Herzegovina, Kosovo*

Candidate countries:
Croatia, former Yugoslav Republic of Macedonia, Albania, Montenegro, Serbia, Turkey

"This designation is without prejudice to positions on status, and is in line with UNSCR 1244 and the ICJ Opinion on the Kosovo declaration of independence - hereinafter 'Kosovo'

ETF EXPERIENCE WITH TEACHER TRAINING: USE OF COMMUNITIES OF PRACTICE

- **LEARN project: 2001 - 2008**
- **MUTUAL LEARNING project: 2009 – 2011**
- **MONTENEGRO: School based in-service teacher training and communities, since 2009**
- **BOSNIA AND HERZEGOVINA: Development of Teacher training modules, 2011 and 2012**

What is the role of the teachers in VET schools?

to always work to raise standards and quality of teaching and learning



to support the vision and strategic direction of the school

to inform the School Board in the formulation of the strategic directions of the school

to deliver high quality teaching and learning

to “stay connected” with the relevant industry

VET SCHOOLS HAVE CHANGED....

<ul style="list-style-type: none">• Schools have been seen as professional bureaucracies	<ul style="list-style-type: none">• Increasing educational autonomy in schools
<ul style="list-style-type: none">• There used to be a lot of regulations in education	<ul style="list-style-type: none">• Schools have been given greater financial autonomy and more flexibility to take part in innovation projects
<ul style="list-style-type: none">• The job of school principal was not regarded as a profession	<ul style="list-style-type: none">• Schools have to compete with each other more which require new leadership
<ul style="list-style-type: none">• Community played marginal role in education	<ul style="list-style-type: none">• The community makes higher and higher demands of the quality of education offered by the school

Teacher in a “good VET school”.....

- **Instructional leadership**
- **Safe and learning-focused environment**
- **Culture of high expectations**
- **Monitoring of student progress**
- **Desire to be a learning organisation**

Teacher in a “not good” VET school

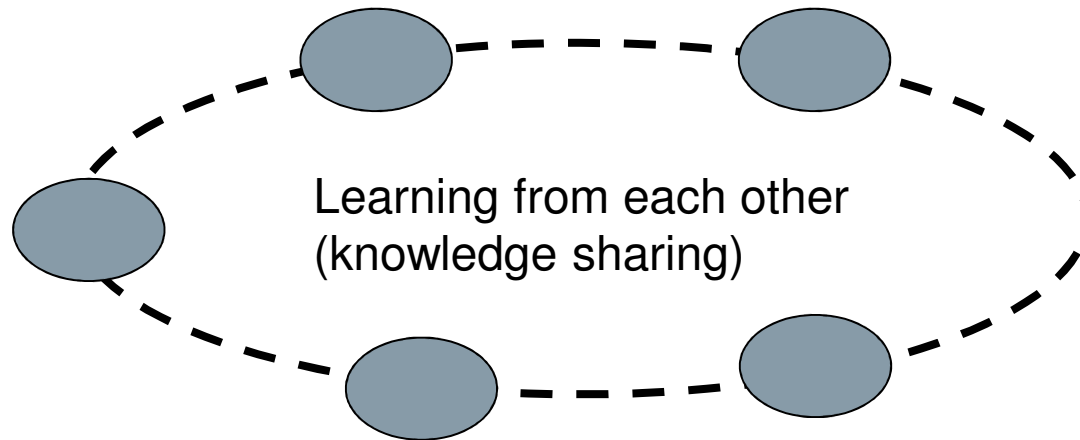
- **Weak leadership**
- **Infected personal relations**
- **Missing shared vision**
- **Lack of focus on learning and therefore low student engagement**

*The term '**Community of Practice**' encompasses a learning forum where **motivated and skilled participants** share a specific practice and then work together on improvements of that practice. Wenger, Etienne et. al (2002) *Cultivating Communities of Practice*. Boston Massachusetts: Harvard Business School Press.*

*“The participants in **Communities of Practice** are learning together by focusing on problems that are directly related to their work.”
Wenger and Snyder*

TEACHERS CAN LEARN HOW FROM DIFFERENT SOURCES - TOGETHER

Getting knowledge from outside (trainers)



Developing new knowledge
from project-work (action learning)

Schools as learning environments: Communities of Practice

1. A group sharing a specific practice – teachers working with entrepreneurial learning
2. A group interested in learning from each other – and together
3. A group with the ambition to share ideas, papers, models etc. In a specific area



A school-based learning concept

*“As **Communities of Practice** generate knowledge, they renew themselves. They give you both the golden eggs and the goose that lays them.”*

Wenger and Snyder

Examples of problems identified by teachers suitable for Communities of Practice

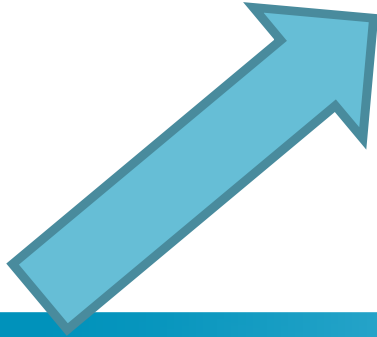
**CURRICULUM IN ICT IN OUR SCHOOL IS OVERLOADED, TOO
THEORETICAL AND TOO FRAGMENTED**

**„SOME“ STUDENTS IN „SOME“ VOCATIONAL PROGRAMMES LEAVE
THE PROGRAMME WITHOUT A CERTIFICATE: DROP OUT ISSUE?**

THIS VET SCHOOL HAS NO CONTACTS WITH SOCIAL PARTNERS

Quality – Teachers - School

***VET SCHOOL SELF-ASSESSMENT (SSA):
APPROACH TO VET SCHOOL DEVELOPMENT AND (MAYBE!?) EFFECTIVE WAY OF
CHANGING THE ROLE OF TEACHERS AND SCHOOL LEADERS***



TOWARDS DYNAMIC SCHOOL: TEACHERS IN A LEAD IN COMMUNITIES OF PRACTICE

“VET School Self-Assessment is a program of professional development that supports schools in improving teaching and learning through ongoing reflection and peer review.”

“VET School Self-Assessment is a School Development Project which is designed by the school staff aiming to foster the improvement of quality of teaching and learning through ongoing reflection and dialogue.”

- **IT IS ABOUT ENCOURAGING VET SCHOOLS TO BUILD ON THE AREAS IN WHICH THEY ARE ALREADY STRONG/ OR TO IMPROVE AREAS WHERE THERE ARE WEAKNESSES**
- **IT HELPS VET SCHOOL TO RAISE RIGHT QUESTIONS TO IMPROVE TEACHING AND LEARNING PROCESS; IT DOES NOT GIVE SCHOOLS A “RECIPE” FOR CHANGE**
- **IT DEPENDS ON THE COMMITMENT AND KNOWLEDGE OF SCHOOL STAFF INFORMED AND TRAINED ABOUT SAA METHODOLOGY**

QUALITY – TEACHERS – SCHOOL

- the average rate of drop outs per school year should be less than 5 %;
- the average age of our teachers will be 45 years(!?) and all of our teachers will have minimum BSc;
- the enrolment in our school will increase for 5 % until year of 2015
- the enrolment of average participation of working adults in our training courses should rise by at least 5% in next (years;

NEW AND OLD WAY OF DOING IT.....

- Change the legislation!
- Lets write a new strategy for education and training!
- Please give me more and better equipment!
- My teachers are now well paid!

***WHAT ABOUT THINKING MORE AND EXPLORING BETTER
WHAT TEACHERS CAN DO FOR THEMSELVES?***

School based competence development is better and cheaper

- Competence and practice will be improved at the same time
- No travelling, no accommodation etc.
- In accordance with the schools' strategy
- Teachers learn from each other – and together

No way back



Questions:



THANK YOU!



***“A MIND STRETCHED TO A NEW IDEA, NEVER GOES BACK TO ITS ORIGINAL
DIMENSIONS”***

—OLIVER WENDELL HOLMES

THANK YOU