

DVIG POKLICNIH KOMPETENC UČITELJEV

IMPROVING THE VOCATIONAL
COMPETENCES OF TEACHERS



REPUBLIKA SLOVENIJA
MINISTRSTVO ZA IZOBRAŽEVANJE,
ZNANOST IN ŠPORT

Center
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za poklicno
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Naložba v vašo prihodnost

OPERACIJO DELNO FINANCIRA EVROPSKA UNIJA
Evropski sklad za regionalni razvoj
Kohezijski sklad
Evropski socialni sklad

PROGRAM

DVIG POKLICNIH KOMPETENC UČITELJEV

Usposabljanje učiteljev in drugih strokovnih delavcev srednjih poklicnih in strokovnih šol v podjetjih z namenom nadgrajevanja strokovnih znanj s sodobno tehnologijo in trendi.

Kompetentnost in usposobljenost izvajalcev izobraževanja sta ključni pri zagotavljanju kakovosti izobraževanja, zato je pomembno, da učitelji nenehno nadgrajujejo, dopolnjujejo in osvežujejo svoje znanje na področju poklicnega izobraževanja, ne samo pedagoško, temveč tudi strokovno. Usposabljanje v realnem delovnem okolju je zagotovo priložnost, ki jim omogoča, da lažje držijo korak z razvojem tehnologije in drugimi spremembami na strokovnem področju, kjer poučujejo. Tako se lahko hitreje odzivajo na potrebe na trgu dela in jim prilagajajo poučevanje. Tudi podjetja, ki sprejmejo učitelja na usposabljanje, vidijo prednosti v takem povezovanju, saj lahko učitelj novosti iz stroke prenese neposredno na dijake, ki po zaključku izobraževanja vstopijo na trg dela z znanji in spretnostmi, ki jih delodajalci pričakujejo.

V šolskem letu 2014/15 je Center RS za poklicno izobraževanje izvajal pilotni program »Dvig poklicnih kompetenc učiteljev«, namenjen usposabljanju učiteljev strokovnih modulov in drugih strokovnih delavcev srednjih poklicnih in strokovnih šol v delovnem procesu, s ciljem, da se jim tako omogoči osvežitev obstoječih in pridobitev novih znanj, spretnosti in kompetenc ter s tem prispeva h kakovostnejšemu izvajanju pedagoškega procesa.

Program se je izvajal v okviru Operativnega programa razvoja človeških virov za obdobje 2007–2013. Financiranje je bilo zagotovljeno iz sredstev Evropskega socialnega sklada in Ministrstva za izobraževanje, znanost in šport.

Program je temeljil na obliki krožnega zaposlovanja. Učitelji strokovne teorije, praktičnega pouka, organizatorji praktičnega pouka in organizatorji praktičnega usposabljanja z delom so bili na strnjem dvomesečnem usposabljanju v izbranem podjetju ter v praksi obnovili znanje iz stroke in ga dopolnili z novodobnimi trendi, tehnologijo in načini dela. V tem času so jih v šoli nadomeščali ustrezno izobraženi in usposobljeni strokovnjaki iz gostiteljskih podjetij ali predhodno brezposelne osebe.

Program je vseboval dve osrednji aktivnosti, na kateri so vezani rezultati programa

1. Izvedba javnega poziva srednjim poklicnim in strokovnim šolam za sodelovanje v programu

V drugi polovici septembra 2014 je bil izveden javni poziv srednjim poklicnim in strokovnim šolam za sodelovanje v programu »Dvig poklicnih kompetenc učiteljev« in pripravo predlogov programov krožnega zaposlovanja. Za zainteresirane šole je bil izveden tudi informativni dan. Posamezni javni zavod oziroma organizacijska enota javnega zavoda je lahko za sredstva kandidirala z največ dvema vlogama. Na poziv se je odzvalo 20 šol s 27 vlogami za izvedbo programov krožnega zaposlovanja. Šole so izbrale gostiteljsko podjetje, kamor so napotile svoje učitelje, in način nadomeščanja.



2. Izvedba krožnih zaposlovanj

V obdobju štirih mesecev, od 1. 11. 2014 do 31. 3. 2015, je bilo izvedenih 27 krožnih zaposlovanj, v okviru katerih je sodelovalo 54 oseb: 27 učiteljev/strokovnih delavcev, ki so šli na usposabljanje, in 27 oseb, ki so jih nadomeščale (19 predhodno brezposelnih oseb in 8 strokovnjakov iz gostiteljskega podjetja). Pri realizaciji je sodelovalo 26 različnih podjetij, v katerih so sprejeli učitelje oziroma druge strokovne delavce na usposabljanje. Ti so bili v podjetjih vključeni v redni delovni proces; večinoma so jih uvajali in spremljali mentorji. Nekatera podjetja so imela dvojno vlogo, saj so poleg mentoriranja v podjetju zagotovila tudi nadomeščanje v šoli. Ob zaključku usposabljanja so udeleženci krožnega zaposlovanja pripravili poročilo o usposabljanju z opisom opravljenih nalog, oceno izvedbe in oceno doseganja zastavljenih ciljev.

Zaradi celovite ocene programa »Dvig poklicnih kompetenc učiteljev« smo na Centru RS za poklicno izobraževanje po zaključku krožnih zaposlovanj opravili evalvacijo, v katero smo vključili vse deležnike, ki so v njem sodelovali: vodstva šol, učitelje/strokovne delavce, ki so se udeležili usposabljanja, gostiteljska podjetja in osebe, ki so nadomeščale na šolah. Rezultati programa so potrdili temeljno hipotezo evalvacije, da učitelji strokovnih in poklicnih šol potrebujejo in si želijo več možnosti za strokovno usposabljanje.

Na podlagi ugotovitev evalvacije in poročil udeležencev je mogoče zaključiti, da vsi deležniki pozitivno ocenjujejo program ter si želijo, da se tovrstne aktivnosti nadaljujejo tudi v prihodnje. Učitelji so kot ključne prednosti izpostavili pridobivanje novih znanj, izmenjavo izkušenj in vzpostavitev neposrednega stika med šolo in gospodarstvom. Tudi mnenja podjetij so zelo pozitivna. Izpostavili so obojestransko korist, za šolo in tudi za delodajalca, dobro priložnost za izmenjavo praktičnega znanja med podjetjem in šolo ter možnost soočenja z realno problematiko.

Velika večina vprašanih bi se usposabljanja ponovno udeležila (tudi za daljši čas) in ga zaradi pozitivnih izkušenj priporočila tudi drugim. Večina šol, ki se na javni poziv niso odzvale, je navedla, da je projekt dobro zastavljen in bi v njem sodelovale, če bi imele več časa za prijavo.

Pri sprotni komunikaciji z vodstvi šol, kontaktnimi osebami in koordinatorji ter v sklopu evalvacije smo prejeli veliko dobrih rešitev in predlogov, ki nam bodo pomagali in nas vodili pri načrtovanju tovrstnih programov usposabljanja učiteljev v delovnem procesu v naslednjih letih. Predvsem bo treba razmisliti o primernejšem času objave javnega poziva in obdobju izvajanja, fleksibilnejši obliki usposabljanja, možnostih nadomeščanja in še čem.

Ocenjujemo, da je program »Dvig poklicnih kompetenc učiteljev« dosegel svoj namen in zastavljene cilje. Predvsem je razveseljivo dejstvo, da so šole in učitelji prepoznali priložnost in prednosti, ki jih ponuja tovrstna oblika krožnega zaposlovanja, ter izrazili potrebo po usposabljanju v delovnem procesu. Razveseljivo je tudi, da bo tudi v prihodnje zagotovljena podpora Ministrstva za izobraževanje, znanost in šport za tovrstne programe.

PROGRAMME

IMPROVING THE VOCATIONAL COMPETENCES OF TEACHERS

In-service training for teachers from secondary vocational and technical schools in order to enhance their professional knowledge with modern technology and trends.

The competence and skill levels of education providers are of key importance in ensuring the quality of education. It is therefore important that teachers constantly build on, supplement and update their knowledge. In the context of vocational education this not only means pedagogical knowledge but also knowledge within a specific professional field. Training in a real working environment is an opportunity that enables them to keep pace more easily with the development of technology and other changes in their professional field. This enables them to respond more quickly to the needs of the labour market and adapt their teaching accordingly. The advantages of this form of connection are also clear to the companies that accept teachers for training, since teachers are able to transmit new developments in their professional field directly to students, who on completion of their education will enter the labour market with the knowledge and skills that employers expect.

In the 2014/15 academic year, the Institute of the Republic of Slovenia for Vocational Education and Training (CPI) ran the pilot programme „Improving the vocational competences of teachers“, which was designed to provide training directly within the work process for teachers of professional modules and other professional staff from secondary vocational and technical schools, and in this way help refresh their knowledge, skills and competences and increase the quality of the pedagogical process.

The programme was implemented within the context of the Operational Programme for Human Resources Development 2007–2013. Funding was provided by the European Social Fund and the Ministry of Education, Science and Sport.

The programme was based on a form of job rotation. Teachers of professional modules and organisers of practical on-the-job training spent a concentrated two-month period of training at a chosen company, updating their knowledge in a practical context and supplementing it with new trends, technologies and methods of work. During training they were substituted at their schools by suitably qualified and trained experts from the host companies or by previously unemployed persons.

The programme consisted of two main activities, to which the results of the programme were tied

1. Public call to secondary vocational and technical schools to participate in the programme

In the second half of September 2014 secondary vocational and technical schools were invited, via a public call, to participate in the „Improving the vocational competences of teachers“ programme and prepare proposals for job rotation programmes. An information day was also held for schools that expressed an interest in taking part. A single public institution or organisational unit thereof was entitled to submit a maximum of two applications for funding. The public call attracted responses from 20 schools, with 27 applications to implement job rotation programmes. The schools selected the host company to which they planned to send their teachers, and also the method of substitution.



2. Job rotation

Over the course of a four-month period (1 November 2014 to 31 March 2015), 27 job rotations were carried out, involving 54 individuals: the 27 teachers/professional staff who underwent training and the 27 people who substituted them – 19 unemployed persons and 8 experts from a host company. The programme involved the cooperation of 26 different companies, which accepted teachers or other professional staff for training. The staff from schools were incorporated into the companies' regular work process and in the majority of cases were inducted and monitored by mentors. Some companies played a dual role, since as well as providing in-company mentoring they also provided substitute staff at a school. On completion of the training, the job rotation participants wrote a training report containing a description of the tasks they had carried out, an assessment of implementation and an assessment of the achievement of the objectives set.

Once the job rotations were complete, we at the CPI carried out an evaluation in order to arrive at an overall assessment of the „Improving the vocational competence of teachers“ programme. This evaluation included all participating stakeholders: school managements, the teachers/professional staff who took part in training, the host companies and the people who substituted staff at the schools. The results of the programme confirmed the fundamental hypothesis of the evaluation, namely that teachers at vocational and technical schools need and want more opportunities for professional training.

The findings of the evaluation and the reports of participants show that all stakeholders rate the programme positively and would like activities of this kind to continue in the future. The key priorities identified by teachers are the acquisition of new knowledge, the exchange of experiences and the establishing of direct contacts between the school and the business enterprise sector. The opinions of the participating companies are also very positive. They underlined the mutual benefits for both the school and the employer, the good opportunity to exchange practical knowledge between companies and schools, and the opportunity to deal with real-world issues.

The great majority of respondents would participate in a programme again (including for a longer period) and in the light of their positive experiences would recommend it to others. Most of the schools that did not respond to the public call indicated that the programme appeared to be well designed and that they would have taken part in it if they had been given more time to apply.

In the course of ongoing communication with school managements, contact persons and coordinators, and during the evaluation itself, we received a large number of good solutions and proposals that will serve us as a guide when planning in-company teacher training programmes of this type in future years. In particular it will be necessary to consider the suitability of the publication dates of the public call and the period of implementation of the programme. We will also need to think about more flexible forms of training, substitution possibilities and a number of other issues.

We consider that the „Improving the vocational competences of teachers“ programme has achieved its purpose and the objectives set. We are particularly encouraged by the fact that schools and teachers have recognised the opportunity and advantages offered by this form of job rotation, and have expressed their need for training with the work process. It is also encouraging to note that support for programmes of this type from the Ministry of Education, Science and Sport will also be guaranteed in the future.

Operacijo delno financira Evropska unija iz Evropskega socialnega sklada ter Ministrstvo za izobraževanje, znanost in šport. Operacija se izvaja v okviru Operativnega programa razvoja človeških virov v obdobju 2007-2013, 1. razvojne prioritete »Spodbujanje podjetništva in prilagodljivosti«, prednostne usmeritve 1.4. »Pospeševanje razvoja novih zaposlitvenih možnosti.«