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Nota di contenuto	Intro -- Foreword -- Acronyms and abbreviations -- Executive summary -- 1 Key insights on preparing vocational teachers and trainers -- 1.1. Skill requirements for teaching and training in VET -- 1.1.1. VET teachers need a sophisticated mix of knowledge and skills -- 1.1.2. In-company trainers need to be able to support students' learning journeys in the workplace -- 1.1.3. Shortages of teachers and trainers in VET are common -- 1.2. Strategies to ensure that VET teachers and trainers are well-prepared -- 1.2.1. Entry requirements for the VET teaching and training profession are set to ensure quality -- 1.2.2. Initial education and training for VET teachers and trainers takes many shapes and forms -- 1.3. Balancing quality and flexibility: Lessons learnt from the five case studies -- 1.3.1. Entry requirements for VET teachers -- Setting clear entry requirements that contribute to the quality of teaching -- Allowing for some flexibility without compromising on quality -- 1.3.2. Entry requirements for in-company trainers -- Entry requirements for trainers are mostly related to vocational qualifications &amp -- experience -- Setting guidelines on skills of in-company trainers can foster training quality -- 1.3.3. Initial training and preparation for VET teachers -- Flexibility is key in ITET for VET teachers -- Financial support schemes increase the accessibility of ITET -- Balancing the autonomy of ITET providers with quality

assurance mechanisms -- Co-ordinating between VET institutions and teacher-training institutions for better design and delivery of VET teacher training -- 1.3.4. Initial preparation for in-company trainers -- Providing accessible and flexible training options -- Providing relevant and high-quality training -- References -- Note.
2 Case study: Entry requirements and initial training of vocational teachers and trainers in Canada -- 2.1. A snapshot of vocational education and training in Canada -- 2.1.1. The structure of the Canadian VET system -- Work-based learning and school-based learning -- VET teachers and trainers -- 2.1.2. Governance of the Canadian VET system -- 2.2. Entry requirements for teachers and trainers in VET in Canada -- 2.2.1. Qualification, experience and skill requirements for teachers in VET -- 2.2.2. Qualification, experience and skill requirements for in-company trainers -- 2.3. Initial preparation for teachers and trainers in VET in Canada -- 2.3.1. Initial teacher education and training -- Teacher training providers and programmes -- Target competences, content and curriculum -- The design and delivery of teacher education and training -- Financing of teacher education and training -- Quality assurance in initial teacher education and training -- 2.3.2. Preparation for in-company trainers -- Training providers to prepare in-company trainers -- The content and delivery of training for in-company trainers -- References -- Notes --
3 Case study: Entry requirements and initial training of vocational teachers and trainers in Denmark -- 3.1. A snapshot of vocational education and training in Denmark -- 3.1.1. The structure of the Danish VET system -- Work-based learning and school-based learning -- VET teachers and trainers -- 3.1.2. Governance of VET in Denmark -- 3.2. Entry requirements for teachers and trainers in VET in Denmark -- 3.2.1. Qualification, experience and skill requirements for teachers in VET -- 3.2.2. Qualification, experience and skill requirements for in-company trainers -- 3.3. Initial preparation for teachers and trainers in VET in Denmark -- 3.3.1. Initial teacher education and training in VET -- VET teacher training providers.
The content of VET teacher training -- The delivery of initial teacher education and training -- Financing initial teacher education and training -- Quality assuring initial teacher education and training -- 3.3.2. Preparation for in-company trainers -- The content of training for in-company trainers -- Financing training for in-company trainers -- Quality assurance of training for in-company trainers -- References -- Notes -- 4 Case study: Entry requirements and initial training of vocational teachers and trainers in Germany -- 4.1. A snapshot of vocational education and training in Germany -- 4.1.1. The structure of the German VET system -- Work-based and school-based learning -- VET teachers and trainers -- Governance of the VET system in Germany -- 4.2. Entry requirements for teachers and trainers in VET in Germany -- 4.2.1. Qualification, experience and skill requirements for teachers in VET -- Regular VET teacher qualifications -- VET teachers as 'side-entrants' -- 4.2.2. Qualification, experience and skill requirements for in-company trainers -- General regulations and practice -- Exceptions -- 4.3. Initial preparation for teachers and trainers in VET in Germany -- 4.3.1. Initial teacher education and training in VET -- Teacher training providers, duration and entry requirements -- The content of initial teacher education and training -- Phase 1: Teacher training at university and other educational institutions -- Phase 2: Preparatory service -- Financing initial teacher education and training -- Phase 1: University studies -- Phase 2: Preparatory service -- Quality assurance in initial teacher education and training -- 4.3.2. Preparation for in-company trainers -- Training providers -- The content of training for

in-company trainers -- The delivery of training for in-company trainers -- Financing training for in-company trainers.
Quality assurance of training for in-company trainers -- References -- Notes -- 5 Case study: Entry requirements and initial training of vocational teachers and trainers in the Netherlands -- 5.1. A snapshot of vocational education and training in the Netherlands -- 5.1.1. The structure of the Dutch VET system -- Work-based learning and school-based learning -- VET teachers and trainers -- 5.1.2. Governance and financing of the Dutch VET system -- 5.2. Entry requirements for teachers and trainers in VET in the Netherlands -- 5.2.1. Qualification, experience and skill requirements for teachers in VET -- Regular teacher qualifications for secondary education -- Qualification requirements for 'lateral entry' in MBO -- Qualification requirements for instructors in MBO -- Qualification requirements to teach in HBO programmes -- 5.2.2. Qualification, experience and skill requirements for in-company trainers -- 5.3. Initial preparation for teachers and trainers in VET in the Netherlands -- 5.3.1. Initial education and training for VET teachers and instructors -- MBO teacher and instructor training providers, target competences, content and curriculum -- The delivery of MBO teacher and instructor education and training -- Financing of teacher education and training -- Quality assurance in MBO teacher education and training -- ITET to become HBO teacher -- 5.3.2. Preparation for in-company trainers -- References -- Notes -- 6 Case study: Entry requirements and initial training of vocational teachers and trainers in Norway -- 6.1. A snapshot of vocational education and training in Norway -- 6.1.1. The structure of the Norwegian VET system -- Work-based learning -- VET teachers and trainers -- 6.1.2. Governance -- 6.2. Entry requirements for teachers and trainers in VET in Norway -- 6.2.1. Qualification, experience and skill requirements for teachers in VET.
General regulations and practice -- Exceptions -- 6.2.2. Qualification, experience and skill requirements for in-company trainers -- 6.3. Initial preparation for teachers and trainers in VET in Norway -- 6.3.1. Initial teacher education and training -- Teacher training providers, duration, entry requirements -- Target competences, content and curriculum -- The delivery of teacher education and training -- Financing of teacher education and training -- Quality assurance in initial teacher education and training -- 6.3.2. Preparation for in-company trainers -- References -- Notes -- Annex A. Simplified ISCED mappings -- References -- Blank Page.

Sommario/riassunto

Teachers and in-company trainers are central to vocational education and training (VET), as they support the school-to-work transitions of learners from diverse backgrounds. VET teachers develop learners' skills in school-based settings, while in-company trainers support learners during their time in work-based learning.