

*Competence Learning in teacher training
at Fontys: PTH-Eindhoven*

Another kind of teacher training:
Dual training for educational personnel

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Why Changing the teacher training:

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Differentiation in educational tasks

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Shortage of labour supply

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- # Differentiation in educational tasks
- # Shortage of labour supply
- # ROC's demands for influence and participation in the training for educational personnel

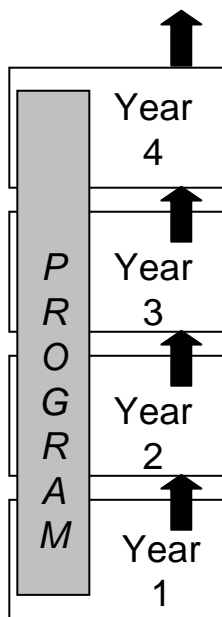
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- # Shortage of labour supply
- # ROC's demands for influence and participation in the training for educational personnel
- # Encouragement and stimulation of educational innovations in the ROC's
- # The need and necessity of Educational Partnership (EPS) (demanded by the government)

Teacher Training

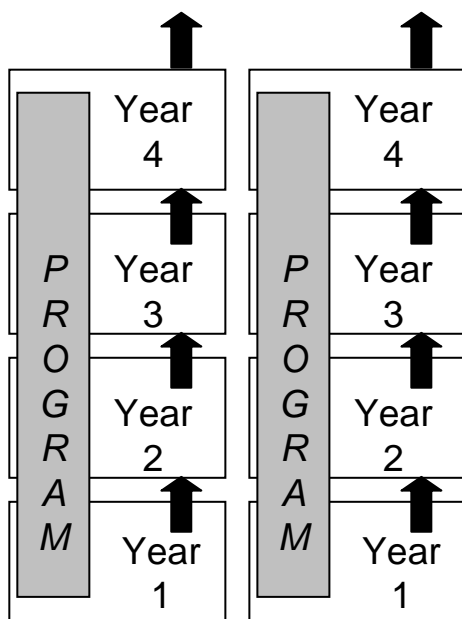


Full Time
Teacher
Training

OHT: nr.

Vocational Education and Adult Training (VET)

Teacher Training



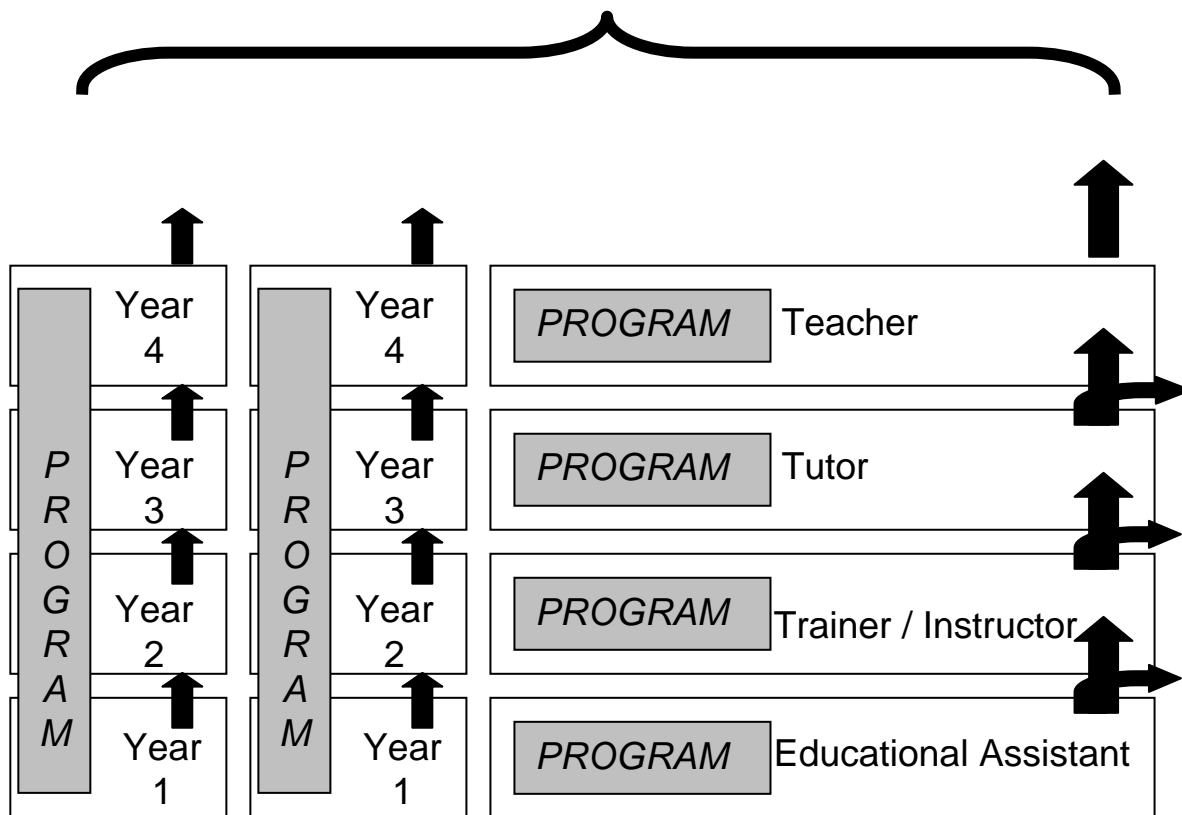
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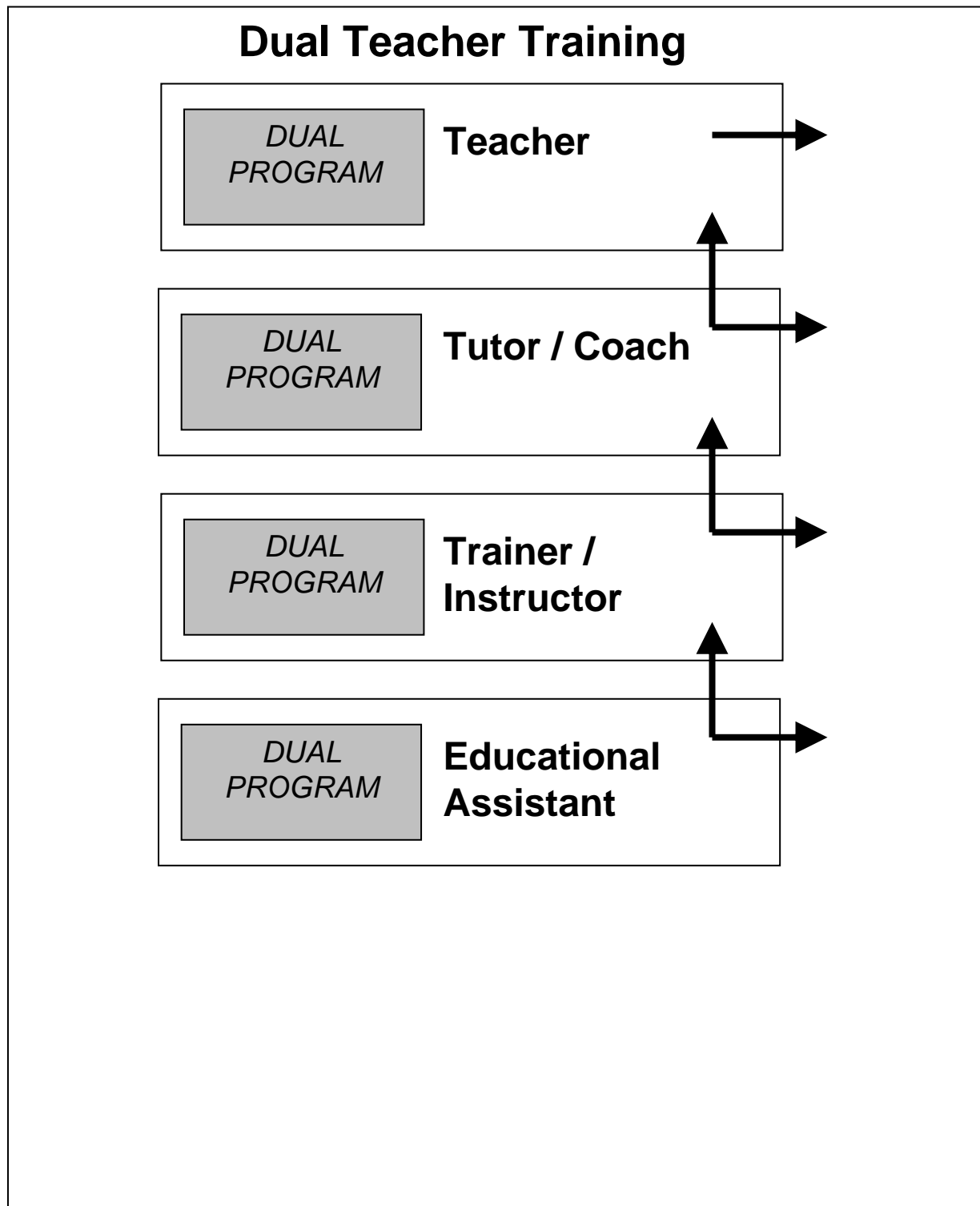
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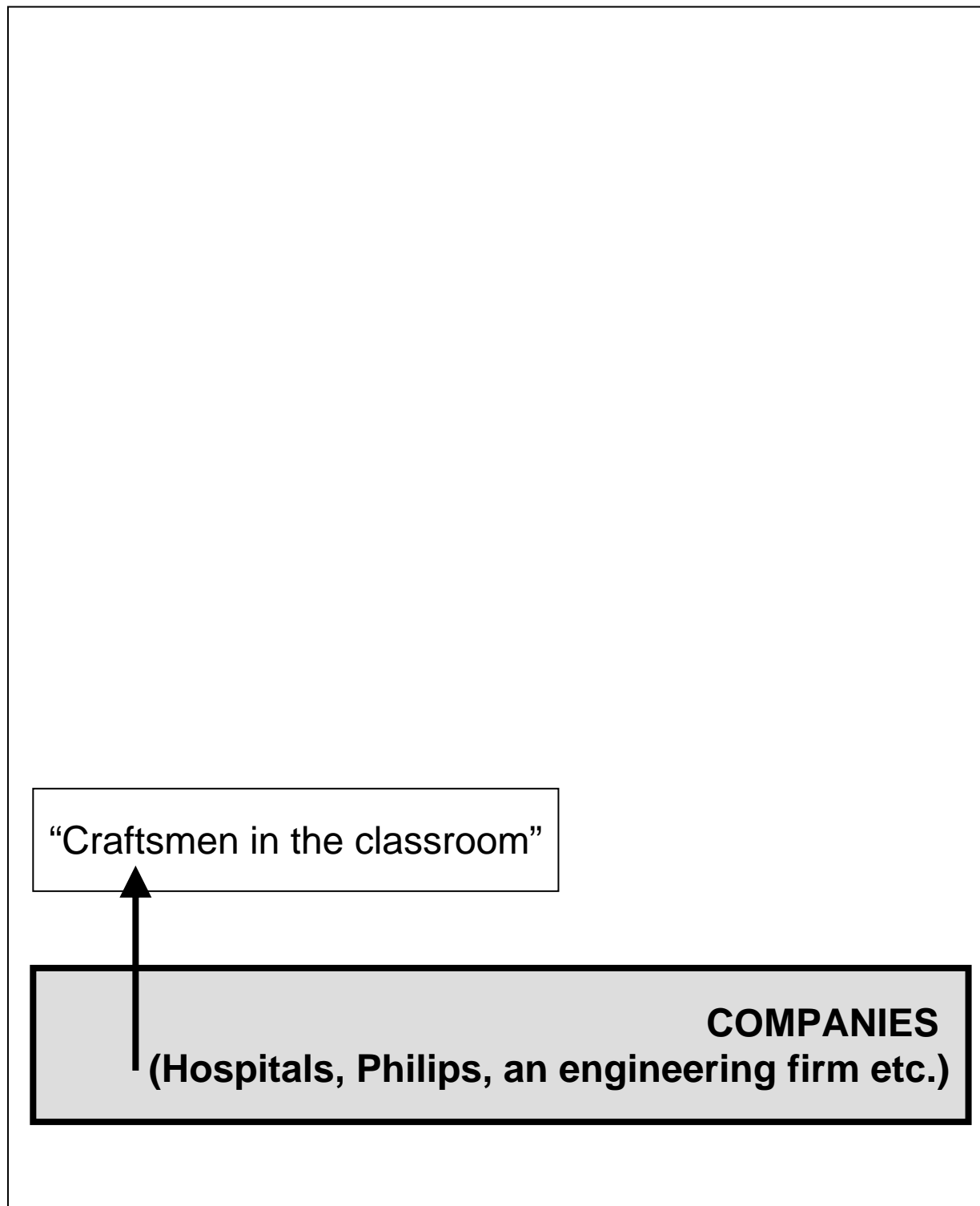
Dual Teacher Training

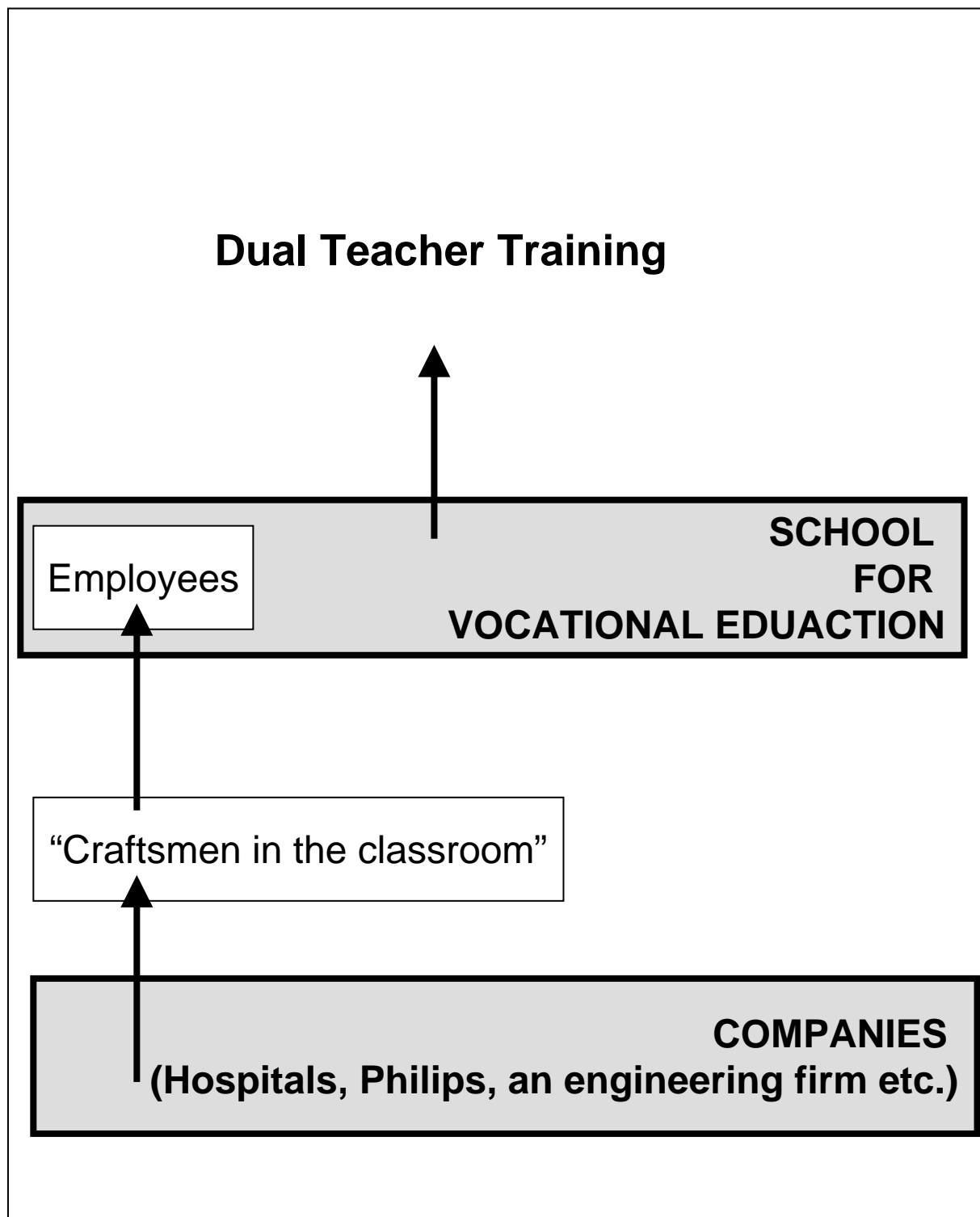
Employees

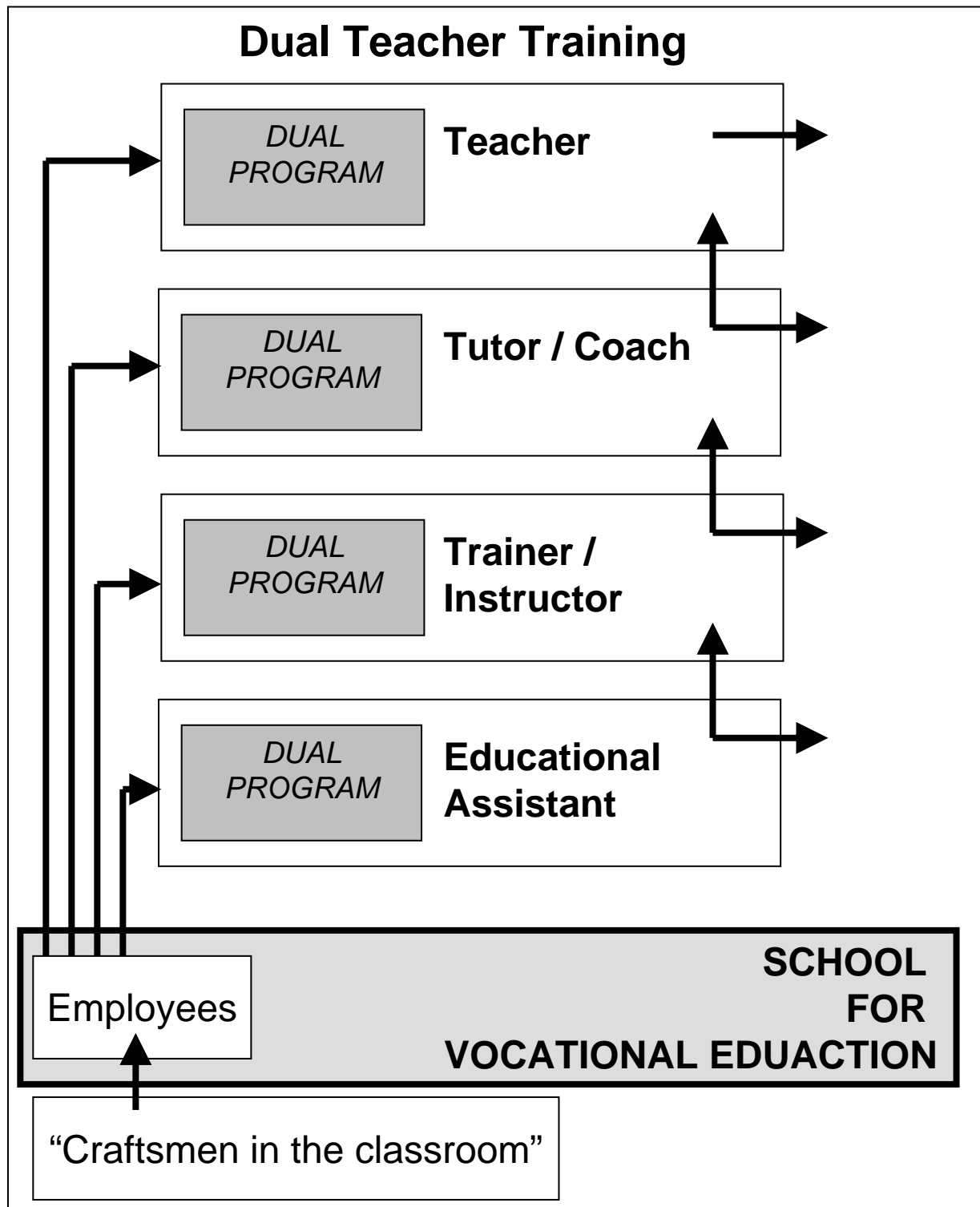
**SCHOOL
FOR
VOCATIONAL EDUCATION**

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Dual Teacher Training: what's special?

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Training for educational personnel

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Training developed and executed by the
Teacher Training Institute in collaboration
with the Schools for Vocational Education.

So, not only by the teacher training institute!

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Training including a “4 – educational – functions” training sequence.

So, not a “4 – year” teacher training!

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Training including a “4 – educational – functions” training sequence.

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Training with strong dual and competence characteristics.

So, not a training with ‘practice period components’, but with a ‘real work component’!

In a dual training for educational personnel the methodology of

'learning by producing'

is the main methodology

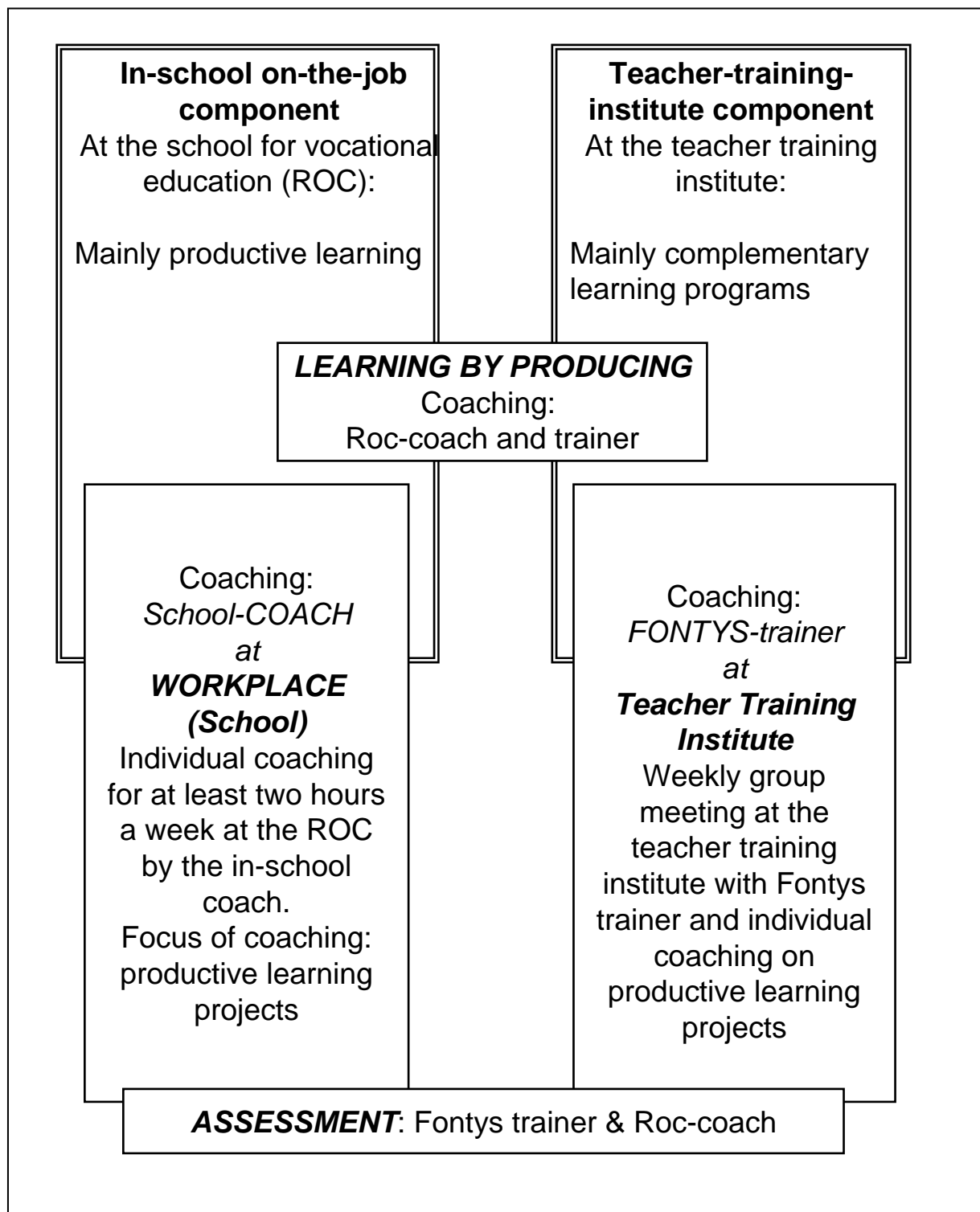
The student develops his/her competencies by working on real (and useful for the organization) products and performances. The daily tasks of the student are point of departure.

In a dual training for educational personnel the methodology of

Examples:

An Instructor works on, or participates in:

- * The innovation of the health practice curriculum
- * The design of the practice room for mechanical engineering
- * The coaching of a group of pupils.
- Developing a lesson series about



10 CORE HBO-COMPETENCIES:

10 types of critical work-related behaviors required most to achieve the core accountabilities for a position with HBO background.

1. Customer Service oriented
2. Team player
3. Action oriented
4. Strong organizational skills
5. Trouble shooting
6. Flexibility
7. Communication skills
8. Language skills
9. Computer literacy
10. Goal/Result oriented

10 CORE HBO-COMPETENCIES:

10 types of critical work-related behaviors required most to achieve the core accountabilities for a position with HBO background.

1. Customer Service oriented: Customer comes first: must be able to think from the customer's point of view and seek always for the best solution.

2. Team player: Must be tactful with strong team orientation. Proven ability to work within a team, give input, negotiate and support others.

3. Action oriented: Need to be a self starter and able to work and make independently sound decisions in timely manner.

4. Strong organizational skills: Ability to prioritize and organize workload in response to often aggressive timelines.

5. Trouble shooting: Develop solutions to complex problems requiring creative and innovative approaches

6. Flexibility: In a department where every day brings challenges, ability to be flexible and to quickly understand new information and situations.

7. Communication skills: Strong ability to communicate with people on different levels, nationalities and cultures within and outside of the organization.

8. Language skills: Must speak, read, write and understand the English language.

9. Computer literacy

10. Goal/Result oriented: responsible for setting and evaluating their own and their team's performance.

SBL Competences

The student in every function

(educational assistant, trainer/instructor, tutor and teacher)

has to 'prove' that he or she is competent in all the described competences in the 7 areas.

The extend to which a student in a certain function should be competent differs.

As an example let's take competence 2

(pedagogical competent on pupils)

2 Pedagogical competence (general description)

A pedagogically competent teacher offers the pupils a safe learning and working environment, where they find their hold and a structure for social, emotional and moral development. He/she makes sure that the pupils:

- know that they belong, that they are welcome and appreciated
- treat each other in a respectful manner and are challenged to take responsibility for one another
- can take initiatives and can work autonomously
- learn to discover their affinities and ambitions, and from there make their choices for study and career.

The booklet student have describes behavioral indicators for this competence.

For Teachers

10 indicators for this competence are described. To name a few:

- 2.1 Offers a safe learning environment in which teachers and pupils treat each other respectfully
- 2.2 Offers a learning situation in which pupils can contribute
- 2.3 Uses in a systematic way the input from pupils in the teaching and learning process
- 2.4 Stimulates the group discussions on norms and values
- 2.6 Anticipates on differences between pupils in cultural, social and emotional respect

For Educational Assistants

the same competences are formulated although they have a different indicator. For instance:

- 2.1 Acts on basis of mutual respect in dealing with pupils
- 2.2 Shows trust in the pupils capacities
- 2.3 Challenges pupils to ask questions
- 2.4 Formulates own norms and values and reflects on it in comparison with the norms and values of the school
- 2.6 Observes and describes differences between pupils

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