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Teachers' continuous professional development and improvement in VET

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Content

1. Theoretical foundations
2. International tendencies
3. Hungarian context of VET:
specialities and regulation
4. Opportunities of
training/education

About the past

Budapest University of Technology (BME): more than 150 years of traditions in teacher education

First forever: The world's first university in-service teacher education institute in engineering – BME Engineering In-service Teacher Education Institute (1939)



1. Theoretical foundations

- Theoretically it is not new; in practice it is related to a new, complex approach in educational science thinking

→ phenomenon

- In a broader sense CPD is existing already for many decades in all sectors in highly developed countries.
- Teachers' continuous professional development and improvement in vocational education is connected to high quality professional adaptation efforts (Eszter Bükki), but it is not easy to understand this phenomenon:
- phenomenal phenomenon

References



- International

OECD. (2005), Teachers matter: attracting, developing and retaining effective teachers. Paris: OECD

UNESCO (2012) Shanghai Consensus, Recommendations of the Third International Congress on Technical and Vocational Education and Training: 'Transforming TVET: Building skills for work and life', Paris: UNESCO.

Cedefop (2013) Trainers in continuing VET: Emerging competence profile, Luxembourg

ETF Position Paper on Continuing Professional Development for VET Teachers and Trainers, ETF POSITION PAPER, 2016

- Hungarian

Bükki Eszter, Fehérvári Anikó (2021), Oktatói együttműködés a szakképzésben. [Teachers' collaboration in VET]. Szakképzés-Pedagógiai Tudományos Közlemények 2021/2. 195-218.

Bükki Eszter (2022), Az iskolai rendszerű szakképzésben oktatók szakmai fejlődése és tanulása és az ezt befolyásoló egyéni és szervezeti tényezők vizsgálata [Professional development and learning of teachers in VET schools and the individual and organisational factors that influence it]. PhD disszertáció, ELTE

Rapos Nóra, Tókos Katalin, Nagy Krisztina, Eszes Fruzsina, Horváth László (2022), A pedagógusok folyamatos szakmai fejlődésének és tanulásának komplexitása [The complexity of teachers' continuous professional development and learning]

2. International tendencies

Scientific efforts

- Teachers' professional LLL
- Reflectivity on teaching
- Collaborative learning

Practical support – tendencies in methodology

- UNESCO
- Cedefop
 - ETF
 - Erasmus
- National adaptations

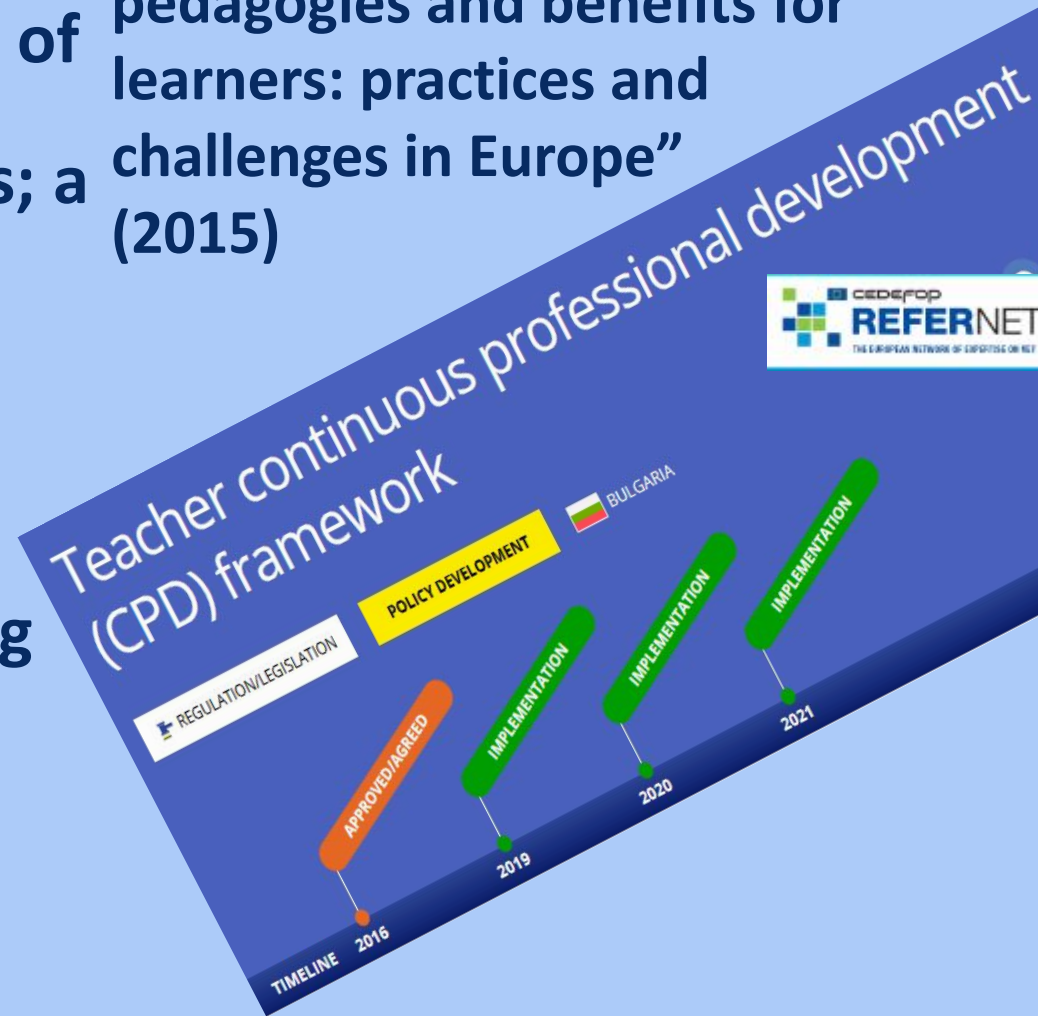
Projects



- **MoTEL - Career entry, career satisfaction and continuous professional development of vocational teachers in Hungarian VET institutions; a large-scale study – 5063 teacher (492 VET teacher)**

CEDEFOP "Vocational pedagogies and benefits for learners: practices and challenges in Europe" (2015)

- **LS4VET – Teachers' Collaboration through Lesson Study for Improving the Quality of Vocational Education and Training(2020-2023)**



LS4VET MODEL

Classroom learning

Reflections

Organize the Team, set the goal

Reflect and disseminate

Study alone and together

Practice

Collaborative learning

Repeat

Plan teaching unit

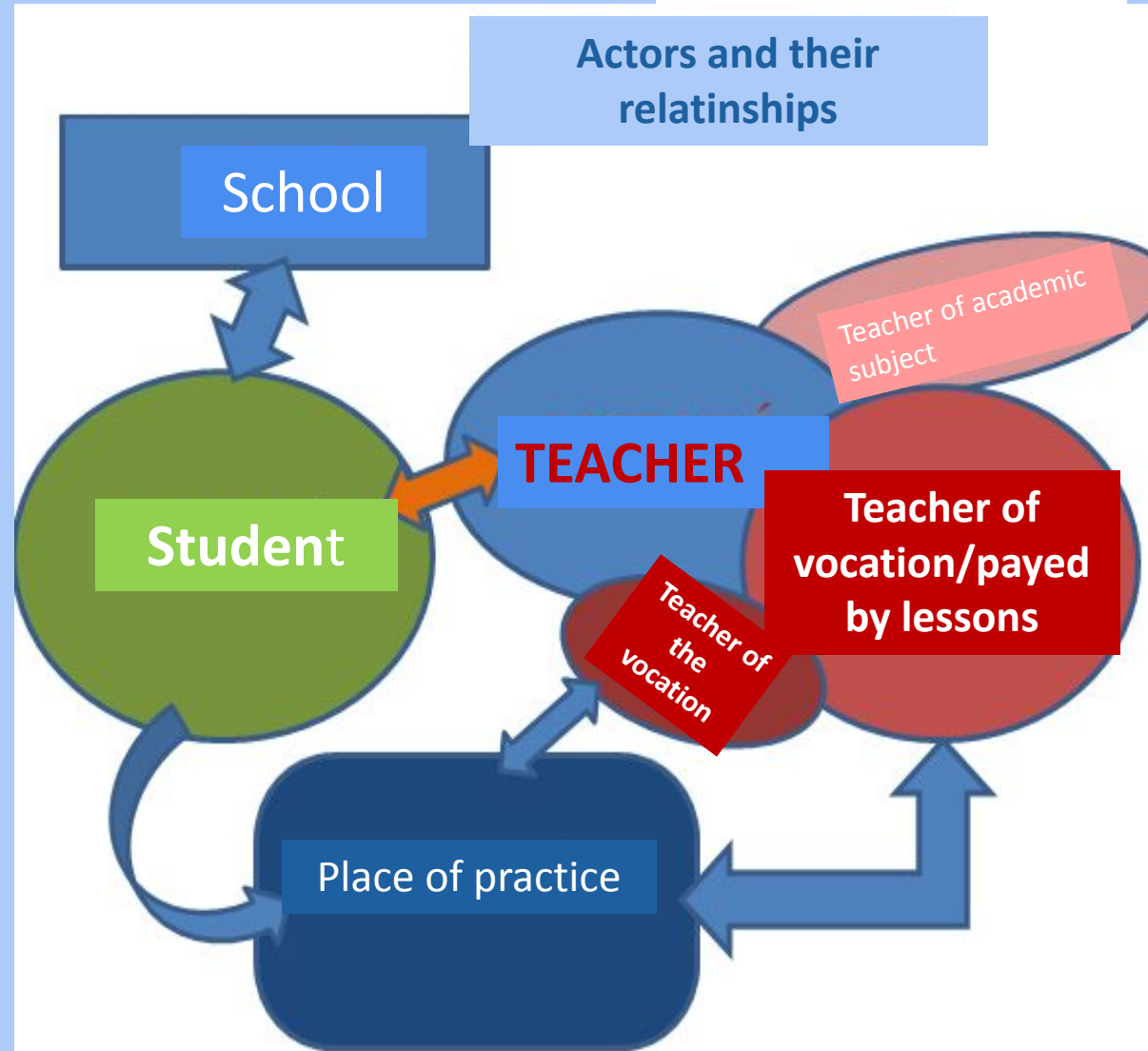
Project activities

Teachers in the center

Analyse and discuss

Research Lesson - teach and observe

3. Hungarian context of VET: specialities of regulation



About the legal background (2019-)

- **oktató (= ,instructor’ – a person who teaches) key-term**
- **not teacher**
- **however an ,instructor’ by law**
 - is a member of the Hungarian National Teacher Organization
 - can hold ,Teachers’ Card’ (for special offers)
- **her/his basic task is teaching the profession for the students or the person participating in VET, the transfer of the related core materials, the control of their development; taking into account the provisions of the individual development plan in the case of a person with special educational needs or a disability**

Hungarian dilemmas on the instructors' activities and tasks

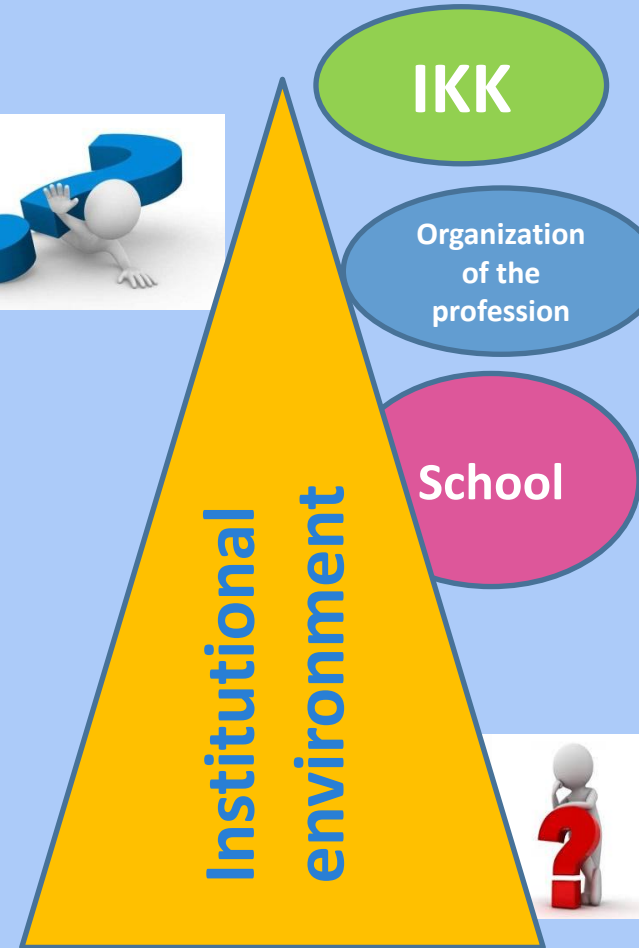


Knowledge sharing



Practice of the profession

Preparation for the profession



4. Opportunities of training/education

- Programs offered by Innovative Training Support Centre (Innovatív Képzéstámogató Központ - IKK)
- Inservice trainings offered by the Organizations of the Professions
- Inservice education for the profession
 - Open inservice education



Instructors' Inservice Education System

Field	No. of courses
Agricultural	18
Foreign language	13
Digital competencies	8
Visits of companies/factories	5
Special inservice ed. programs	13
Local education in companies	18
Professional further education	42
Methodology	52
altogether	169

<https://ikk.hu/otr>

Practical teacher trainers of the „Organization of the Profession”

Felnőttképző Intézmény
A Mindennapi Kultúráért Egyesület
Danuvia Stúdió Oktató és Szolg. Kft.
Fókusz Gimnázium és Szakképző Iskola
KARAKTER Számítástechnikai, Elektr. Kft.
Jakab Oktatási és Szakképzési Kft.
OK-TAT-60 Oktatást Szervező és Szolgáltató Kft.
OKTKER-NODUS Kiadó, Oktatási, Ker. és Szolg. Kft.
OKT-OPERISZ Pedagógiai és Humán Szolgáltató Kft.
Soter-Line Oktatási, Továbbképző és Szolg. Kft.
SZOCIÁLIS HÁLÓ EGYESÜLET
"TOTAL TRÉNING" Oktatási Kft.

The *practical instructors’ system* of the „Organization of the Profession” serves the purpose of ensuring that **business organizations** that wish to participate in the **dual training**, have professionals with pedagogical, social psychological, communication, administration and legal knowledge.

- The length of education: 50 hours:
- 25 hours on theory
 - 25 hours (3 days) training.

The role of higher education institutions – The case of BME



Graduate programs

BSc teacher of a profession program (15-30 person/year)

MSc engineer-instructor, economy instructor (70-80 person/year in courses via correspondence; 30-40 person in full time education)



Post-graduate education (600-800 person/year)

profession specific in-service education programs (eg. educational leadership, mentor teacher, master-leader, expert of measurement and evaluation) .

Other types of education:

- expert courses
- accredited inservice teacher education programs eg.
 - *Nyitott tananyagfejlesztő, módszertani továbbképzés pedagógusoknak - OCD (Open Content Development)*

Thank you for your attention!

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