STAY IN

Description of the training programme for VET-teachers
Draft version

WP 6 Adaptation – Development - Transfer

FINLAND

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1. Introduction

In all partner countries the problem of drop out from initial VET is more than evident and challenging, however the situations are of course different also in front of labour market situations for young people and provision of young workforce due to demographic developments.

In front of this background the successful geographical transfer of innovation in this field is a complex issue and this is the main reason why two excellent project results have been selected as basis for the transfer - one from the school sector (School inclusion project) and one from the business and entrepreneurial sector (CESSIT project). A successful transfer to different and differing VET systems and teachers and trainers involved can only be possible if an appropriate combination of training modules from both areas that are determining VET systems could be selected and implemented.

The main type of transfer implemented in the STAY IN project is a geographical transfer of innovative results in the field of identification and prevention of drop out from VET. All innovation importing countries have quite different models and systemic approaches to initial VET from totally school based systems to dual apprenticeship systems largely involving companies responsible for main parts of the VET training process.

This is why at the beginning of the transfer process it was necessary to identify for each partner country what has been the main focus, competences and modules needed for teachers and trainers involved in the systems. As methodological instruments to support this analysis we used a questionnaire and interview study. The questionnaire was filled by altogether 75 teachers of vocational upper secondary education and training. The interview section consisted of five interviews for different target groups. The results were elaborated in country report (FINLAND) together with detailed adaptation requirements.

The analysis of the questionnaires and interview study proved that teachers had responded in a diverse and comprehensive manner. The data analysis provided a lot of information about teachers' views and training needs regarding the prevention of dropping out and expulsion. On the basis of this information and the materials etc. provided by the two transfer projects the following description (curriculum) of the training programme has been worked out.

If you have further questions regarding the curriculum, please contact:

WinNova, Länsirannikon Koulutus Oy Ltd. http://www.winnova.fi/sivu.aspx?taso=2&id=217

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2. Target group

Essential for STAY IN and the training programme in Finland is the vocational qualifications part of the educational system that is vocational institutions. Vocational education and training covers eight fields of education, more than fifty vocational qualifications including over a hundred different study programmes. The scope of vocational qualifications is three years of study and each qualification includes at least half a year of on-the-job learning in workplaces. Vocational education and training can be completed in the form of school based training or apprenticeship training. In STAY IN, Finland we concentrate on the school based system and leave out the apprenticeship training.

The main target group of the STAY IN training programme in Finland are VET-teachers in the school based system of upper secondary vocational education. According to the ISCED-classification (year 1997) teachers are involved in level 3 – Upper secondary education.

3. Overview of the training programme

In all the training programme of Stay In (FINLAND) consists of 4 modules.

1. Module 1: Teaching methods and creativity in teaching or training
2. Module 2: Communication
3. Module 3: The everyday life of youth
4. Module 4: Support methods and learning disabilities

The duration of the training programme is 30 guided learning hours and 10 self study hours. The contents and other specifics of each module are explained in the following chapters.

4. Module 1: Teaching methods and creativity in teaching and training

Overview of module 1: Teaching methods and creativity in teaching and training

Key questions / topics	The training will deal with four topics: 1. The teacher´s profession is changing 2. New, inspiring learning environments and the future of learning 3. Working methods, methods for group introduction, ways to enhance the student´s (and teacher´s) creativity, methods for increasing the student´s (and teacher´s) mindfulness 4. Trying out these methods
Objectives	1. Deeper understanding of engaging teaching methods 2. Positive experience of at least 6 different methods 3. Teachers eager to use the methods as part of their day-to-day routine 4. Understanding and knowledge of further learning resources
Duration	Guided learning 7 hours (ONE UNIT / DAY) Self study 2 hours

Contents	1. Pre-study of teacher´s expectations in order to find out problems they encounter in their day-to-day routine (questionnaire as part of learning resources) & analysis of the results (pre-definition of problem categories to be solved through new engaging teaching methods)
	2. Guided learning consists of creating teachers opportunities to try and practice different engaging learning methods (at least 6 different methods). For example:
	    ✓ Cumulating group
	    ✓ Three words
	    ✓ Flash-introductory
	    ✓ PowerPoint-karaoke
	    ✓ One minute rounds

✓ Controversy

The purpose is to solve pre-defined problem categories using group- and communication based methods. For example if the problem category is learning atmosphere, how can this problem be solved or relieved through engaging learning methods. So because the problem categories can vary, so can the engaging learning methods be different from one training to another.

3. The self study can be conducted in small (e.g. field of study based) groups of teachers. The purpose is to deepen the participants understanding and knowledge of different engaging learning methods and ensure the usage in day-to-day-routine.

Methodology & didactics	Workshop (7 hours) & Self study in small groups (2 hours)
Learning resources	Synopsis for module 1 including ✓ The teacher´s profession is being reinvented (PP-presentation) ✓ questionnaire for conducting the pre-study for engaging teaching methods ✓ descriptions of engaging learning methods (10 different methods) ✓ group exercises on engaging learning methods ✓ Supporting learning resources e.g. Ideadeck-resources, web-pages, books etc.
Trainer requirements	The trainer(s) must be professionals in applying engaging learning methods. They must have a wide experience on engaging learning methods. Trainer´s own experience on how to apply these methods with young adults (aged 15 to 20 years) is a merit but not obligatory.

5. Module 2: Communication

Overview of module 2:
Communication

Key questions	The key questions of this module are 1. How to give (positive) feedback, how to encourage and inspire young adults? 2. Active listening – Is it the key to success in communication? 3. How can mindfulness help succeeding in communication processes? 4. A challenging young adult – how to communicate with him/her? How to manage difficult conversations?
Objectives	1. Give participants new ways to communicate with young students & new tools to share their expertise (social media tools) 2. Positive feedback, encouraging young adults 3. Active listening & how to practice this (mindfulness-methods) 4. Mindfulness as a tool for effective communication 5. Communication with challenging young adults
Duration	Guided learning 11 hours divided into 3 UNITS 1. UNIT 3 hours (social media) 2. UNIT 4 hours (mindfulness) 3. UNIT 4 hours (communication with challenging young adults) Self study 4 hours
Contents	1. UNIT (social media tools) ✓ Pre-assignment (self study 2 hours) ✓ Introduction to social media ✓ How can social media tools be part of effective communication with the students ✓ How to make an e-synopsis (e.g. (https://www.rebel-mouse.com/ePeer/) How to use Rebelmouse?

	2. UNIT (mindfulness) ✓ Introduction to mindfulness (30 min) ✓ Mindulness in teacher´s profession (45 min) ✓ Mindfulness as a tool for learning (45 min) ✓ Uselful exercises for teachers and students & further learning resources(1 hour) 3. UNIT (communication in challenging situations)
Methodology & didactics	1. UNIT Workshop in computer class 2. UNIT Engaging lecture (lots of group and pair discussions & exercises – own experience of mindfulness tools & exercises) 3. UNIT Lecture & case study
Learning resources	Synopsis for module 2 including ✓ The pre-assignment on social media ✓ Materials (PP-presentation) on social media ✓ Introduction to mindfulness & some useful exercises and further learning resources. Active listening (information & exercises) ✓ Communication with challenging young adults
Trainer requirements	1. UNIT The trainer needs to be a professional with computers and know the social media tools and the rapid development cycle of social media. 2. UNIT Mindfulness is a special field of expertise. E. g. in Finland there are only a few persons who can train mindfulness tools. 3. UNIT The trainer needs to have wide ranging experience on dealing with challenging young adults & challenging communication situations.

6. Module 3: The everyday life of youth

Overview of module 3:
The everyday life of youth

Key questions	Age group 16–20 is the age group of students doing their upper secondary vocational qualification. The everyday life of this / these generations seems to be different from the lifestyle of their teachers. Also values, ambitions and goals seem to transform. 1. What are the values, goals and ambitions of over 16 years of old in Finland right now? 2. How do these values, goals etc. reflect in the everyday behavior of young adults regarding different arenas of life e.g. the use of social media, working life, spare time etc.?
Objectives	UNDERSTANDING the young adults and their lifestyle 1. The values, ambitions etc. of young adults in Finland concentrated on working life and studying. 2. Using social media as a tool to interact and "be in the world"
Duration	Guided learning 3 hours Self study 4 hours
Contents	✓ Social media as a tool to interact, "be in the world", connect with friends, have fun etc. (guided learning in order to know how young people are using social media) ✓ Other topics are dealt with in self study unit
Methodology & didactics	SOCIAL MEDIA Workshop in computer class

	Self study
	Materials & discussion in small groups (using Lync as discussion tool)
	Synopsis for module 3
	✓ Social media tools from young people´s point of view (PP-presentation) ✓ Self study materials & discussion questions
Trainer requirements	The trainer for social media needs to be an expert on how young people use social media. Maybe the trainer is young him/herself? Or works in a project that needs to be up-to-date with the usage of social media in the young age group.

7. Module 4: Support methods and learning disabilities

*Overview of module 2:
Support methods and
learning disabilities*

Key questions	What are the main reasons for drop-outs in different categories of students? There is a national point of view and a regional point of view to this topic. What support methods are necessary and available for preventing drop-outs? What are "the most common" learning disabilities and psychiatric diseases? What kind of support methods are available to tackle with these issues?
Objectives	1. The reasons behind drop-out (national and regional perspective) 2. Local networks and other co-operation partners 3. Learning disabilities & something about psychiatric diseases
Duration	Guided learning 7 hours Self study 1–2 hours
Contents	The essential networks and other co-operation partners tell about their services (leaflets and other web-based materials that are already existing). Discussions in order to see the potential for strengthening the co-operation. The reasons behind drop-out will be dealt with in the self study unit (basic information & discussions)
Methodology & didactics	Guided learning Lessons & visits Local network representatives act as trainers Erkkaa verkossa video recordings will be used, see

	http://www.luovi.fi/luovi/asiantuntijapalvelut/erkkaa-verkossa-luennot/ Self study (reasons behind drop-out) & Lync-discussion
Learning resources	The synopsis for module 4: ✓ information about local networks ✓ already existing videos will be used (see above) ✓ leaflet that contains information about the reasons behind drop-outs (source: national program that encourages the completion of studies in vocational institutions) ✓ Nuori Mieli materials about the psychiatric diseases &learning difficulties part of the module.