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1

The Fields of Activity of the Vocational Teacher

The work of vocational teacher in an educational institution involves curriculum development, teaching, guidance and counseling as well as activities outside of the school. The work environment of a vocational teacher includes various local and regional networks, in addition to national and international networks. Collaboration with working life is a daily part of a teacher's work. In this environment, a teacher's work is continuous assessment of one's own work processes, work community and networks, as well as research and development of vocational education.

Diverse, flexible and trusting relationships between students, one's work community, workplaces, researchers and investors form the foundation for the high-quality work carried out by the vocational teacher. Students

must be able to have trust in the profession and work-related competence and pedagogical competence of their teachers. Educational institutions and curricula must take into account students' diverse starting points, objectives and paths of learning advancement. Multi-faceted forms of collaboration with workplace representatives are indispensable; the shared objective is to ensure new workers and new competences in workplaces.

In their educational institutions and networks, vocational teachers plan, implement and develop their work in collaboration with others. The work environment of the vocational teacher is open and transparent, thus making it possible together with researchers, investors and regional developers to assess their activity and to increase for instance the efficiency of education.

2 Pedagogical Studies, 60 cp

The basic operating principles in HAAGA-HELIA School of Vocational Teacher Education (HH SVTE; HAAGA-HELIA Ammatillinen opettajakorkeakoulu, HH AOKK) are a research and development-oriented approach to work, learning connected to work environments and contexts, interaction, collaboration and networking.

The personal development plan (PDP), which is drafted and negotiated between the teacher student and guidance-counselor, is of central importance in studies. It takes into account earlier acquired competences and their development, along with the workplace, and its communities and networks. The PDP is an ongoing process that is updated and put into practice throughout the course of the teacher studies.

Because working in different communities and teams is a core competence of the vocational teacher, during the studies teacher students will work in groups of various sizes and formats. In the beginning of the studies, they form teams of 3-6 persons in which they study, complete and share joint assignments. The processes that take place in the groups and teams are also subject to assessment.

In the pedagogical studies of a vocational teacher, learning, guidance and counseling and teaching are researched and developed in selected work communities and networks as well as in different teacher student groups. The research and development of practical learning scenarios and processes brings to the fore new ap-

proaches for teachers to employ and to gain an understanding of teaching practices. Pedagogical concepts and operational models derived from them serve as useful tools for the research and development of practical learning scenarios and processes.

Teacher education involves contact and distance learning. The competences present in multidisciplinary groups of teacher students are put to use during contact days. Contact learning includes exercises in teaching methods, familiarization with online learning, team and individual guidance and counseling, lectures, teacher student networking and making joint agreements. During distance learning, teacher students work on jointly agreed assignments, either independently, in teams or online.

Contact days are structured around a theme related to studies, a study module or the development of a competence. In order to achieve more effective outcomes during contact days, assignment are completed in advance or students might, for instance, prepare teaching materials, plans or development documents to be used in their own work or workplace. Contact days are held at the HAAGA-HELIA campus, in the educational institutions of teacher students or in other jointly agreed upon locations. Successful completion of studies requires that the teacher student actively attends and participates in the contact days.

2.1 Learning as a Continuous Development Process

The teacher's pedagogical studies are based upon profession and work-related competence, which the teacher student has acquired through education and work experience. The pedagogical studies for vocational teachers are regulated by the competence objectives and qualification requirements set by vocational institutes or universities of applied sciences (law on universities of applied sciences 351/2003 and the decree on teaching personnel qualification requirements 986/1998) as well as by the following common principles and practices in the HAAGA-HELIA School of Vocational Teacher Education:

Ethics in Teaching

The work of a vocational teacher is to promote education, teaching and learning opportunities for individuals, workplaces and society at large. The teacher has an important role in creating positive learning experiences as well as instilling a sense of confidence and social responsibility in students. Building trust and good interpersonal relationships is central to the work of teachers. Sensitivity in interactions is important; in addition to words, the ability to read and express nonverbally is also a core competence.

The ethical principles of teachers are grounded in the values of human dignity, truthfulness and justice along with responsibility and freedom (see www.oaj.fi). The teaching profession involves the ethical consideration and assessment of one's own motives for teaching and personal objectives. The assessment of students involves the teacher's power with respect to authority and responsibility. An internalized sense of ethics prevents the teacher from misusing this position of power.

Holistic Learning Experience

Theory and practice combine in a simultaneous process and support learning in collaboration with working life. Feelings, authentic experiences and commitment to action are important when learning something new.

The basic principles for a research and development oriented approach to the work of teachers are conscious observation and reflection, through which new knowledge and understanding is gained.

Student-oriented Learning

A successful learning process is one that is pleasant, personally meaningful and an individually important experience. In the School of Vocational Teacher Education, the Personal Development Plan (PDP) is drafted between the teacher student and guidance-counselor in accordance with his/her own learning outcomes. Development objectives and assignments become more focused during guidance and counseling discussions, in which the student's own learning outcomes and the expectations of his/her work community and networks are taken into consideration.

Collaborative Learning

The vocational teacher seldom works alone. The purpose of working together is to diversify learning and development. During the pedagogical studies teams support one's individual study and progress. In teams it is possible to share and compare one's own views and experiences to those of others. Teams and collaborative workshops also provide every teacher student with the experience of working in collaboration.

Enthusiasm, risk taking and bearing responsibility

One should be able to feel a sense of enthusiasm and experimentation when learning something new. Creativity comes better to the fore when one is given permission to take risks and experiment. Trust between the various parties in the learning process and reinforcing positive experiences encourage learners to take risks and bear responsibility for their actions. In turn, these qualities help teachers feel the joy of success in their work.

Continuity

Continuity strengthens motivation and brings together disperse elements in learning. In the pedagogical studies, guidance and counseling is a continuous process during which the teacher student and team talk with their guidance-counselor about earlier acquired competence, personal learning outcomes, implementation and assessment of one's studies as well as the planning of future learning outcomes.

2.2 Competence areas for vocational teachers

The competence-based curriculum at the School of Vocational Teacher Education contains descriptions of the pedagogical competences for vocational teachers, which provide the framework for teaching and serve as a mirror for research and development. Due to the assumptive nature of the competence descriptions, their appropriateness and validity in relation to the work of vocational teachers is evaluated.

The vocational teacher studies begin with recognition of the teacher student's own competences. In order to recognize competences, descriptions of the competence areas for vocational teachers are given in the curriculum. The recognition of one's own competences has an impact on the choice and execution of the development areas in the pedagogical studies.

Vocational teaching is grounded in profession and work-related competence and working life skills and knowledge as well as vocational pedagogical competence. In this curriculum, vocational pedagogical competence is divided into three areas: Guidance and Counseling, Teaching and Assessment Competence, Working Life and Networking Competence and Research-based Development (Figure 1).

The competence areas form the competence set for the vocational teacher, which stresses some competences over others depending on the work one does. In this curriculum, the competence areas are also examined separately so that they can serve as a tool for the assessment of teaching. With the aid of the competence areas, the development of the teacher student's competences is assessed in the beginning, during and at the end of studies.

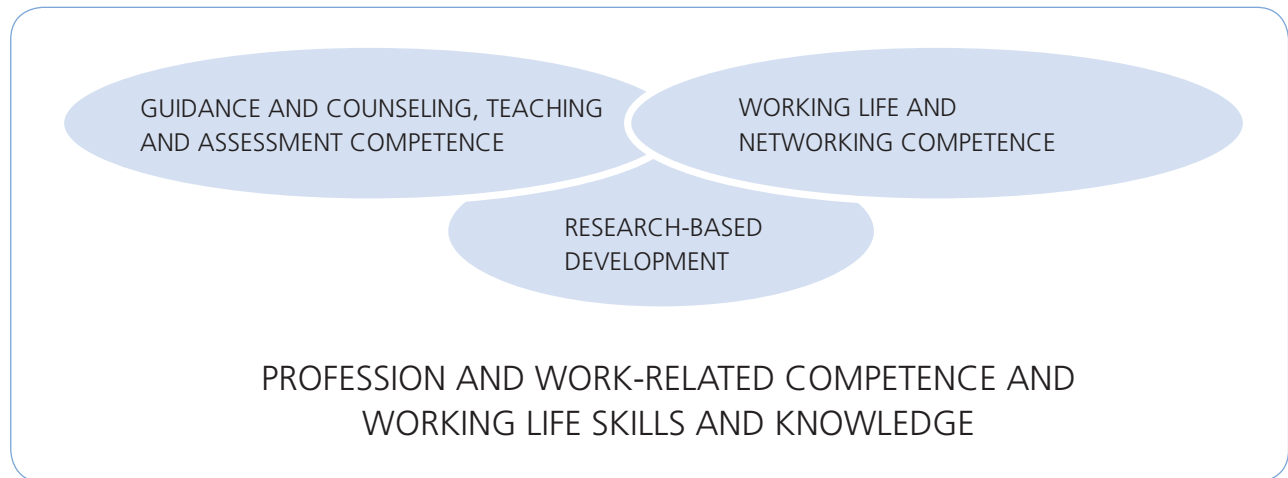


Figure 1. The Foundations of Activity for the Vocational Teacher

Competence Areas for the Vocational Teacher –
GUIDANCE AND COUNSELING, TEACHING AND ASSESSMENT COMPETENCE

AREAS of competence assessment

- Guidance and counseling and its assessment for vocational learning – fostering learning in communities

CRITERIA for competence assessment

The vocational teacher:

- Develops interpersonal communication skills in culturally diverse contexts.
- Takes into account the nature of learning and students’ pre-existing competences.
- Uses student-oriented guidance and counseling and teaching methods which strengthens intentional collaboration.
- Implements and develops guidance and counseling, teaching and assessment justifying his/her choices pedagogically and ethically.

PERSONAL LEARNING OUTCOMES, COMPETENCE DEVELOPMENT AND DEMONSTRATION:

A light blue rectangular area containing horizontal lines for writing personal learning outcomes, competence development, and demonstration. It consists of 12 horizontal lines spaced evenly down the page.

AREAS of competence assessment

- Goal-directed collaboration with students, colleagues, various professional groups and workplace representatives

CRITERIA for competence assessment

The vocational teacher:

- Assesses and develops collaborative work habits in his/her own work community and networks.
- Develops curricula and learning environments together with working life, students and colleagues.
- Enables and develops collaboration between vocational education and working life as well as entrepreneurship and learning with working life.
- Is familiar with the regulating legislation, instructions and agreements in education (e.g., laws and acts, The Education and Research Development Plan of the Ministry of Education and Culture, degree regulations, educational institute's strategies, collective labor agreement, collective bargaining contract in her/his field).
- Enhances welfare and safety at work as well as sustainable development.

PERSONAL LEARNING OUTCOMES, COMPETENCE DEVELOPMENT AND DEMONSTRATION:

Competence Areas for the Vocational Teacher – RESEARCH-BASED DEVELOPMENT

AREAS of competence assessment

- Research and development oriented approach to one's work

CRITERIA for competence assessment

The vocational teacher:

- Identifies and assesses the areas of research and development that arise in his/her work in collaboration with the stakeholders.
- Creates solutions that promote learning.
- Assesses how developments in a professional field impact his/her own actions, professional field and operational environment of education.

PERSONAL LEARNING OUTCOMES, COMPETENCE DEVELOPMENT AND DEMONSTRATION:

3 Developing Competence in Vocational Pedagogy

PEDAGOGICAL STUDIES FOR VOCATIONAL TEACHERS CONSIST OF THE FOLLOWING STUDY MODULES:

- Recognition, Display, Development Plan and Assessment of Competence, 5 cp
- Basic Studies in Pedagogy, 25 cp
- Teacher Activity in Communities and Networks, 6 cp
- Teaching Practice, 13 cp
- Research and Development of Learning and the Work of Teachers, 6 cp
- Advanced Studies, 5 cp

3.1 Recognition, Display, Development Plan and Assessment of Competence, 5 cp

The study module, Recognition, Display, Development Plan and Assessment of Competence (5 cp), consists of the following parts:

- Vocational Teacher Competence with Regard to the Curriculum
- Recognition and Analysis of One's Own Competences
- Competence Recognition of the Vocational Teacher's Work and Operational Environment
- PDP – Personal Development Plan, Competence Portfolio
- TAP – Team Action Plan

In the initial stages of the pedagogical studies, teacher students become familiar with the vocational teacher's competence areas and learn to recognize their own competences. The Personal Development Plan (PDP) forms the starting framework of the studies and guides the study process as well as providing the tools for com-

petence assessment. The PDP process brings together the principles and competence areas of vocational teacher education, the teacher student's own study path, as well as the perspectives of his/her team, the work and work community of his/her choosing and working life.

In the guidance and counseling discussions together with a guidance-counselor, teacher students agree upon how earlier acquired competences and those developed during the teacher studies can be best demonstrated. The PDP and the focused guidance and counseling discussions define which study activities are needed for the teacher studies as well as how different competence areas are to be developed during the course of studies in the teacher education. The guidance and counseling discussions are held with one's guidance-counselor in the beginning, during and at the end of studies.

In the beginning of the studies, teacher students form teams of 3-6 persons in which they study, complete and share joint assignments. Group members seek common

ways of working together and draw up a plan with which they can share and develop competences collaboratively. The Team Action Plan (TAP) supports teacher student's development.

The PDP and TAP and the study process derived from them serve as a tool for the reflection and assessment of the teacher studies. The learning outcomes set in the PDP and the study activities students complete and assess to develop competences during the program together form a competence portfolio that depicts overall competence development.

The competence portfolio is a tool central to the PDP

process, whose form and manner of completion the teacher student can choose with regard to one's own goals. The competence portfolio contains, among other things, various means for the assessment of competence areas. The assessment of competence development starts in the beginning of studies and continues throughout the studies. In the final stages of the studies, the competence portfolio brings together the acquired competences and development. The competence portfolio forms the basis for the assessment of the entire study process and competence development, which ends the guidance and counseling relationship between the teacher student and guidance-counselor.

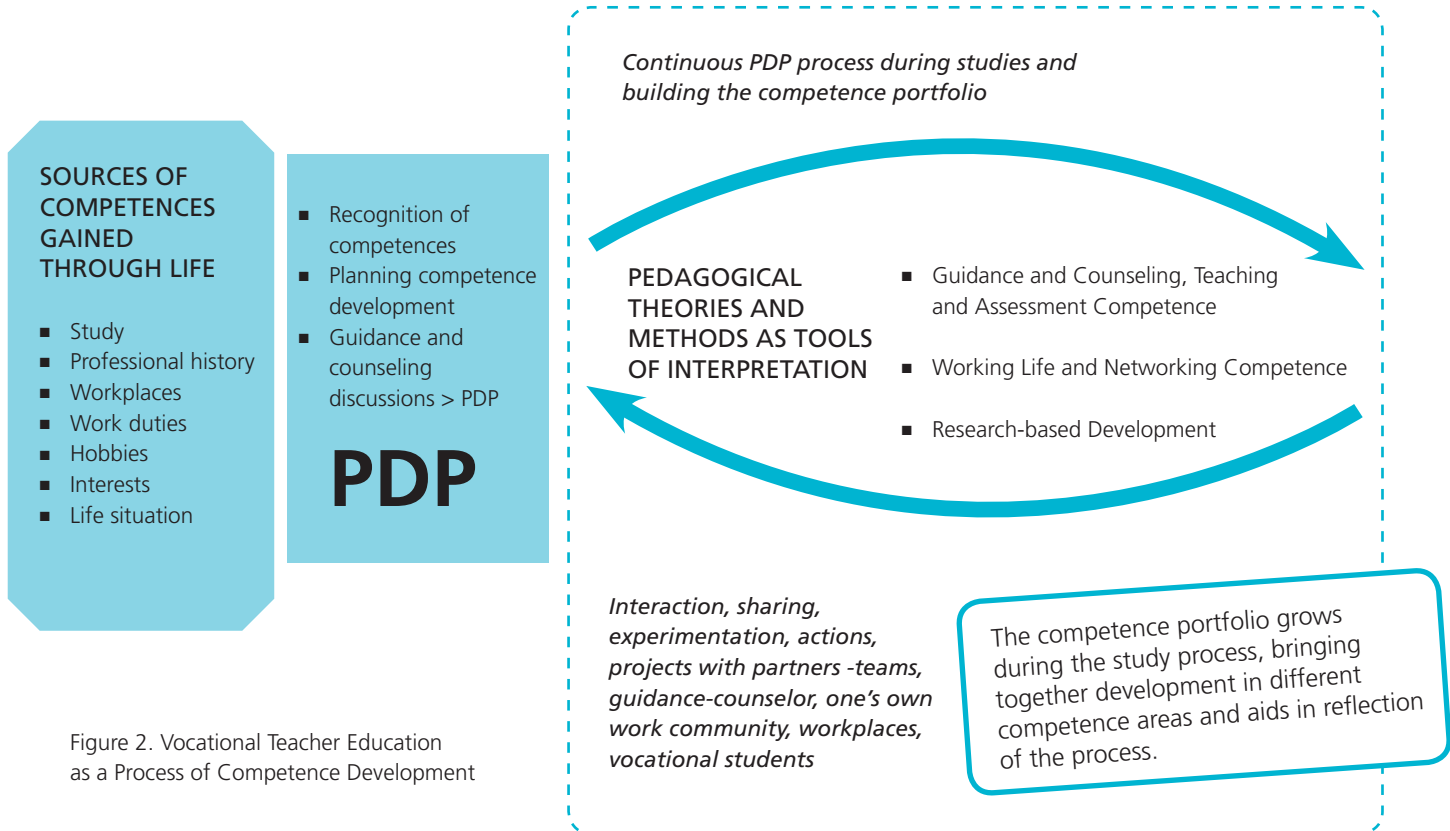


Figure 2. Vocational Teacher Education as a Process of Competence Development

Teacher students put together a preliminary PDP by investigating competence areas for vocational teachers as well as analyzing and recognizing personal development needs in work and operational environment of their choosing. The curriculum in the teacher education program, and reading materials designed to help analyze competences, orient the studies. On the basis of the PDP, teacher students carry out the first guidance and counseling discussion with their guidance-counselor.

In the guidance and counseling discussion, teacher students design their own study path according to interests and in a purposeful way in terms of personal development. In practice, this means that the competence areas for vocational teachers are emphasized individually and the development of competences is matched with the teacher student's current and future work environment.

Vocational Teacher Competence with Regard to the Curriculum

The curriculum represents the interpretation of teacher competences at the School of Vocational Teacher Education. This interpretation is subject to critical analysis in which the following questions are addressed: Under what conditions do the interpretations hold true? What kinds of opportunities do they afford?

The curriculum lays the foundation for competences in vocational pedagogy, principles for guidance and counseling and collaboration as well as building a study path with the help of the PDP and TAP.

Read the curriculum carefully and write an essay based on what you have read, consider the following questions:

- What kinds of competences are required of the vocational teacher on the basis of the curriculum at HH SVTE?
- What do the competence areas described in the curriculum mean in terms of your teacher work?

- What thoughts, questions or comments do the competence areas raise?

Recognition and Analysis of One's Own Competences

Write a description of yourself using the themes and questions given below. Please give careful consideration when writing the essay, as it will later serve as the basis of your PDP. You can use visualization to simplify and illustrate your thoughts. In your essay, please give consideration as to how the reading materials support or challenge your vocational development? Please write citation of the references in the text and list the references you have consulted at the end of your essay.

Recommended reading materials and links can be found on the on-line learning platform.

Address the following points in your essay:

- Your field of education, professional competence and vocational teacher competence
- Your current work sector and job description
- Vocational and working life competence
- Your development path as a teacher/trainer and expert
- Your strengths, weaknesses, opportunities and challenges as a vocational teacher
- Your teacher identity and direction of development in the near future
- Personal development and educational challenges in the teacher's pedagogical studies:
 - What are your motives, learning outcomes and expectations with regard to study and learning?
 - What do you want to learn and what do you want to know more about?
 - In which competence areas in particular would you like to deepen your knowledge?

- How do your own learning outcomes match up with the competence areas described in the curriculum?
- In your teaching practice, in what kinds of guidance and counseling and teaching situations can you demonstrate your competences and develop them?

In order to be fully engaged in the vocational teacher education program, also consider the following:

- How do you intend to assess your learning in the studies?
- What kind of competence portfolio do you want to make?
- What are your resources and time management constraints in the studies?
- What wishes do you have in terms of guidance and counseling, the role of your guidance-counselor and networking?

Competence Recognition of the Vocational Teacher's Work and Operational Environment

Become familiar with the main strategic objectives of your organization or one of your choosing and its development needs. If possible, examine the development needs in relation to the changes that arise within the organization. Also engage your work community in a shared discussion.

Get to know the strategies, development plans and projects in your work and operational environment. Seek out and record matters that are important to you. Identify operations in which you could participate and which you could develop. Also familiarize yourself with the top-

ics of sustainable development, entrepreneurship, internationalization competence and multiculturalism, pointing out how they relate to your own work. Please write citation of the references in the text and list the references you have consulted at the end of your essay.

Write an essay in which you consider the following:

- What are the current topics of discussion in your work and operational environment?
- How current development challenges are brought to the fore and how they are addressed
- What kinds of opportunities does your work and operational environment offer for the development of vocational teacher competences?
- How do you combine your own development needs as a vocational teacher with those of your work and operational environment?

PDP – Personal Development Plan

In the above you have written on the following topics:

- Vocational Teacher Competence with Regard to the Curriculum
- Recognition and Analysis of One's Own Competences
- Competence Recognition of the Vocational Teacher's Work and Operational Environment

Draw up your Personal Development Plan (PDP), making use of the essays you wrote. Design your PDP in a manner that suits your needs based on the competence areas presented in this curriculum. The well-organized structure of the PDP will help you envision the objectives of the study program.

The PDP can be designed in many ways. The most typical formats are the integrative model and the separation model.

- In the integrative model, the development assignments of different study modules are directed to the same objective. For example, teaching practice, the teacher's communities and networks and research and development of teacher's work, as well as assignments in Basic Studies of in Pedagogy can be targeted to the same activity.
- In the separation model, the development areas can vary according to different study module needs.

Submit the essays outlined in section 3.1 as well as your PDP by the date specified by your guidance-counselor and agree on a time for your first guidance and counseling discussion. The purpose of the guidance and counseling discussion is to determine the most appropriate means for you to complete your studies and assess your learning. Together with your guidance-counselor, you will negotiate upon the main study activities in various competence areas for your personal development. Your PDP will become more focused as your studies proceed. The guidance and counseling relationship comes to an end upon assessment of the entire study process and competence development based on your competence portfolio.

The first jointly discussed PDP includes:

- Your learning outcomes in relation to competence areas
- Your modes of activity that will help you reach your learning outcomes and plan purposeful use of time
- A plan for assessment of your competences and their development as well as a plan of how to use pedagogical concepts as tools of interpretation

TAP – Team Action Plan

In your team, you will design an action plan with your guidance-counselor in the beginning of your studies. The TAP is a binding agreement among team members about the studies to be carried out as well as peer guidance and counseling and support to keep your studies moving along. The TAP is to be in writing.

3.2 BASIC STUDIES IN PEDAGOGY, 25 CP

Basic Studies in Pedagogy concentrate on the basic conceptual and theoretical competences of the vocational teacher. The studies form a theoretical basis for the other study modules in the curriculum.

The purpose is to unite the practical teaching and development processes with theoretical thinking. Basic Studies in Pedagogy consist of four study modules, which are linked to the competence areas of the vocational teacher:

- Research and development competence is examined in connection with “Toward a Research-Oriented Approach”
- Work community and networking competence is examined in connection with “Learning at Work”
- Guidance and counseling and teaching competence is examined in connection with “Learning and Teaching” and “Education, society and culture”.

Studying involves reading literature of the field, completing assignments related to your work, working in teams and attending contact days.

1. Education, society and culture (6 cp)

In the study module, the main concepts and questions of the sociology of education and education policy as well as the development of the Finnish education system will be addressed. What role does education play in society? How and why have the processes and structures of education taken on the forms that they have due to changes in society? The objective is to understand the change processes in education as well as to describe and analyze the school system and education from societal and cultural

factors during different periods of time. In addition, participants will also address the current field of research related to the sociology of education in their own work environment.

2. Learning at Work (6 cp)

In the study module, the basic historical forms of work in industrial societies as well as work management and forms of learning will be addressed. Teacher students will gain a general understanding of the questions related to learning at work.

3. Teaching and Learning (6 cp)

In the study module, different learning theories and their application in the context of vocational learning will be addressed. Nowadays, what are the theoretical foundations used in psychological and social solutions for teaching and learning? What factors facilitate lifelong learning and what are the requirements and obstacles to lifelong learning? The lifecycle of a person’s upbringing and education in the various stages of life in both formal and informal learning environments will be addressed, including the topics of personal growth and identity development.

4. Towards a Research-Oriented Approach (7 cp)

Pedagogical and adult pedagogical research, research approaches and research communities will be covered in this study module. After completion of the study module, participants will have a general understanding of the

differences between everyday data and scientific data, research ethics, research tools (e.g., theories, models, concepts, operationalization) as well as methodological approaches in research processes. The objective is to become familiar with development-oriented research as well as the scientific treatment of information to be able to plan and implement a development project in the teacher education studies. During the study module, we will examine different areas, approaches and methods in pedagogical research, as well as the conceptual and methodological approaches needed in development-oriented research.

Transferring credits for earlier completed Basic Studies in Pedagogy

Teacher students that have already completed university-level Basic Studies in Pedagogy (25 cp/15 cu) can transfer their credits toward the teacher's pedagogical studies. The credit transfer does not have to be applied for separately; the block of studies is directly registered in the study transcript provided that the teacher student attached a record of the studies in the application form to the vocational teacher's education program.

The following are accepted as Basic Studies in Pedagogy :

- Basic Studies in Pedagogy
- Basic Studies in Adult Pedagogy
- Basic Studies in Special Needs Pedagogy
- Basic Studies in Vocational Pedagogy
- Other block of university-level studies in pedagogy

The teacher student can also apply for credit transfer of individual study modules in Basic Studies in Pedagogy if they have been completed after 2004. Credit transfer in this case requires that the teacher student fills out a separate application, which is available at:

www.haaga-helia.fi/aokk.

Credit transfer also applies to individual study modules in subject areas other than the above mentioned Basic Studies in Pedagogy. Other studies suitable for credit transfer should correspond in content to the Basic Studies in Pedagogy offered in the vocational teacher's education program, which the teacher student should clearly indicate in the application.

3.3 Teacher Activity in Communities and Networks, 6 cp

In the study module, Teacher Activity in Communities and Networks, the focus is on the development of the teacher's working life and networking competence. The study module continues the work that was started in section 3.1, Competence Recognition of the Vocational Teacher's Work and Operational Environment. It is integrated with the study module in the Basic Studies in Pedagogy entitled, Learning at Work.

Vocational teachers work in different communities and networks that are in a state of continual change due to for example new incoming groups of students. Vocational teachers in their field operate within the communities and networks formed by students, teachers, workplaces and educational institutions, taking part in many kinds of negotiation and forms of collaboration. In these communities and networks, it is possible to maintain, develop and assess the diverse range of competences of all participants. Flexible and trusting relationships with working life ensure the competence development of vocational teachers.

In the study module, Teacher Activity in Communities and Networks, participants will work in teams as agreed with their guidance-counselor to either clarify work community and networking competence or conduct development work related to the topic. Participants become familiar with work community and networking competence criteria and literature in the study module.

In addition, the regulations and managerial mechanisms concerning teachers and vocational education will be addressed in the study module as agreed. Recommended reading materials and collection of links on the binding legal regulations for teachers/civil servants can be found on the on-line learning platform.

Assessment Criteria for Working Life and Networking Competence

The vocational teacher:

- Assesses and develops collaborative work habits in his/her own work community and networks.
- Develops curricula and learning environments together with working life, students and colleagues.
- Enables and develops collaboration between vocational education and working life as well as entrepreneurship and learning with working life.
- Is familiar with the regulating legislation, instructions and agreements in education (e.g., laws and acts, The Education and Research Development Plan of the Ministry of Education and Culture, degree regulations, educational institute's strategies, collective labor agreement, collective bargaining contract in her/his field).
- Enhances welfare and safety at work as well as sustainable development.

Comprehensive assessment

In the comprehensive assessment for the study module, Teacher Activity in Communities and Networks, the clarification of working life and networking competence or development work carried out in teams, as well as the received feedback is described and assessed. The assessment includes team's own reflections and assessments received from the guidance-counselor, other teacher students and the communities and networks described in the assignments.

The comprehensive assessment also includes an account of what the team learned in the study module and

what methods were employed to develop their work community and networking competences.

Recommended reading materials and links can be found on the on-line learning platform. Please write citation of the references in the text and list the references you have consulted at the end of your reports.

3.4 Teaching Practice, 13 cp

The teaching practice emphasizes the display and development of vocational teacher's guidance and counseling, teaching and assessment competence.

The teaching practice contains the following parts:

- The planning, implementation and assessment of a guidance and counseling and teaching block (approx. 20 hrs).
- Observation and assessment of team members' and other teachers' guidance and counseling and teaching sessions (approx. 25 hrs).
- Collaborative workshops in which participants experiment with collaborative guidance and counseling and teaching methods.
- Comprehensive assessment of the teaching practice that reflects the criteria for guidance and counseling and teaching competence.

In addition, during the teaching practice teacher students will become familiar with curricula and the issues of the planning of teaching.

Teams agree with their guidance-counselors on the reading materials related to the teaching practice and how they are to be utilized. Recommended reading materials and links can be found on the on-line learning platform. Please write citation of the references in the text and list the references you have consulted at the end of your reports.

Teams also agree on the observation, assessment and shared ways of conducting the teaching practice.

Criteria for Guidance and Counseling, Teaching and Assessment Competence

The vocational teacher:

- Develops interpersonal communication skills in culturally diverse contexts.
- Takes into account the nature of learning and students' pre-existing competences.
- Uses student-oriented guidance and counseling and teaching methods which strengthens intentional collaboration.
- Uses and develops guidance and counseling, teaching and assessment justifying his/her choices pedagogically and ethically.

Observing and assessing the guidance and counseling and teaching of others

As part of the teaching practice, every teacher student has to follow the teaching of other teachers for about 25 hours. The members of teams follow together and also each other's teaching and guidance and counseling when possible. Peer guidance and counseling in the teams is a central feature of the teaching practice.

The objective is to have as many different kinds of observation situations as possible in several settings in education and working life. In order to maintain diversity in the observations, it is also encouraged to include teaching settings involving special needs and multicultural backgrounds.

The findings, assessment discussions and lessons learned in the guidance and counseling and teaching observations are to be reported to your guidance-counselor as agreed. The reports are to be attached as part of the comprehensive assessment of the teaching practice.

Planning, implementing and assessing a block of guidance and counseling and teaching

The content that is suitable for a block of guidance and counseling and teaching is one that is related to the teacher student's work and can be taught in 6-8 teaching or guidance and counseling sessions (about 20 hours). The chosen block should begin and end during the teacher education. The kind of block and its timing is to be agreed upon in advance with the guidance-counselor. By separate agreement, the teacher student can also carry out the block of guidance and counseling or teaching in an organization other than his/her own. The block can also be completed abroad.

It is important that the chosen block can demonstrate and develop the teacher student's own guidance and counseling and teaching competence in a diverse manner. In line with the teacher studies, the intention is not to carry out an "exemplary performance". Instead, an open and daring attempt that displays one's own competence and development is desired.

The teaching practice is integrated with the study modules in the Basic Studies in Pedagogy entitled, Teaching and Learning and Education, society and culture.

On the basis of the selected guidance and counseling and teaching block, the teacher student draws up a plan. The plan tells what, to whom, how and why as well as in what kind of setting it will be implemented.

Below are questions that are of help when making the plan:

Guidance and counseling and teaching block

- What are the core thoughts, main principles and central themes of the guidance and counseling and teaching block?
- What are the students expected to learn, and why?
- Who (e.g., teachers, students, working life) determines the themes and content of the guidance and counseling and teaching block? How are they defined?
- What is the time frame and content of the guidance and counseling and teaching block?
- What is the nature of knowledge in the guidance and counseling and teaching block? For what purpose is knowledge created? How is new knowledge created together with the students? How can the knowledge be used in working life?

Students and student groups

- What are the history, current situation and future of the group taking part in the guidance and counseling and teaching block in relation to the matter being studied?
- What kinds of processes related to the life situations and professional growth stages of the individual groups, students and persons in guidance and counseling can be taken into consideration when planning?
- How students' personal needs and aims are taken into account in guiding and counseling learning?
- What kinds of resources and tools do students, persons in guidance and counseling and groups have for processing and working with the matter being studied?
- How does the block support the students' own thinking and actions as well as the role of the inquiry-oriented learner?

Teaching elements

- What is your concept of learning behind the planning of teaching?
- What kinds of assignments and teaching methods do you employ to orient learners to the subject at hand?
- What kinds of orientation frameworks are needed and how are they created in connection with study?
- How does the subject relate to earlier study modules?
- What kinds of assignments do you use? How and with whom were they created? How do you justify the assignments and their contents?
- In which way and with which criteria are the assignments assessed?
- How do you make sure that students have gained competence?

The role of the teacher and guidance-counselor

- How would you define your role in the guidance and counseling and teaching block? Are you, for instance, a teacher, guidance-counselor, coach, and colleague in the field or a mentor?
- Do you work alone or together with other teachers, teams or representatives of working life?
- How do you conduct the necessary group and individual guidance and counseling?
- Who assess(es) the students' learning?

Guidance and counseling and teaching block as part of the teacher's pedagogical studies

- On what grounds did you choose the guidance and counseling and teaching block in question as part of your teaching practice?
- In what ways do you intend to organize your team members, your guidance-counselor and possible colleagues so that they can follow your guidance and counseling and teaching sessions?

- How will you collect feedback and information concerning the guidance and counseling and teaching sessions?

To conclude

On the basis of the guidance and counseling and teaching block experience and the feedback received, reflect upon what was learned in the sessions and how did the teaching and guidance and counseling go in relation to the objectives set in the plan?

What was essential with regard to the development of your guidance and counseling and teaching competence?

Your guidance-counselor, team members and teacher colleagues agree with you as to when they will follow parts of your guidance and counseling and teaching block. For the purpose of the observation visits, always send an invitation with the plan of the block in addition to the following:

What?

- Title, content and objective of the guidance and counseling and teaching session.

Who?

- Description of the students or clients.

How?

- Description of work habits used in the guidance and counseling and teaching session as well as teaching methods, practice and assessment methods.

Why?

- Description of the background information of the guidance and counseling and teaching session and pedagogical justification for the choices made.

Where?

- Exact time, street address or internet address and classroom as well as how to get there and parking.

After the session is over, reserve enough time for an assessment discussion with your guidance-counselor, colleagues or other teacher students. If it is not possible to have a discussion right after the session, agree on a time that would work for all. Observers can also give feedback in writing.

In addition to collecting feedback from guidance-counselor and others who observed the sessions, additionally you should collect feedback from the students and possibly other colleagues that took part in the guidance and counseling and teaching block. Collect feedback for instance by quizzes, exercises, assignments and course assessments.

Teacher students write a reflective description after every guidance and counseling and teaching session and assessment discussion as part of the comprehensive assessment of the guidance and counseling and teaching block.

Collaborative Workshops

Teacher students plan collaborative workshops in which participants collectively voice opinions and work on areas of development as well as experiment with different collaborative work and teaching methods. The workshops can be conducted during teacher education contact days, online or by other agreed upon means.

Comprehensive assessment

The comprehensive assessment of the teaching practice is a written description of every implemented part, the learning that took place and your development, which is assessed in relation to the guidance and counseling and teaching competence criteria as well as literature and materials on teaching, guidance and counseling and assessment.

3.5 Research and Development of Learning and the Work of Teachers, 6cp

The study module, Research and Development of Learning and the Work of Teachers, focuses on research-based development of teacher's work. The study module continues from the work started in section 3.1, Competence Recognition of the Vocational Teacher's Work and Operational Environment. The study module is closely linked to the other competence areas, and is deepening and broadening the knowledge and development of them. The study module in the Basic Studies in Pedagogy, Toward a Research-Oriented Approach and the related literature and learning assignment cover the theoretical foundations of research and development methods.

Vocational teachers are expected to possess a research and development-oriented attitude and approach to their work and operational environment. Different student groups, individual study paths, alternative forms of guidance and counseling and teaching, and networks in educational institutions and working life all have an impact on vocational teachers and their work. The demand for collaborative development and assessment requires the knowledge and skills of research and development methods.

The research and development activity of vocational teachers is a part of their everyday work, in which guidance and counseling and teaching, students, the curriculum and the pedagogical activity of the educational institution are areas of interest. In broader terms, research and development activity can signify full-time engagement in international projects lasting many years.

In a guidance and counseling discussion, the teacher student agrees on a development assignment to be completed during the teacher education that adheres to cri-

teria for the research and development competence. The contents, methods, timetable of the development assignment are recorded in the PDP. The development assignment can be completed individually, with other teacher students or with working life communities.

Development assignments are covered during the contact days and at the end of the studies they are assessed and serve as a source of collaborative learning among teacher students. It is hoped that the development assignments will also be presented in the work communities where the development work took place.

Criteria for Research-based Development

The vocational teacher:

- Identifies and assesses the areas of research and development that arise in his/her work in collaboration with the stakeholders.
- Creates solutions that promote learning.
- Assesses how developments in a professional field impact his/her own actions, professional field and operational environment of education.

Comprehensive assessment

The comprehensive assessment of the study module, Research and Development of Learning and the Work of Teachers, includes a description of the development assignment and its assessment from both the perspective of the teacher's pedagogical studies as well as working life.

Tips and questions

Locating areas for development

Make a list of the practical matters, processes or collaborative actions belonging to your work community and profession that you feel need development.

- Think about the future and challenges in your profession. What kind of knowledge and competence related to your profession can you make use of in the development activity?
- Get to know the development activity in your work community and networks
- Consider what is/would be your role as a research and development-oriented teacher.
- Consider whether you would like your development assignment to be part of a broader research, development and innovation activity, the daily guidance and counseling and teaching in your teaching community or the development of educational institutions and networks?

Completing the development assignment

in the teacher studies

- Discuss and negotiate with your guidance-counselor and your workplace concerning alternative and personally interesting development areas that could be the focus of your development assignment. Take into consideration the competence criteria and pedagogical perspectives in the teacher studies when making your choice.
- Draw up a plan for your development activity, in which you include the objectives, timetable as well as the research and development approaches, resources at your disposal and how your development assignment will be assessed.
- Also plan how you intend to document and visualize the progress and outcomes as well as how you will collect feedback in the comprehensive assessment of your development assignment.

3.6 Advanced Studies, 5 cp

The teacher students have a possibility to deepen their competences in certain specialized areas. They agree with their guidance-counselor how to complete the advanced studies in the PDP. Advanced studies can be implemented as an individual or collaborative study activity. Teacher students can increase their competence by taking study module offered in the teachers' continuing education program or by completing study activities that broaden and deepen one's perspectives in one competence area.

The perspectives to advances studies can be:

- Diverse learning environments
- Guidance and counseling and assessment of learning
- Internationality in education
- Entrepreneurship education
- Guidance and counseling for special needs learners
- Individual needs and learning outcomes in teaching
- Studyfying the work experience and work-related teaching

Comprehensive assessment

The comprehensive assessment of advanced studies includes a description of study activities and gained competences.

4 General Information and Study Support

TEACHER STUDENT SERVICES

Address:

HAAGA-HELIA AOKK
Ratapihantie 13, 00520 Helsinki

Study Affairs Office

The Study Affairs Office for the HAAGA-HELIA School of Teacher Education is located in Pasila on the 7th floor in room 7219. The Study Affairs Office can provide you with information on practical matters in your studies as well as possible documentation you might need for the authorities. You can reach us best at:

aokk@haaga-helia.fi

Contact Information for the Study Affairs Office

Pirjo Aura, 040 4887521

Maija Kotisilta, 040 4887519

aokk@haaga-helia.fi

Staff e-mail addresses are in the format:

firstname.lastname@haaga-helia.fi

Information Services and Announcements

Study-related information and announcements are sent to the email address that was assigned to you at HAAGA-

HELIA. Teams can also make use of electronic learning platforms, which serve as a discussion board and information exchange.

If your email address changes during the course of studies, please inform the Study Affairs Office or change your address yourself in the user information section in WinhaWille.

Contact Day Locations

Contact days are held for students in Helsinki mainly in the HAAGA-HELIA SVTE premises at Ratapihantie 13, Helsinki.

Council for Teacher Education

For administrative purposes of teacher education, the School of Vocational Teacher Education has a director and a council for teacher education. The purpose of the council is to prepare matters related to teacher education to the Board of the University of Applied Sciences. Of the council members, one member represents the teachers and one the students. Additionally, the council also includes persons who represent education, industry and the employment sector. The chair of the council is the

director of the School of Vocational Teacher Education. Student members (both regular and deputy members) are elected in the fall. The elections are announced via email.

Study-Related Social Welfare Benefits

Teacher education studies do not lead to a degree; therefore, teacher education students are generally not entitled to receive social welfare benefits (e.g., student card, reductions in travel, meal benefits). Exceptions are handled on a case-by-case basis. Questions should be directed to the HAAGA-HELIA Study Aid Committee, opintotuki@haaga-helia.fi

Meals

Students have the possibility to eat meals in the Amica student cafeteria. Be sure to inform the staff at the cash register that you are a student in order to receive the meal at a reduced price. The Amica Pääraide is located on the 1st floor of the FBC building, which you can reach via the connecting passageways from the 2nd floor in the HAAGA-HELIA building. In addition, there is also the Amica Bistro on the 1st floor in the HAAGA-HELIA building, where you can buy coffee, snacks and a light meal.

Important addresses

HAAGA-HELIA AOKK web pages:

www.haaga-helia.fi/aokk

- Curriculum and course syllabi
- Contact days
- Articles

Email

<http://mymail.haaga-helia.fi>

Students in HAAGA-HELIA have a myy.haaga-helia email account; the address is
forename.familyname@myy.haaga-helia.fi.

All information concerning studies is provided via myy.haaga-helia email. Outside the school log in:
<http://mymail.haaga-helia.fi/>

Log in with user name and password, which are given on the first day. Teacher student teams use also other social media to communicate with each others.

WinhaWille study register

<https://wille.haaga-helia.fi/winhawille>

- Log in with user name and password, which are given on the first day
- Course completions

Moodle learning platform

<https://elearn.haaga-helia.fi/moodle>

Log in with user name and password, which are given on the first day.

- Detailed course descriptions and schedules
- Group material and literature sources
- Discussion forums

MyNet for Teacher Students

<http://mynet.haaga-helia.fi/aokk>

Log in with user name and password, which are given on the first day. This page opens automatically when logging in on a HAAGA-HELIA computer.

- Newsletters
- Library e-resources
- Degree regulations
- Council for Teacher Education
- Feedback

IT-Services

<http://www.haaga-helia.fi> – Services – IT-services

The IT Helpdesk assists and solves IT-related problems (as well as AV-related issues) for both students and staff. Keep in mind that the solution to your problem might be found in the User's Guide. Please turn to the guide before contacting the Helpdesk.

Printing and Photocopying

During contact days, students have access to the computer room 8209 on the 8th floor. There is also a possibility to print.

Copying cards are sold in the school bookstore "Kirjasalkku," located on the 1st floor of the FBC building. The copying machines are located in the 1st floor of the HAAGA-HELIA building behind the information desk, and in the library on the 3rd floor. The copying machine in the library can only be used during library opening hours.

Library Services

The library is located on the 3rd floor. Go to www.haaga-helia.fi/en/library for opening hours. To receive the right to borrow books and get a library card, bring along a form of identification with your picture and social security number and fill out a registration form. The library's e-resources are available through:

MyNet: *<http://mynet.haaga-helia.fi/aokk>*

Smoking

HAAGA-HELIA is a non-smoking study community. The smoking area for students is located outside, behind the main lobby on the first floor. Smoking in front of the main doors is strictly prohibited.

Parking

There are no parking places reserved for students in HAAGA-HELIA. We recommend that you use public transportation. There are some parking spaces available at the Helsinki Fair Trade Center (Helsingin Messukeskus) for a fee.

Termination of the Right to Study

In the event that you would like to terminate your studies at HAAGA-HELIA School of Vocational Teacher Education, we ask that you first contact your guidance-counselor, after which you are to handle other practical matters concerning the termination of studies in the Study Affairs Office. The termination has to be informed in writing.

Plagiarism

University of Applied Sciences Law 351/2003, Decree 6 § 28: The student, who is found guilty of plagiarism or has otherwise broken rules in the University of Applied Sciences, can be subject to disciplinary measures, depending on the severity of the infringement, in the form of a warning or suspension for a set period of time, up to one year. Before resolution of the matter, the student will be given an opportunity to be heard on his/her side of the matter. The warning is decided by the Rector and the Board of the University of Applied Sciences determines the suspension period of the student.

The work of the vocational teacher requires continuing education as well as participation in different development processes. Continuing education and RDI activity of the HAAGA-HELIA School of Vocational Teacher Education offer many forms of collaboration for the development of the vocational teacher profession after the vocational teacher education program.

See www.haaga-helia.fi/aokk/en

Continuing Education

The objective of continuing education in the HAAGA-HELIA School of Teacher Education is to support the development of competences among vocational teachers and educational institutions. Responding to the needs of vocational pedagogy in society is an ongoing challenge to the continuing education program.

The HAAGA-HELIA School of Vocational Teacher Education organizes continuing education for teachers in which new learning solutions are developed for the needs of study and work as well as for promoting the lifelong learning of teachers. Additionally, continuing education supports educational institutions in the development of new work habits by educating, training and consulting teaching staff and management.

The HAAGA-HELIA School of Vocational Teacher Education organizes continuing education in conjunction with the Finnish National Board of Education and the Ministry of Education as well as through funding from the European Union and also provides fee-based educational services. Education can be short-term or larger blocks of study with credit points, consulting serves, seminars or lecture series, which can be designed directly to serve the different needs of educational institutions.

Research, Development and Innovation, RDI

The objective of research, development and innovation in the HAAGA-HELIA School of Teacher Education is to produce new pedagogical solutions and tools for the development of vocational competences as well as professional and vocational education. We investigate the development of vocational competences and education, particularly in the areas of guidance and counseling and teaching competence, work community and networking competence and research and development competence.

The areas for the research and development of teaching and guidance and counseling are the dialogue guidance and counseling relationship, the personalization of the guidance and counseling relationship and peer guidance and counseling, as well as multifaceted on-line guidance and counseling and operational guidance and counseling methods in learning processes. In the development of operations in organizations and networks, we delve into the activity of internal and external expert communities in educational organizations and their networks with the business community. Research and development themes are management, communities that develop, create and share knowledge. In research and development competence, the emphasis is on practical and applicable research and development. Research and development areas include project and thesis-based processes from working life as well as solutions that bring together teaching and research and development. The outcomes of research and development are put into use in the teacher education and continuing education programs.

We conduct research and development in collaboration with educational organizations, research facilities and business partners in national and international

al projects. We present our projects and their outcomes in different seminars and online meetings, which are announced on our web pages. Teacher students are welcome to take part in projects and events. The results of the projects are published in reports in the HAAGA-HELIA publication series and in different publication forums in the field. The publication series and links for the sale of publications can be found at:

www.haaga-helia.fi/fi/aokk/julkaisut.

The History of HAAGA-HELIA School of Vocational Teacher Education

At the beginning of the 1900's, as a result of the liberalizing of the economy and parliamentary reform, it was a time of dynamic growth and belief in the future. Economic growth required the development of vocational education. In 1898, the Finnish Businessmen's College (Suomen Liikemiesten Kauppaopisto – SLK) was established. Since 1904, business teacher students started teaching practice at the school. Teacher trainees gave practice lessons and observed teaching.

During the first decades of Finnish independence, vocational education developed slowly despite the demands of economic growth. The vocational education in different fields was disjointed administratively through different ministries. It took WWII, a shortage of a professionally skilled workforce, a large gap in age groups and a change in economic structure before society was ready to invest in the development of vocational education. In anticipation of the growing need for such education, a teacher education unit was established in SLK in 1950. The commercial college became a teacher education school as well. The HAAGA-HELIA School of Vocational Teacher Education celebrates the year 1950 as the start of vocational teacher education.

The expansion period of vocational education began at the end of the 1950's and continued into the next decade. Vocational schools grew in size and new ones were established. Teacher education also grew. Vocational teacher education was organized according to field in several small units around the country. The teacher education in the units varied in duration and content. In an effort to improve the level of quality of teacher education, curricula were taken into effect in 1986. Teachers in all fields were required to complete studies in pedagogy. The studies amounted to 40 credit units. Since 1992, teacher students from different fields have been eligible to apply to teacher education institutions.

In conjunction with the university of applied sciences education system, the organization of vocational teacher education had to be reconsidered. In the law reform of 1996, it was decided that vocational teacher education would be carried out in conjunction with five universities of applied sciences. The Helia School of Vocational Teacher Education was founded in 1997. The teacher education at SLK and part of teacher education at the Helsinki School of Nursing was transferred to the Helia School of Vocational Teacher Education. Teacher education was set at 35 credit units.

The School of Vocational Teacher Education has grown to become a unit that offers teacher education and continuing education in many fields along with research and development activity. In response to the curriculum reform for universities of applied sciences in 2005, the amount of pedagogy studies for all teachers is 60 credit points. The structural development of the higher education system led to the establishment of the new HAAGA-HELIA School of Vocational Teacher Education in 2007.

In 2010, we celebrated the 60th anniversary of teacher education in HAAGA-HELIA. We are proud of our roots, and evolution and development are cornerstones of what

we do. In the future, collaboration on the national and international level will increase in importance. Together with teacher students, education institutions, business partners and organizations, we will continue to develop both vocational as well as higher education pedagogy for the future needs of society.

In commemoration of our anniversary in 2010, HAAGA-HELIA published a historical account of the HAAGA-HELIA School of Vocational Teacher Education, Opettajan am-

mattiin ja ammatin opettajaksi (Joining the teaching profession and teaching as a profession). The book is edited by Sirkka Kortetjärvi-Nurmi and it gives a diverse picture of the activities and objectives carried out by the HAAGA-HELIA School of Vocational Teacher Education. The book examines teacher education within a larger societal context.

The book can be purchased at:
julkaisut@haaga-helia.fi.

5 TIMETABLE 2014–2015

Contact days in English group / Helsingin ryhmien opetuspäivät:
HAAGA-HELIA Ammatillinen opettajakorkeakoulu, Ratapihantie 13 (Pasila), Helsinki.

Turun ryhmän opetuspäivät:
Turun Ammattikorkeakoulu, Lemminkäisenkatu 30.

2014 spring		School of Vocational Teacher Education Ammatillinen opettajankoulutus 60 cr / op			
Mode of study	1 vuosi Helsinki	1 vuosi Helsinki, viikonloppu	1 vuosi Helsinki, verkko	1 vuosi Turku	
MAY	13.5.2014, klo 9-16 Ammattipedagogiset opinnot, (Amped)	13.5.2014, klo 9-16 Ammattipedagogiset opinnot, (Amped)	12.-13.5.2014, klo 9-16 Ammattipedagogiset opinnot, (Amped)	27.5.2014, klo 9-16 Ammattipedagogiset opinnot, (Amped)	
	14.5. Kasvatustieteelliset perusopinnot, (Kasper) klo 9-12, Kas1 ja klo 13-16, Kas2			28.5.2014, klo 9-12 Amped	28.5. Kasvatustieteelliset perusopinnot, (Kasper) klo 13-16, Kas1
		23.5. klo 16.30-20.30 Amped 24.5. klo 9-16 Amped			
JUNE	4.6. klo 9-16 Kas1			5.6. klo 9-12 Kas2	
	3.6. Amped, Pienryhmä				

School of Vocational Teacher Education Ammatillinen opettajankoulutus 60 cr / op			Ammatillinen erityisopettajan koulutus 60 op	Ammatillinen opinto-ohjaajan koulutus 60 op
1½ year Helsinki, English group	1½ vuosi Helsinki	1½ vuosi Helsinki, moniammatillinen ryhmä	1½ vuosi Helsinki, Erityisopettajan koulutus	1½ vuosi Helsinki, Opinto-ohjaajan koulutus
26.-27.5.2014, klo 9-16	26.5.2014, klo 9-16 Ammattipedagogiset opinnot, (Amped) 27.5.2014, klo 9-12 Amped	26.5.2014, klo 9-16 Ammattipedagogiset opinnot, (Amped) 27.5.2014, klo 9-12 Amped	26.-27.5.2014 klo 9-16 Ammattipedagogiset opinnot, (Amped)	26.-27.5.2014 klo 9-16
	27.5. Kasvatustieteelliset perusopinnot, (Kasper) klo 13-16, Kas1			
			2.6. klo 9-15 Erityispedagogiikan perusopinnot, (Erped)	

2014 autumn

School of Vocational Teacher Education
 Ammatillinen opettajankoulutus
 60 cr / op

Mode of study

1 vuosi
Helsinki1 vuosi
Helsinki,
viikonloppu1 vuosi
Helsinki,
verkko1 vuosi
Turku

AUGUST

12.8. klo 9-16 Kas2
20.8. klo 9-16 Kas319.8. klo 9-16 Kas1
27.8. klo 9-16 Kas2

28.8. Amped, Pienryhmä

29.8. klo 16.30-20.30
Amped
30.8. klo 9-16 Amped

SEPTEMBER

22.-23.9. klo 9-16 Amped

26.9. klo 16.30-20.30
Amped
27.9. klo 9-16 Amped

8.-9.9. klo 9-16 Amped

9.-10.9. klo 9-16 Amped
25.9. Amped, Pienryhmä

29.9. klo 9-16 Kas3

4.9. klo 9-16 Kas3

OCTOBER

8.10. Amped, Pienryhmä
27.-28.10. klo 9-16 Amped24.10. klo 16.30-20.30
Amped
25.10. klo 9-16 Amped2.10. klo 9-16 Kas3
21.10. klo 9-15 Kas6

23.10. klo 9-15 Kas6

29.-30.10. klo 9-16 Amped

NOVEMBER

13.11. Amped, Pienryhmä
24.-25.11. klo 9-16 Amped28.11. klo 16.30-20.30
Amped
29.11. klo 9-16 Amped

18.11. klo 9-16 Amped

11.11. Amped, Pienryhmä
26.-27.11. klo 9-16 Amped

28.11. klo 9-15 Kas6

DECEMBER

15.12. klo 9-16 Kas4

3.12. klo 9-16 Kas4
9.12. klo 9-15 Kas6

School of Vocational Teacher Education Ammatillinen opettajankoulutus 60 cr / op			Ammatillinen erityisopettajan koulutus 60 op	Ammatillinen opinto-ohjaajan koulutus 60 op
1½ year Helsinki, English group	1½ vuosi Helsinki	1½ vuosi Helsinki, moniammatillinen ryhmä	1½ vuosi Helsinki, Erityisopettajan koulutus	1½ vuosi Helsinki, Opinto-ohjaajan koulutus
	14.8. klo 9-16 Kas1 15.8. klo 9-12 Kas2		21.8. klo 17-18.30 Eriper1 26.-28.8. klo 17-18.30 Eriper1	
23.-25.9. klo 9-16	18.9. klo 9-16 Amped	16.-17.9. klo 9-16 Amped	16.-17.9. klo 9-16 Amped	16.-17.9. klo 9-16
	11.9. klo 9-16 Kas2 12.9. klo 9-16 Kas3		2.-4.9. klo 17-18.30 Eriper1 9.-11.9. klo 17-18.30 Eriper1	
		21.-22.10. klo 9-16 Amped	21.-22.10. klo 9-16	20.-22.10. klo 9-16
	15.10. klo 9-16 Kas3		13.10. klo 17-18.30 Eriper2-3 15.10. klo 17-18.30 Eriper2-3	
17.-18.11. klo 9-16	6.11. klo 9-16 Kas4		24. tai 25. tai 26. tai 27.11. klo 16-20.30 Eriper2-3	19.-21.11. klo 9-16
	27.11. Amped, Pienryhmä	19.-20.11. klo 9-16 Amped	19.-20.11. klo 9-16 Amped	
	4.12. klo 9-12 Kas4 klo 13-16 Kas5		11. tai 15. tai 16.12. klo 16-20.30 Eriper2/3	

2015

School of Vocational Teacher Education
 Ammatillinen opettajankoulutus
 60 cr / op

Mode of study

1 vuosi
Helsinki1 vuosi
Helsinki,
viikonloppu1 vuosi
Helsinki,
verkko1 vuosi
Turku

JANUARY

13.1.
klo 9-12 Kas4
klo 13-15 Kas512.1.
klo 9-12 Kas4
klo 13-16 Kas519.-20.1. klo 9-16
Amped23.1. klo 16.30-20.30
Amped
24.1. klo 9-16 Amped28.-29.1. klo 9-16
Amped

FEBRUARY

11.2. klo 9-16 Kas5

10.2. klo 9-16 Kas5

12.2. Amped, Pienryhmä

27.2. klo 16.30-20.30
Amped
28.2. klo 9-16
Amped9.-10.2. klo 9-16
Amped

MARCH

16.-17.3. klo 9-16 Amped

27.3. klo 16.30-20.30
Amped

28.3. klo 9-16
Amped10.-11.3. klo 9-16
Amped

APRIL

14.4. Amped, Pienryhmä

24.4. klo 16.30-20.30
Amped

25.4. klo 9-16
Amped15.-16.4. klo 9-16
Amped

MAY

7.-8.5. klo 9-16 Päätös

8.5. klo 9-16 Päätös

8.5. klo 9-16 Päätös

12.-13.5. klo 9-16 Päätös

JUNE

AUGUST

SEPTEMBER

OCTOBER

NOVEMBER

DECEMBER

School of Vocational Teacher Education Ammatillinen opettajankoulutus 60 cr / op			Ammatillinen erityisopettajan koulutus 60 op	Ammatillinen opinto-ohjaajan koulutus 60 op
1½ year Helsinki, English group	1½ vuosi Helsinki	1½ vuosi Helsinki, moniammatillinen ryhmä	1½ vuosi Helsinki, Erityisopettajan koulutus	1½ vuosi Helsinki, Opinto-ohjaajan koulutus
	9.1. klo 9-16 Kas5		13.1. klo 17-18.30 Eriper4 15.1. klo 17-18.30 Eriper4	
28.-30.1. klo 9-16	14.-15.1. klo 9-16 Amped	21.-22.1. klo 9-16 Amped	21.-22.1. klo 9-16 Amped	21.-23.1. klo 9-16
	23.-24.2. klo 9-16 Amped			
3.-4.3. klo 9-16	5.3. klo 9-15 Kas6		2. tai 3. tai 4.3. klo 16-20.30 Eriper4 9.3. klo 9-16 Eriper5	
	25.-26.3. klo 9-16 Amped	10.-11.3. klo 9-16 Amped	10.-11.3. klo 9-16 Amped	9.-11.3. klo 9-16
27.-29.4. klo 9-16	27.-28.4. klo 9-16 Amped	21.-22.4. klo 9-16 Amped	21.-22.4. klo 9-16 Amped	21.-22.4. klo 9-16
	13.4. klo 9-15 Kas6		23.4. klo 9-16 Eriper5	
	3.6. Amped, Pienryhmä	3.-4.6. klo 9-16 Amped	3.-4.6. klo 9-16 Amped	3.-4.6. klo 9-16
				24.-26.8. klo 9-16
2.-4.9. klo 9-16	3.-4.9. klo 9-16 Amped	17.-18.9. klo 9-16 Amped	17.-18.9. klo 9-16 Amped	17.-18.9. klo 9-16
	20.-21.10. klo 9-16 Amped			
5.-6.11. klo 9-16		2.-3.11. klo 9-16 Amped	2.-3.11. klo 9-16 Amped	2.-4.11. klo 9-16
1.-2.12. klo 9-16 Graduation	1.-2.12. klo 9-16 Päätös	2.12. klo 9-16 Päätös	2.12. klo 9-16 Päätös	2.12. klo 9-16 Päätös



