

Haaga-Helia

Ammatillinen opettajakorkeakoulu

VOCATIONAL TEACHERS' DEVELOPMENT PROGRAMME

**STUDY
GUIDE**
2021–2022

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INTRODUCTION

Welcome to the vocational teacher development programme!

Vocational teacher training is a competence-based development programme. The studies are connected to the skills and competence required in teachers' work as well as in our society and a variety of professions. The content of the studies is built on the current and future needs of working life and vocational education.

Successful completion of the programme gives you a formal pedagogical qualification and entitles you to use the letters *AmO* after your name. The studies carry a total of 60 ECTS credits.

At the start of your studies, you formulate a personal development plan (PDP) with your tutor. Your development plan is based on the self-evaluation of your competences in relation to the competence criteria for a vocational teacher. In your plan, you record the objectives and development tasks appropriate for you. During the development tasks, you explore and develop your vocational teacher identity and the associated work practices and environments.

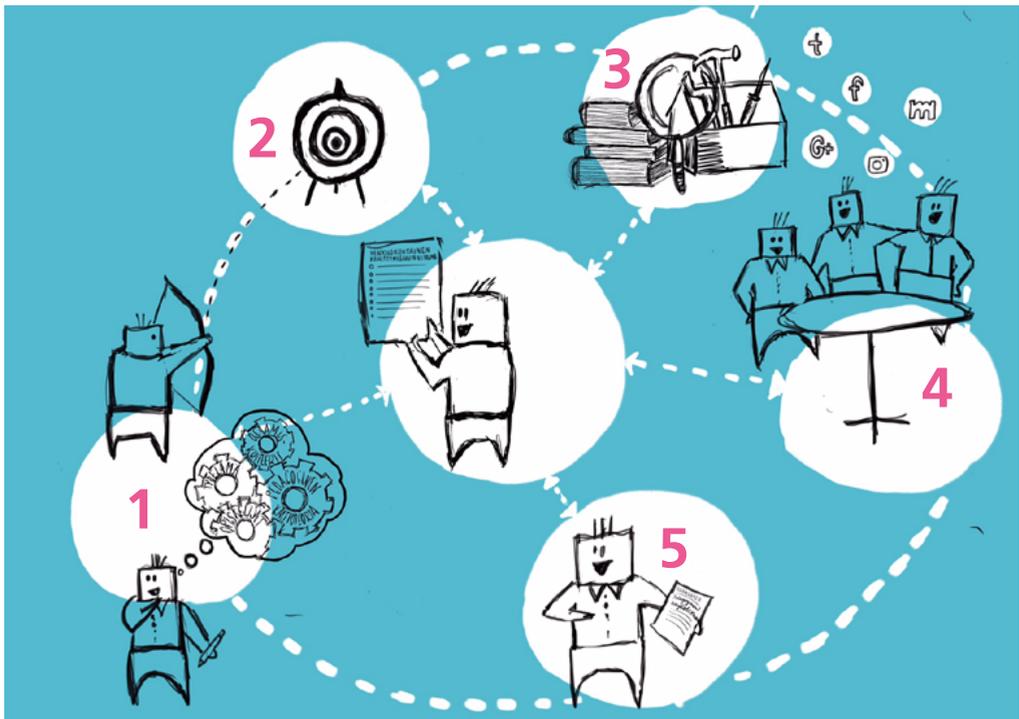
Although the development plan is personalised, the programme's approach is collaborative. As you complete and assess your development project, you will be supported by a peer group of fellow student teachers with whom you carry out part of your studies using methods agreed by the group.

Each student teacher and peer group will be assigned a tutor. The tutor will support and help you and your peer group to build a meaningful learning process, develop and assess your competencies. The aim of the tutoring process is to support the student teacher's own choices and development needs.

In addition to learning, tutoring and assessment, other shared themes of the programme include ethics, democracy and human rights in teaching, the teacher as an influencer in society, entrepreneurship in teachers' work and in students' future careers, and the changes digitalization will bring to teachers' work. The emphases of the themes depend on the student group.

The studies are structured so that contact days and peer group activities form a one-year group process. The contact days are organized in a collaborative manner, which does not allow for online participation. The competence requirements imply face-to-face interaction, participation and co-creation as a whole group. Students may choose to progress faster or opt for a more long-term plan. The overall length of your studies is determined in your PDP.

PDP PROCESS



Structuring enquiry-based development in teacher training.
Image: Merja Alanko-Turunen

THE RATIONALE OF THE DEVELOPMENT PROGRAMME

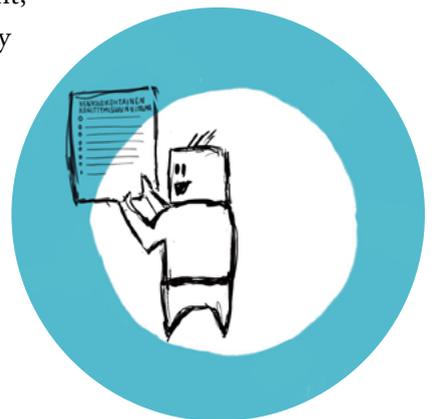
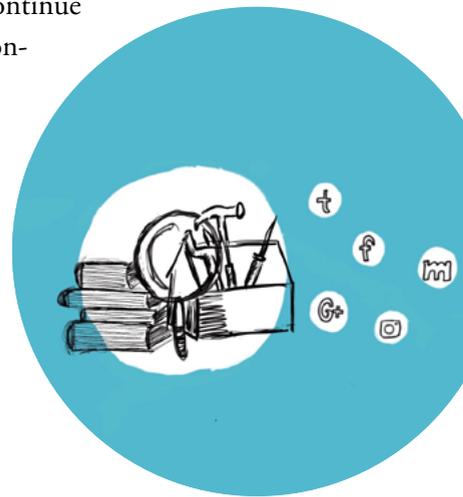
The Finnish education system is free and open for everyone. The education system from early childhood education and care to adult education and training supports continuous, life-long learning. A high-quality teacher training ensures the quality of education on all educational levels.

The aim of vocational education is to promote students' vocational competence and social development into active members of society. It develops work pursuits and corresponds with the competence needs of working life, promotes entrepreneurship and supports life-long learning.

Vocational education also provides an opportunity to continue your studies at university. The Finnish university system consists of universities of applied sciences and general universities. Scientific research and teaching related to it are characteristic to university education. The universities of applied sciences have a working life focus and base their activities on the high professional demands of working life.

Social development

The value base of the programme is social development, which promotes successful everyday life, high-quality working life, social equality and non-discrimination in society. Social development encompasses truthfulness, community spirit, responsibility and ethics. The key features of the studies are contextuality, community and dialogue.



Professional development

Professional development provides a framework for the Vocational Teacher Development Programme. The key themes for professional development include vocational learning, teaching and tutoring, professional growth as a lifelong process, and work-based social development as a member of a workplace community, entrepreneur, professional and a member of society.

Competence-based development and personalisation

Competence-based development means that the basis for teaching and assessment is competence attainment. The focus shifts from teaching to planning, tutoring and supporting each student's learning process. The student teacher and the tutor plan together the learning process. In the personal development plan (PDP), they recognize the student teacher's prior competence in relation to the competence criteria of vocational teachers.

In vocational teacher education, the competence criteria are interpretations of the kind of competencies vocational teachers will need in different work environments now and in the future. These criteria will be discussed, interpreted and defined during the vocational teacher education programme.

Enquiry-based development

Vocational teacher training studies are implemented in accordance with the enquiry-based development model. The model contains the following stages of the development: the investigation of the current state of affairs, goal-setting, the investigation of theoretical assumptions, experimentation, and sharing of findings (Figure below).

You will apply the model as appropriate in each module and the programme as a whole. The overall aim is a systematic process of development and competence-building, which includes tutoring and joint assessment of experimentation.

EXPLORE AND DEVELOP WITH OTHERS

SHARE YOUR
FINDINGS!

EXAMINE
THE SETTING
AND
ENVIRONMENT!

SET GOALS
FOR YOUR WORK!

EXPERIMENT!

EXAMINE
YOUR OWN
THEORETICAL
ASSUMPTIONS!

DEVELOPMENT PROGRAMME ACTIVITIES

Exploration of teacher identity

Exploring your teacher identity is part of the ethical competence of a vocational teacher. You will examine the changes that take place in your professional practice, ways of working and thinking while making the transition from an expert and a professional to a vocational teacher.

You will identify, analyse and reconstruct your views on growth, learning, students and competencies and assess the development of your pedagogic competence. As a vocational teacher, you will examine your relationship with students, the workplace and society at large. You will also explore the possibilities and limitations of vocational education in the future.

Personal development plan (PDP)

At the start of the programme, you will formulate a personal development plan (PDP). Over the course of your studies, you will have at least three PDP sessions with your tutor to review your plan and assess your progress based on the plan. You will also assess the implementation of your PDP with the members of your peer group.

Peer activity

Student teachers work in peer groups. Each peer group formulates its common learning process by reviewing the assessment criteria for vocational teachers, the research and development topics described for the development project, and the PDP process of its members. Members of the peer group act as peer tutors for each other.

Peer activity also includes peer group mentoring carried out at workplaces with colleagues and employer/industry partners. Peer group mentoring provides an approach and method for joint development activity.

Studying in a multi-cultural peer group allows the group members to explore different cultures and learn about them, but it also challenges the students' cooperation and negotiation skills. Successful peer activity is based on mutual respect and listening to and understanding different views. 'We instead of I'.

Materials

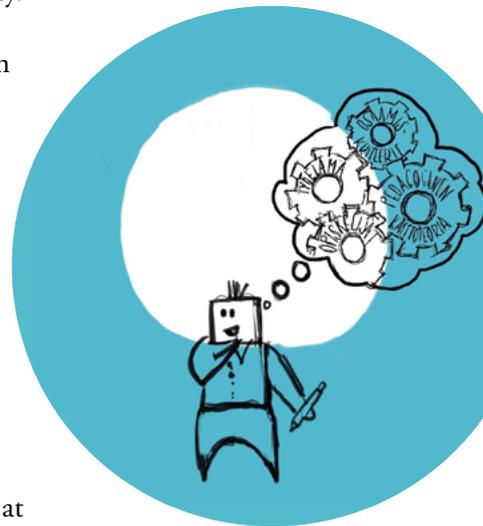
The development programme for vocational teachers includes selected materials, which are available on the chosen platform of the School of Vocational Teacher Education. You will explore the materials as discussed with your tutor as part of the PDP and with your peer group. The materials include pedagogical literature, articles, digital materials, interviews with experts, and presentations and works of different artistic disciplines.

Competence assessment and competence portfolio

Competence assessment is based on the professional requirements and competence criteria of a vocational teacher and the participant's personal development plan. The assessment takes place during teaching work, through observation and discussions, and the documents you produce. Furthermore, contact days provide an opportunity to assess competence. The contact days allow you to demonstrate your interactive skills, tutoring competence and the ability to verbalize pedagogical activity.

You will use the development plan to record your chosen methods for demonstrating and assessing your competence. You will assess your competence during your studies independently and with your tutor and peer group. You will receive qualitative feedback during your studies. Your competence will be assessed in regard to the competence criteria.

The competence portfolio is a way to demonstrate your competence: it is the record of your competence development and the courses you have completed. The competence portfolio is created in a digital environment at the start of the programme. In the portfolio, you will document



the different stages of your learning process, the materials you have studied, as well as your understanding of the information, skills and attitudes with respect to the competence criteria of a vocational teacher. Gather feedback of your competence from students, colleagues and your peer group.

In modules 2.1, 2.2, 2.3, 2.4 and 2.5., the acquisition and demonstration of competencies is instructed with competency demonstration badges. Gather feedback of your competence from students, colleagues and your peer group.

Quality assessment of teacher training

In teacher training, quality assessment is part of the learning process. During the studies, the peer group explores and assesses the process and the tutoring provided to the group. Towards the end of the studies, we will collect student feedback. The feedback is part of the quality system for vocational teacher training and the development of activities.

Credit transfer and recognition of previous studies

Prior university-level education or equivalent modules (25 CP) can be substituted for the following modules of the pedagogical programme:

- 1.2. Basis for teaching and learning 5 CP
- 1.3. Learning at work and in networks 5 CP
- 3.1. Professional knowledge and changes in working life 5 CP

Individual university-level modules and other prior competence can be recognised, validated and assessed in a PDP based on the professional requirements and competence criteria. You need to bring documentation of your prior studies to your first PDP session. Your tutor will record the accredited modules in the Peppi register.



Recognition of prior studies abroad

The recognition of qualifications refers to the decision on the kind of qualifications a degree from another country provides when applying for work or a study place. The decisions are made by authorities, educational institutions and universities as well as employers.

If your prior degree is recognized by the Finnish National Agency for Education (Opetushallitus), you may choose to study the whole programme or only the number of credit points required by the Agency. Nevertheless, we recommend that you complete the 60 credits in our school.

The official language of the programme is English, and you should, therefore, have a good command of spoken and written English. Furthermore, during the programme, you should also aim to gain some competence in Finnish or Swedish.

Summertime studies

- Prepare a PDP (Personal development plan)
- Through the orientation essay, PDP exploration and documentation, you will prepare for your first personal discussion with your tutor. Study the instructions in the study guide and on the online platform before producing and submitting a PDP to your tutor.
- Peer group activities are initiated already during the summer. The first task is to produce a peer group action plan. Study the instructions in your study guide for producing a plan.
- The peer group's first study circle must be organised during the summer. Explore the literature list on the group's online platform.

COMPETENCE REQUIREMENTS AND COMPETENCE CRITERIA FOR VOCATIONAL TEACHERS

TEACHER AS A RESEARCHER AND DEVELOPER OF PEDAGOGICAL PRACTICES : 1-3

1

AS A VOCATIONAL TEACHER, MY ACTIONS ARE BASED ON KNOWLEDGE OF VOCATIONAL AND PROFESSIONAL EDUCATION

- I develop my practical theory using scientific reasoning.
- I am able to provide pedagogical reasoning for my actions.

AS A VOCATIONAL TEACHER, MY ACTIONS ARE ETHICALLY, ECONOMICALLY, ECOLOGICALLY AND SOCIALLY JUSTIFIED

- I work according to the ethical principles of vocational teachers.
- In my work, I promote human rights and equality and act according to democratic principles.
- I recognize and take into account the impact economic conditions have on my work, and the economic consequences of my work.

AS A VOCATIONAL TEACHER, I DEVELOP MY COMPETENCE TOGETHER WITH WORKPLACE REPRESENTATIVES, STUDENTS AND COLLEAGUES THROUGH SYSTEMATIC ASSESSMENT AND BY USING VARIOUS DOCUMENTATION MEANS.

- I recognize and define development areas.
- I introduce experimental solutions to development areas and justify them theoretically.
- I share the results of the development work with my fellow students, my work community, and in my networks.

4

AS A VOCATIONAL TEACHER, I DEVELOP MY INTERACTION SKILLS WITH AN OPENMINDED* AND CREATIVE ATTITUDE AND I VALUE DIVERSITY

- I give my students time, attention and respect in all encounters.
- I create possibilities for dialogue as part of teaching and tutoring.
- I take the varied cultural backgrounds of my students into account in personal and group tutoring situations.

AS A VOCATIONAL TEACHER, I USE AND DEVELOP LEARNING CENTRED TUTORING, TEACHING AND ASSESSMENT METHODS, COLLABORATIVELY WITH INDUSTRY REPRESENTATIVES, STUDENTS AND COLLEAGUES

- My actions are determined by the competence my students need in the world of work.
- I am familiar with the concept and practices of personalised vocational education and I design study processes which are personalised and negotiable.
- I assess my students through tutoring, and on the basis of their competence.
- I am proficient in tutoring, teaching and assessment in different types of learning environments.

AS A VOCATIONAL TEACHER, I SUPPORT LEARNING PROCESSES AND DEVELOP LEARNING ENVIRONMENTS IN COOPERATION WITH NETWORKS AND COMMUNITIES

- I develop opportunities for students' individual and groupbased learning in cooperation with workplace representatives, students and colleagues.
- My actions are informed by the competence my students need in the world of work.
- I am proficient in tutoring, teaching and assessment in different types of learning environments.
- I use digital tools in a pedagogically appropriate manner



AS A VOCATIONAL TEACHER, I GUIDE MY STUDENTS IN A WAY THAT ENABLES THEM TO GRADUATE AND TO FIND EMPLOYMENT AND STRENGTHENS THEIR POSSIBILITIES FOR ENTREPRENEURSHIP

- I promote my students' employability and entrepreneurial skills.
- I support my student's study processes according to the tutoring plan of the educational institution and the workplace.

TEACHER AS AN ACTIVE CITIZEN: 8–9



AS A VOCATIONAL TEACHER, I AM FAMILIAR WITH THE LAWS AND REGULATIONS RELATED TO VOCATIONAL EDUCATION AND THE WORLD OF WORK AND I APPLY THEM IN MY WORK. I RECOGNIZE AND DEFINE DEVELOPMENT AREAS

- I am able to act and justify my actions according to the laws and regulations that guide my line of work. I am also familiar with the strategy of my organisation and I act accordingly.
- I am familiar with the collective labour agreements of my field and I respect them in my work. I share the results of the development work with my fellow students, my work community, and in my networks.



AS A VOCATIONAL TEACHER, I AM AN ACTIVE MEMBER OF SOCIETY AND LAY THE GROUNDWORK FOR FUTURE VOCATIONAL EDUCATION

- I follow societal discussion on the role of education.
- I bring in views on future competencies to my work.

MODULES OF THE DEVELOPMENT PROGRAMME FOR VOCATIONAL TEACHERS

1. TEACHER AS AN ETHICAL DEVELOPER, TEACHING PRACTICE | 15 op

- 1.1 Becoming a vocational teacher | 5 op
- 1.2 Basis for teaching and learning | 5 op
- 1.3 Learning at work and in networks | 5 op

2. TEACHER AS AN ETHICAL DEVELOPER, TEACHING PRACTICE | 35 op

- 2.1 Observing teaching and tutoring in different contexts | 5 op
- 2.2 Teaching and tutoring practice in vocational institutions and companies | 15 op
- 2.3 Optional pedagogical themes | 5 op
 - a) Entrepreneurial pedagogy
 - b) Special support for the learner
 - c) Global competence and human rights pedagogy
 - d) Digital pedagogy
 - e) Art-based pedagogy
 - f) Pedagogical leadership
 - g) Sustainability pedagogy
 - h) Optional pedagogical emphasis
- 2.4 Competence assessment | 5 op
- 2.5 Career counselling | 5 op

3. TEACHER AS AN ACTIVE CITIZEN | 10 op

- 3.1 Professional knowledge and changes in working life | 5 op
- 3.2 Changing vocational education | 5 op

1. TEACHER AS A RESEARCHER AND DEVELOPER OF PEDAGOGICAL PRACTICES | 15 CP

1.1 BECOMING A VOCATIONAL TEACHER | 5 CP

Research and development topics for the module

- vocational teacher development programme and competence criteria
- personal development plan (PDP)
- peer group activity plan
- developing teacher identity
- online tutoring and social media as forms of tutoring for individuals and groups.

Work methods

PDP

The PDP is a way to examine your pedagogical competence and development needs as a vocational teacher. You will have your first PDP session with your tutor in the early stage of the programme to draw up the plan, which includes your personal development plan (PDP). Draft the first version as agreed with your tutor.

Describe in your PDP:

- Your background and why you applied for vocational teacher training
- How do you see people and their opportunities?
- What does the word “involvement” mean to you?
- What is your current pedagogical competence based on the competence criteria for vocational teachers?
- What does “student-orientated” mean to you?

- What are the pedagogical and vocational development needs of your work community?
- What are your development goals in relation to professional development and pedagogical competence?
- What kind of practical theories guide your teaching and tutoring work (see 1.1)?
- How do you demonstrate your pedagogic competence and self-evaluation skills?
- What kind of content and activities would support your development during studies?
- What kinds of development tasks do you want to include in your studies; how will you implement and timetable them in practice?
- How will you execute your digital competence portfolio?

In the PDP, you are free to use different types of content, including text, images, audio and video clips. The PDP will be supplemented during the studies. It provides the basis for your personal reflection, the development of your teacher identity and your competence assessment.

The second PDP session will be held at the halfway point of your studies and is used to examine the status of your studies and to further define your PDP. In addition, you should discuss your PDP with your peer group and, when possible, at your workplace. In the final PDP session towards the end of the programme, you will present your digital competence portfolio. During your studies, you can have more PDP sessions. Be active and request tutoring when you need it.

Peer activity

Peer groups are formed in the early stage of the studies. The groups support the planning, implementation and assessment of learning. In the peer groups, you will observe and assess one another's work and the group's internal activities, find ideas for new ways of operating and organise visits. The peer group draws up an action plan including a schedule, description of work content and an agreement on peer learning and support. The groups will also work in digital environments.

1.2 BASIS FOR TEACHING AND LEARNING | 5 CP

Previously completed university-level education or equivalent studies can be substituted for this module.

Research and development topics for the module

- Conceptions of human beings, knowledge and learning in teaching and tutoring
- Practical theories in teaching and learning.

Work methods

This module is implemented online. The materials, timetables and activities are announced separately.

1.3 LEARNING AT WORK AND IN NETWORKS | 5 CP

Previously completed university-level education or equivalent studies can be substituted for this module.

Research and development topics for the module

- networks that enable learning and collaboration
- practices in vocational institutions and working life collaboration
- developing the practices for learning in working life and networks

Work methods

This module is implemented online. The materials, timetables and activities are announced separately.

2. TEACHER AS AN ETHICAL DEVELOPER, TEACHING PRACTICE | 35 CP

2.1. OBSERVING TEACHING AND TUTORING IN DIFFERENT CONTEXTS | 10 CP

Research and development topics for the module

- different settings and environments of vocational learning and tutoring (competence-based, personalisation,
- validation and accreditation of work-based learning)
- student well-being services, multidisciplinary and multisectoral cooperation.
- NGOs, third sector operators and their educational activities.

Work methods

Observing vocational learning and tutoring is organised in educational institutions and workplaces. You should check if you may observe the teaching situation well in advance. Observe vocational learning and tutoring in at least six different environments and settings based on your development objectives. The different settings can include, for example, the teaching of young people and adults in educational institutions and workplaces, vocational education in institutions and training environments, different workshops, simulated environments, teaching offered to students needing special support, virtual environments.

You should also observe your peer group members' sessions. Before you go and observe, you need to explore the documents you have received and found on the topic and qualification, curriculum and module and set objectives for the observation.

Analyse in light of professional pedagogical theories the contexts and situations you have observed. Record your observations during the sessions, describe the situations and reflect your learning in your competence portfolio. If possible, after the observation, discuss your notes with the teacher and the students at the session.

2.2 TEACHING AND TUTORING PRACTICE IN EDUCATIONAL INSTITUTIONS AND COMPANIES

| 15 CP

Research and development topics for the module

- your teaching and tutoring in different learning environments
- interactions
- group processes
- personalisation
- curricula
- learning processes and environments.

Work methods

Teaching and tutoring activities are organised in educational institutions and workplaces. You should check access to teaching and tutoring well in advance.

Include in your PDP different teaching and tutoring sessions for exploring development areas. Your training includes group instruction, individual instruction, i.e. instruction of a variety of different learners, including those needing special support.

For example, the situations could be part of a specific module, course or sub-module or from a selection of different work environments. Your training may take place in projects between a vocational institution and working life, in classrooms or workshops, workplaces in the industry, online, in third sector locations or outside. Wherever your training is implemented, you must plan the instruction of learning processes and demonstrate broad competence for planning teaching.

If possible, you should plan the teaching and tutoring sessions with students, colleagues and workplace representatives in advance. Make a pedagogical script in which you take into account the students' learning processes and your own actions as a teacher and an instructor.

The teaching and tutoring sessions should include assessment of your practices, for example, in cooperation with students, tutors and the peer group. Provide reasoning in your pedagogical script for your choices based on your practical theory.

Invite members of your peer group to observe and discuss your work. Your personal tutor will also visit to observe at least one of your teaching and tutoring sessions and talk with you about how to develop your teaching and tutoring practices.

Competence demonstration

The research and development targets in study unit 2.3 are interaction, group processes, personalisation, curricula, as well as learning environments and processes. Below are described the types of competences you should acquire and demonstrate during teacher training. The descriptions include the methods for demonstrating competence that show in practical terms what kinds of examples, documents and competence demonstrations you must provide.

The competence demonstration descriptions direct you in two ways. They help you recognise and highlight previously acquired competence. They also provide an indication on how you can acquire the missing competences during your vocational teacher studies. You use your digital competence portfolio to reflect on and assess everything you have done during your teaching practice in connection to the practical theories that are apparent in your work.

INTERACTION

- Describe your interaction and guidance orientation when you act as a teacher in the teaching and counselling situation of your choice. Consider how your values and experiences affect your interactions.
- Describe how, as a teacher, you handle modes of action that hinder interaction and promote each student's experience of safety in a teaching or guidance situation.
- Describe how you would build a dialogic space and confidential pedagogical relationship in a teaching or guidance situation.
- Describe the interactive relationships, tensions and structures of the group (such as status, power, psychological and social, emotions). Describe also how you reinforce

confidential interaction relationships by using, for example, the skills of listening and discussion.

- Describe the verbal and non-verbal communications in a teaching or guidance situation.
- Describe how you take into account all the students in, for example, the language you use, how you formulate the content, which points of view you choose, and in non-verbal communications and micro encounters.
- Describe how in the interaction, you reached the goals set for the teaching or counselling situation.
- Assess your own competence in relation to professional competence requirements and competence criteria. Identify further needs and opportunities for development.
- What kinds of changes do you notice in yourself (in your thinking, actions, emotions, attitudes)?

GROUP PROCESSES

- Describe an interactive group process you have led (e.g. students' learning processes, work community's change or development process).
- Describe how you enabled the participation of the group members in the process (e.g. grouping, roles, equal opportunity and participants' diversity).
- Assess how you managed to achieve the objectives for group processes.
- Justify the decisions you made using the pedagogic knowledge base.
- Assess your own competence in relation to professional competence requirements and competence criteria.

LEARNING PROCESSES AND ENVIRONMENTS

- Describe and assess what kinds of learning environments are needed in your industry.
- Describe a learning process you implemented which includes individual and communal learning in different learning environments (e.g. learning objectives, stages of learning processes, teaching and instruction methods, digital solutions, learning materials, assessment).

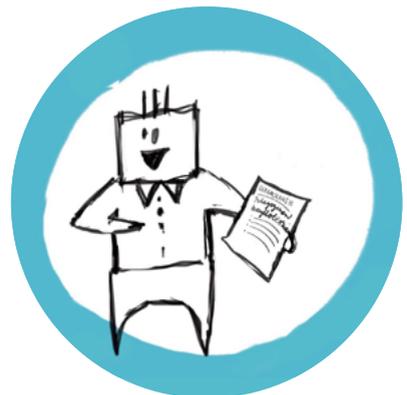
- Describe your cooperation with workplace representatives and colleagues.
- Present the documents or guidance that directed your activities.
- Justify the decisions you made using the pedagogic knowledge base.
- Assess your own competence in relation to professional competence requirements and competence criteria.

PERSONALISATION

- Describe a personalisation process you are part of as a teacher or explore processes led by others e.g. by interviewing and observing teachers and students.
- Present the documents or guidance that directs personalisation in the environment you are studying.
- Describe what kind of competence the qualification requires.
- Describe what kinds of personalisation practices the educational organisation uses.
- Describe how a working life representative has participated in the personalisation process.
- Describe what kinds of media, methods and tools are used for instruction.
- Describe how students' personalisation is documented.
- Construe your observations using the pedagogic knowledge base.
- Assess your own competence in relation to professional competence requirements and competence criteria.

CURRICULA

- Describe how the curriculum/qualification requirements guide the organisation of the educational programme or qualification in your industry (e.g. the realisation of competence-based learning, pedagogic model and organisation of teachers' practices).



- Describe how the curriculum/qualification requirements are applied in practice and developed in your educational programme or qualification (e.g. by interviewing teachers, students or working life representatives, observing induction processes, participating in activities).
- Construe your observations based on the pedagogical knowledge base and assess your own competence in relation to professional competence requirements and competence criteria.

You can apply for open badges for research and development areas and use them as certificates of competence. You can use them when seeking employment or when you want to demonstrate your competence in your networks. The open badge descriptions and application instructions and links are available on MyNet and Haaga-Helia's website (<https://sites.google.com/view/apply-for-competence-badges>).



Haaga-Helia Start Up School as a training place

Student teachers can apply for a training place at the Haaga-Helia Start Up School. The Start Up School is a concept used at Haaga-Helia to support students' entrepreneurial aspirations.

The training can mean teaching in one of the modules offered by the Start Up School. It can also mean coaching Start Up entrepreneurs. The training could also involve observing the start up School's functions and exploring and supporting them. If you find this an interesting option, talk to your tutor about it. Your tutor will point you to the right direction.

Haaga-Helia's student union Helga cooperates with the School of Vocational Teacher Education teacher training and offers opportunities for training with Haaga-Helia's students.

2.3 OPTIONAL PEDAGOGICAL THEMES | 5 CP

Research and development topics

Researching and realising the teaching and counselling in the pedagogical emphasis you chose.

Work methods

Make the pedagogical emphasis you chose a part of your teaching and counselling practice. Study a wide range of materials related to the emphasis. Examine the theoretical backgrounds of the emphasis, find existing models, modes of action and operating environments. Try them out in practice, with students, in teaching and counselling situations. Document the work you do and the development of your competence in the manner agreed with your tutor (texts, videos, podcasts, images and other methods).

A) Entrepreneurial pedagogy

Competence demonstration

- Familiarise yourself with the entrepreneurship strategies and national guidelines for entrepreneurship education. Describe how they promote the development of teaching and guidance.
- Choose a teaching practice context in which you apply entrepreneurial pedagogy. The context can be, for example, a project, module, part of a degree or working life training.
- Apply the entrepreneurial pedagogy in the context of your choice with pedagogical reasons.
- Describe how you worked together with the companies, educational institutes and students.
- Describe how you promoted the entrepreneur-like operations of your work community.

- Assess how your entrepreneurial pedagogy goals were achieved.
- Asses the skills needed in the future of your field and consider how an entrepreneurial pedagogical approach supports the future skills in the working life.
- Explain and critically review the decisions you made using the vocational education knowledge base.
- Assess your own competence in relation to professional competence requirements and competence criteria. Identify further needs and opportunities for development in the work practices and your own competence.

B) Special support for the learner

Competence demonstration

- Examine and describe the special support plans and regulations in the operating environment you are focusing on.
- Choose a teaching practice context in which you apply the special support approaches in the context of the vocational education you chose. The context can be, for example, a project, module, part of a degree or working life training.
- Apply the special support approaches with pedagogical justifications.
- Describe how you identify special support needs and guide the student while also taking into account personal details, such as the student's background, strengths and need for special support in, for example, a pedagogical script.
- Describe the challenges of learning and wellbeing, special support opportunities and how you build the cooperation to be performed with the relatives and the multi-professional cooperation.
- Describe and explain the reasons for how you support and train the student for the working life.
- Justify and critically review the decisions you made using the special support opportunities and vocational education knowledge base.
- Assess your own competence in relation to professional competence requirements and competence criteria. Identify further needs and opportunities for development in the work practices and your own competence.

C) Global competence and human rights pedagogy

Competence demonstration

- Familiarise yourself with the values and frame of reference that promote competence and equality from the viewpoint of, for example, human rights and democracy education or cultural sensitivity and linguistic awareness.
- Choose a teaching practice context in which you apply your selected viewpoint. The context can be, for example, a project, module, part of a degree or working life training. The teaching and counselling process can take place in Finland or abroad.
- Describe the teaching and counselling process that is the focus of the research and development, its goals and content, and analyse how you will develop your international competence and human rights pedagogy in the process.
- Describe how you use operations models promoting equality and internationalisation in your teaching and guidance.
- Explain and critically review the decisions you made using the vocational education knowledge base.
- Assess your own competence in relation to professional competence requirements and competence criteria. Identify further needs and opportunities for development in the work practices and your own competence.
- Analyse the successfulness of the application. What was successful and why, what was inspiring, what left you thinking, what would you change, what would you like to know more about?

D) Digital pedagogy

- Competence demonstration
- Familiarise yourself with the different merged and hybrid solutions and quality criteria of online pedagogy.
- Choose a teaching practice context in which you apply digital pedagogy. The context can be, for example, a project, module, part of a degree or working life training.
- Describe how you adjusted, using the tools of digital pedagogy, the appropriate learning and counselling processes to be in accordance with the competence goals of the operating environment selected.
- Explain how the quality criteria of online pedagogy were realised in the module. Describe how you selected the different merged and hybrid solutions.
- Describe how you investigated the students' digital skills in advance.
- Describe how in the online environment, you built an interaction with the other cooperation partners of the learners that had a positive impact on reaching the competence goals.
- Describe how you evaluated the learning and development of competence online.
- Explain and critically review the digital pedagogical decisions you made using the pedagogic knowledge base.
- Assess your own competence in relation to professional competence requirements and competence criteria and the learning goals you have set. Identify further needs and opportunities for development in the work practices and your own competence.

E) Art-based pedagogy

Competence demonstration

- Familiarise yourself with the term and pedagogical goals of art-based pedagogy. Examine the backgrounds and starting points of art-based work by studying the materials and familiarising yourself with, when possible, practical actions.
- Choose a context in which you apply art-based pedagogy. The context can be, for example, a project, module, part of a degree or working life training.

- Describe the exercises, techniques and methods used in art-based pedagogy.
- Apply the art-based approach in the context of your choice with pedagogical reasons.
- Analyse the successfulness of the application. What was successful and why, what was inspiring, what left you thinking, what would you change, what would you like to know more about?
- Document the things you learn. Try using methods such as image, sound, movement, poetry, comics or animation in the documentation.
- Review the decisions you made using the vocational pedagogic knowledge base.
- Assess your own competence in relation to professional competence requirements and competence criteria.
- Write how, in future, you will develop your competence in relation to the use of art-based pedagogy.
- Attach the documents about the art-based pedagogy you applied to your competence portfolio.

F) Pedagogical leadership

Competence demonstration

- Read more about the knowledge base of pedagogical management. Using the pedagogical management knowledge base as the foundation, identify and describe the development challenges of the expert community operating in the educational institution or company.
- Choose a teaching practice context in which you apply the knowledge base of pedagogical management. The context can be, for example, a project, module, part of a degree or working life training.
- As part of the teaching practice, plan and realise, together with the students or expert community, a project or process section that promotes pedagogical development.
- Select the facilitation methods and development tools suitable for the pedagogical knowledge base and goal of the operations.
- Describe and assess your development process in writing or by using other modes of expression.

- Describe your operational fields of pedagogical leadership as a part of your work as a teacher.
- Explain and critically review the decisions you made using the vocational pedagogic knowledge base.
- Assess your own competence in relation to professional competence requirements and competence criteria.
- Identify further needs and opportunities for development in the work practices and your own competence.

G) Sustainability pedagogy

Competence demonstration

- Familiarise yourself with the basic values of sustainable development and the related questions of ecological sustainability, social and economic justice and justice and democracy.
- Choose a teaching practice context in which you apply sustainability pedagogy. The context can be, for example, a project, module, part of a degree or working life training.
- In the teaching practice, plan and realise sustainable development content in your field in accordance with the curricula and qualification criteria.
- Describe how, in your teaching, you have taken into account the content that is in accordance with the basic values of sustainable development.
- Describe how, in your teaching and counselling practice, you have promoted professional skills, values and competence related to sustainable development.
- Describe how, as an expert, you act as the developer of sustainable content in schools and educational institutions.
- Explain and critically review the decisions you made using the vocational education knowledge base.
- Assess your own competence in relation to professional competence requirements and competence criteria. Identify further needs and opportunities for development in the work practices and your own competence.

H) Optional pedagogical emphasis

Competence demonstration

- In your teaching and counselling practice, plan and realise a pedagogical emphasis that is necessary from the viewpoint of your students, field or operating environment. Negotiate about the emphasis and how it will be realised with your tutor.
- Describe the competence goals of your actions that are to be assessed.
- Realise your emphasis together with your students and assess the successfulness of your work.
- Explain and critically review the decisions you made using the knowledge base of your choice.
- Assess your own competence in relation to professional competence requirements and competence criteria. Identify further needs and opportunities for development in the work practices and your own competence.

Materials

Find up-to-date materials that explain and guide your emphasis and give it background. Use them in the planning and assessment of you work.

2.4 COMPETENCE ASSESSMENT | 5 CP

Research and development topics for the module

- documents and guidelines that guide assessment
- assessment targets and criteria
- assessment in different learning environments
- development of assessment

Work methods

Examine the concept of assessment within vocational and higher education. Develop assessment activities in your personal practice, in cooperation with students, colleagues and network contacts whenever possible.

Adapt this module to modules 2.2. and 2.3.

Competence demonstration

- Present the documents or guidance that direct assessment in the environment in which you are working.
- Describe how you have implemented learning and/or competence assessment in the operating environment (professional competence requirements/assessment areas, criteria and methods).
- Describe how competence assessment can be implemented within practical work assignments (e.g. by observing assessment situations at a workplace).
- Describe how assessment is being developed in cooperation with students and colleagues as well as workplaces and educational institutions (e.g. by interviewing teachers, observing development processes or participating in them).
- Justify the decisions you made using the pedagogic knowledge base.
- Assess your own competence in relation to professional competence requirements and competence criteria.

- If you wish, you can apply for an open badge. The open badge descriptions and application instructions and links are available on MyNet.

2.5 CAREER COUNSELLING | 5 CP

Research and development topics for the module

- Career paths and future outlooks for vocational students
- Validation and accreditation of work-based learning and workplace-oriented learning in varied environments
- Workplace skills and the entrepreneurial approach
- Promotion of entrepreneurship and the entrepreneurial competence of vocational teachers.

Work methods

Negotiate with your peer group how you will approach the above research and development topics. Investigate the career and job opportunities and self-employment in your own field. Explore the practices for personalisation of studies, prior competence recognition and validation as well as validating and accrediting work-based learning.

Competence demonstration

- Describe a career counselling process which you are part of as a teacher/tutor or explore processes led by others e.g. by interviewing and observing teachers and students or an organisation representative.
- Introduce the legislation or, for example, the organisation's strategic instructions related to career counselling.

- Describe the competence that will be required in the future of the work duties and, more extensively, field of the person being counselled.
- Describe the career counselling services the person being counselled can utilise in order to find employment or advance in their career.
- Describe the career counselling policies of the education institute or organisation (such as, counselling plan, individual study paths, studification, career planning, performance review).
- Describe the personalisation-based career counselling process. The career counselling process can contain the realisation of the focus on students or customers, setting and assessment of interim goals, creation and development of interaction, counselling methods, digital counselling tools and documentation.
- Together with the person being counselled, assess how the interim goals set for the career counselling are realised.
- Outline and critically review your observations about career counselling using the vocational pedagogic knowledge base.
- Assess your own career competence in relation to professional competence requirements and competence criteria. Identify further needs and opportunities for development in the work practices.

3. TEACHER AS AN ACTIVE CITIZEN | 10 CP

3.1 PROFESSIONAL KNOWLEDGE AND CHANGES IN WORKING LIFE | 5 CP

You can substitute this module with prior university-level education or equivalent studies.

Research and development topics for the module

- vocational education development from the perspective of the individual and society
- vocational education, social development and growing into an active citizen
- societal role of education and education in changing working life.

Work methods

This module is implemented online. The materials, timetables and activities are announced separately.

3.2 CHANGING VOCATIONAL EDUCATION | 5 CP

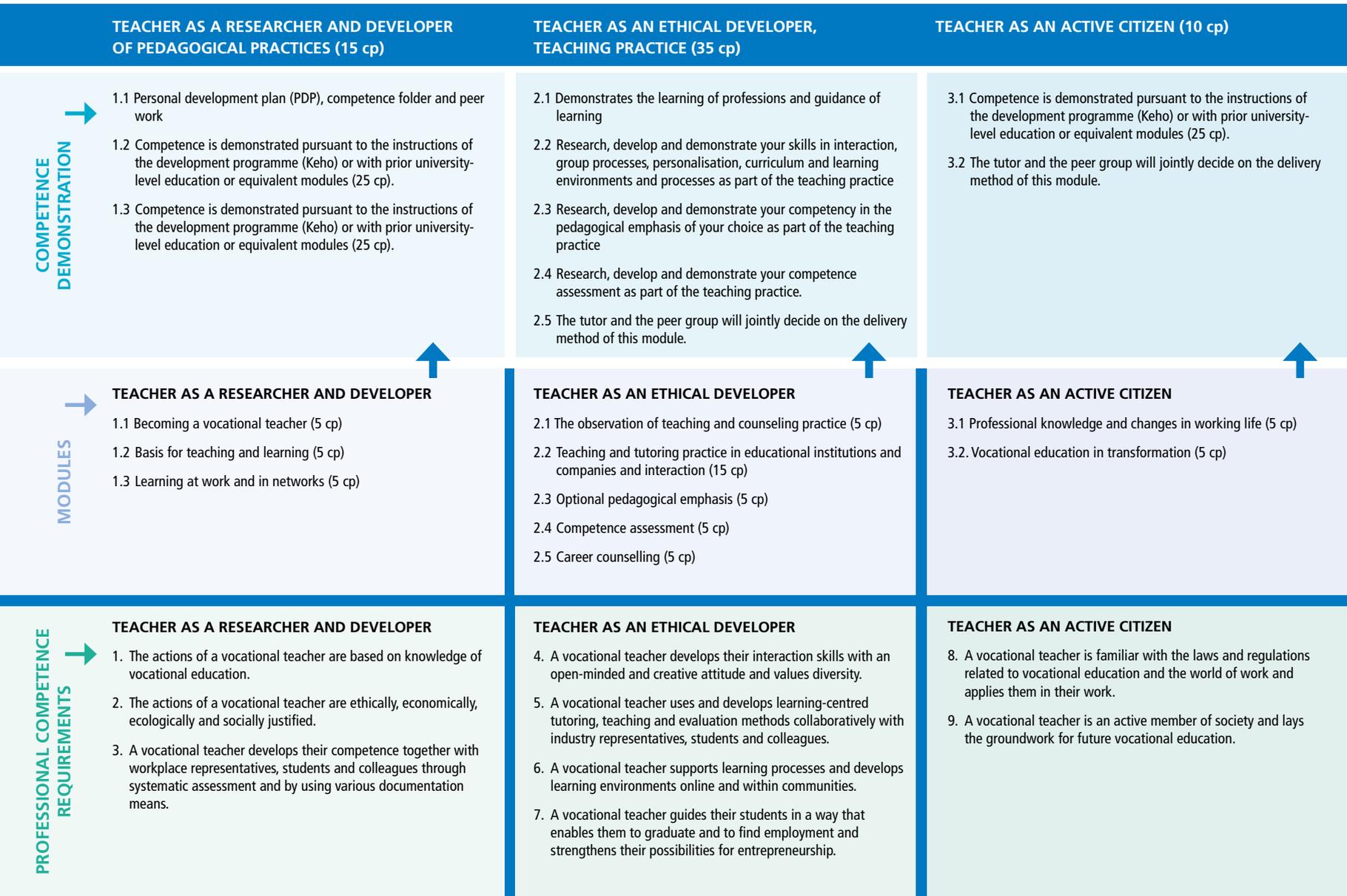
Research and development topics for the module

- the vocational education system and organisation
- education policy and national development topics
- current legislation, agreements and guidelines governing vocational education
- the oversight system, performance-based management and funding of vocational education
- guidelines for education providers and plans required by law.

Work methods

The tutor and the peer group will jointly decide on the delivery method of this module. The peer group decides on the research questions, development topics, task allocation, outputs and how they will be processed.

Structure of vocational teacher studies, acquiring and demonstration of competence



THE DEVELOPMENT CONTINUUM OF A VOCATIONAL TEACHER

Vocational teaching requires continuous education and initiation and participation in development processes. The Haaga-Helia School of Vocational Teacher Education, its continuing education provision and R&D activities offer a range of collaboration opportunities for teaching practice development after vocational teacher education (see www.haaga-helia.fi/aokk).

Qualified teachers can apply to the following programmes (in Finnish)

- the vocational **special needs teacher programme** (60 ECTS credits), which is open to candidates with teaching qualification in vocational or core subjects (A 986/1998) and at least six (6) months of experience as a full-time teacher or tutor at a vocational education institution or a university of applied sciences (obtained by the end of the application period).
- the vocational **guidance counsellor programme** (60 ECTS credits) is open to candidates with a teaching qualification in vocational or core subjects (A 986/1998 as well as 1150/2017).

Continuing education

Our continuing education provision is designed to further develop the competencies of teaching staff and organisations and to come up with new solutions for studying, workplace needs and lifelong learning. In addition, we support educational organisations by providing management teams and employer/industry partners with training and consulting.

The continuing education provided by the School of Vocational Teacher Education includes programmes funded by the National Board of Education, the Ministry of Education (Opetushallitus) and the EU as well as commercial training services. Programmes include short- or long-term credit-based training packages, consulting services, seminars, lecture series or theme days designed and implemented in cooperation with the customer.

Research, development and innovation activities (RDI)

We carry out international and national cooperation in networks and projects with working life, financiers, vocational education organisations as well as universities. Our activities are future-oriented with a focus on anticipating changes in the world of work and serving the needs of vocational teacher education and vocational education at large. We give presentations on our project activities and results in various seminars and network meetings, which are publicised on the school's website. Student teachers are welcome to take part in projects and events.

Alumni activities

The alumni of the Haaga-Helia School of Vocational Teacher Education include all our vocational teacher, special needs teacher and guidance counsellor graduates. Ensure that your contact details are up to date in our alumni database to receive the latest news and invitations to our events. (www.haaga-helia.fi/en/haaga-helia-alumni).

Alumni are important stakeholders of our school, and we offer opportunities for networking with professional peers, topical events, postgraduate and continuing education opportunities, and publications related to the development of the teaching practices.

Get involved and help us develop the practice of teaching!

Vocational teacher education since 1950

Education preparing students for a profession and working life has over a century old history in Finland. At first, the development of vocational education of different sectors was administratively scattered within different ministries. There was no systematic teacher training. Teaching staff consisted of individuals who had, depending on the sector or duties, obtained a university degree or primary school teacher training qualification or who were professionals with working life experience.

World War II, lack of skilled professionals, the post-war baby boom and changes in the economic structure finally led to concerted efforts to develop vocational education. According to the plan drafted by the vocational education department at the Ministry of Trade and Industry in 1947, it was important to create a nationwide vocational education network and to establish systematic teacher training for vocational education. Teacher training was given four tasks: it should improve the effectiveness and quality of teaching; increase the general appreciation for vocational education; boost the respect for the profession of vocational education teachers, and develop pedagogy specifically suited to vocational education.

Establishing teacher training for vocational education received wide political support. Thus, the Ministry of Trade and Industry took a positive outlook on the Business College Helsinki's application to implement teacher training. A decision dated 17 October 1950 states that the ministry "considers it beneficial to assign the Business College Helsinki the right to operate as a business college in which those aiming to become business teachers can undertake teacher training and practical teaching exams in accordance with the above-mentioned decree and the decision of the ministry." The decision was signed by Director-General Aarno Niini and Counsellor of Education Bertel Gronhjort.

In 1997, teacher training provided by the Business College Helsinki was transferred to the School of Vocational Teacher Education that had been established as part of Helia University of Applied Sciences. Teacher training was expanded, and the School of Vocational Teacher Education started training teachers for all vocational education sectors. Since 2006, the School of Vocational Teacher Education has included a programme for special education teachers and since 2011, for guidance counsellors as well. Haaga-Helia University of Applied Sciences was established in 2007, and the School of Vocational Teacher Education continued operating in connection to it.

Vocational education and university of applied sciences education are versatile, multi-disciplinary and future oriented. The duty of education is to enable individuals, working life and society to develop. In Finland, education continues to be highly respected. Even today, we can approve of the four tasks set out for teacher training 70 years ago. Modern and high-quality teacher training plays a role in the high regard for teachers' profession, and competent teaching staff are important for the respect for and quality of vocational education. Finnish vocational teacher training is also implemented abroad.

We wish you a warm welcome to study at Haaga-Helia's School of Vocational Teacher Education.

Jari Laukia

Director

Haaga-Helia School of Vocational
Teacher Education

jari.laukia@haaga-helia.fi

SUPPORT FOR STUDENTS

The Study Services of the School of Vocational Teacher Education is located at the Pasila campus, 7th floor, room 7201. We provide assistance on study-related matters.

You can contact us via aokk@haaga-helia.fi or your tutors David Mauffret (david.mauffret@haaga-helia.fi) and Liisa Vanhanen-Nuutinen (liisa.vanhanen-nuutinen@haaga-helia.fi).

Student ID and password

One week before your start date, you will receive an email message from do_not_reply@haaga-helia.fi with your student ID and a notification that your personal password will be sent as an SMS to your phone.

The email contains a link to <https://studyagreement.haaga-helia.fi>. Follow the link and log in using your student ID and password to accept your learning agreement, the IT policies and the use of your data.

Email

An email address is created automatically for each student, and it will be used for all communication relating to your studies. If you prefer to use your personal email address, you need to forward the emails to it from your Haaga-Helia email account. The instructions are available on MyNet.

The email application is Office-365, and the email address format is *userID@myy.haaga-helia.fi*. Log in to your email account on MyNet and choose your language and country settings.

Study benefits & social services

Since the teacher education programme does not lead to a degree, the students in this programme are usually not entitled to a student card, travel discounts or other benefits.

As a student, you are entitled to a meal subsidy card issued by Kela. Please bring your ID to collect the card on your first day. The card entitles you to student prices in participating restaurants, which are listed on the Kela website.

Financial assistance for mature students is available from e.g. the Employment Fund (*Työllisyysrahasto*) and the TE Services (*TE-Palvelut*). Please note that if you are unemployed when you start your studies, you have to report your studies to the TE Services.

If you need to supply information to the authorities

The Study Services provides certificates of student status, copies of transcripts and other official statements. You can order them by email: aokk@haaga-helia.fi.

Please note that if the TE Services require you to provide a statement, we need to know the schedule for completing your teacher training studies (full-time or part-time). Contact the TE Services first to discuss your studies with a member of staff.

CONTACT DAYS 2021–2022

ENGLISH GROUP

Haaga-Helia AMK, Pasila, Ratapihantie 13

klo 9–16

17.–18.5.2021

7.6.2021

24.–25.8.2021

21.–22.9.2021

20.–21.10.2021

24.–25.11.2021

26.–27.1.2022

23.–24.2.2022

22.–23.3.2022

4.–5.5.2022

Graduation 5.5.2022 15.30–17.00
