

TEACHERS' AND TRAINERS' PROFESSIONAL DEVELOPMENT IN VOCATIONAL EDUCATION IN THE EUROPEAN UNION AND UKRAINE



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Abstract. The features of professional development of pedagogical workers and trainers of vocational education institutions in the European Union and Ukraine are revealed. Job descriptions of teachers and trainers in vocational education institutions are characterized. Attention is paid to the creation of new curricula, the provision of quality educational services, ensuring apprenticeship in the system of dual vocational training, the implementation of training at the workplace, etc.

The process of professional development in universities, institutes, educational institutions and other agencies is highlighted. Legislative requirements for teachers of vocational education institutions in the European Union and Ukraine are covered. Attention is paid to the programs of professional development for teachers of vocational education institutions.

Keywords: *Professional education institutions, teachers, trainers, professional development, European Union, Ukraine.*

Introduction

In the conditions of modernization of vocational education, the need for pedagogical employees with a high level of professional competence, the ability for continuous professional-pedagogical improvement is actualized. In accordance with this, it is necessary to take into account the progressive foreign experience of professional development of teachers and trainers of vocational education institutions in the European Union (EU) countries.

It should be noted that the functions of teachers of vocational education institutions in the EU countries to a greater extent correspond to the functional responsibilities performed in vocational education institutions of Ukraine by teachers of vocational-theoretical training and masters of industrial training. The only difference between them is that the title "master of apprenticeship" has been replaced by a trainer/mentor.

Their activity plays a crucial role in ensuring the correspondence between the theoretical knowledge acquired and the practical implementation both in vocational schools, vocational education centers and in companies, as well as in classrooms, workshops, laboratories and in simulated learning environments or workplaces in the production environment.

Literature review. Problems of professional development of teachers and trainers in the EU countries are widely reflected in the works of Ukrainian and foreign scientists. Thus, the conceptual foundations of such development are laid in the works of G. Moody, W. D. Greinert, G. Hefler, J. Markovich, E. Wenger, A. Heikkinen, W. Ichhorst, N. Rodriguez-Planas, R. Schmidl, K. A. Zimmerman, G. Wolf-Ditrich; the problems of ensuring quality of professional education and training are devoted to the works of O. Borodienko; A. Vischer,

L. Puhovska, V. Radkevych, O. Radkevych; the issues of standardization to the problems of ensuring the continuity of professional education and training are devoted to the studies of M. Simons, N. Pazura, T. Daisinger; the quality assurance of professional training teachers – the works of N. Avshenyuk, N. Bazeliuk, K. Diachenko, K. Kotun, N. Pazura, A. Jones, etc.

Thus, the education system faces the basic task – to develop a modern approach to the professional development of teaching staff in the context of the demands of innovative,

international society, the prospects of national economy development and global technological changes. Accordingly, the issues of modernization of professional education, identifying promising ways of professional development and professional development of teachers and trainers, training specialists competitive in the market of services, adapted to modern socio-cultural conditions, capable of continuous self-learning, self-development and self-improvement during life, are the key tasks.

Research methodology. In carrying out scientific research, the following methods were used: the method of theoretical analysis to specify the essence and components of professional development of pedagogical employees of professional education institutions; the method of analogy in forming the model of self-development of pedagogical employees in professional education institutions; methods of theoretical generalization and comparison to determine the prospects and directions of professional development as a condition for the formation of a complex hierarchy of values.

Research results. Teachers in vocational education and training institutions and trainers in EU companies and enterprises are responsible for strengthening the links between vocational education and work. It is a question of creating new curricula, providing better educational services, ensuring high-quality apprenticeships in dual vocational training, and implementing other forms of work-based learning by applying European instruments of interaction between educational institutions, trainers, and employers. The implementation of these tasks requires from them continuous improvement of knowledge, skills and abilities, which should meet the high European standards. In Ukraine, the purpose of professional development of teaching staff is their professional development in accordance with state policy in the field of education and ensuring the quality of education and training of skilled workers, it is an indicator of continuity.

Note that the need to improve the training of teachers and trainers, as well as to provide conditions for their professional development throughout life, is stated in the Brussels Communiqué (2010). In particular, this document invites EU member states to invest in flexible training systems for teaching staff,

which will allow them: to master an appropriate set of competencies; to acquire the ability to solve more complex problems associated with the implementation of professional learning; to find a common language with students and pupils in different educational areas; to use new methods and ways of teaching; to make the most of new pedagogical and production technologies. The set of competencies to be possessed by teachers and trainers of vocational education in the EU countries and Ukraine are different. In this connection, it has become important in each country to form a separate descriptor for groups of such professionals in a particular area of vocational education. Relevant in this context is the professional development of teachers working in vocational education institutions. After all, in their work they improve their knowledge, abilities, and skills, as well as acquire new qualifications. In contrast, trainers carry out their professional development in a different vector than teachers, in particular, where they work, in companies/firms/enterprises. The main function of a teacher in a vocational education institution is to teach, to provide theoretical knowledge, whereas trainers are usually employees who, in addition to practical professional duties, accompany students during vocational training or employment. The types and levels of qualifications, continuing professional development needs and rights of vocational educators and trainers also differ (CEDEFOP, 2016).

Note that qualification requirements for teachers in vocational education institutions are established by EU countries' legislation on education or vocational education (Croatia, Latvia, Malta, Austria, Slovakia, Finland, Sweden, etc.) or by special regulations (Bulgaria, Estonia, Iceland, Lithuania, Poland, Romania, etc.). Some countries have established professional standards or profiles for teachers (Czech Republic, Estonia, Ireland, Latvia, Lithuania, Netherlands, Romania, Slovakia, United Kingdom, etc.). Defined specific requirements for professional training programs or curricula (Lithuania, Slovenia). This indicates a high level of interest of EU countries in the professional-pedagogical improvement of teachers of vocational education institutions (European Centre for the Development of Vocational Training, 2016). In Ukraine such requirements are mentioned both in the legislation on education

act 6 (Pro osvitu, 2021), and in special regulations (Deiaki pytannia pidvyshchennia kvalifikatsii pedahohichnykh i naukovo-pedahohichnykh pratsivnykh, 2019) which expand and supplement the norms of the law.

In most EU countries and in Ukraine, the main requirement for the profession of "teacher of vocational education institution" is a university degree, but in the Czech Republic, Finland, France, Iceland, Norway, Portugal, Romania, Spain teachers only need to complete a master's degree to be allowed to teach. In some countries teacher candidates must have a university degree (Bulgaria, Estonia, Spain, Cyprus, Latvia, Hungary, Slovenia), while in others (Czech Republic, Denmark, Croatia, Malta, United Kingdom) it is mandatory. In the second option, teachers of vocational education institutions are given a certain period of time to get a teaching qualification, as an option by upgrading their qualifications. And in Croatia, Italy, Portugal, Romania, Slovenia, teacher candidates must complete their professional studies or obtain a teaching license.

Most EU countries offer teacher training programs and recognize pedagogical qualifications at 5-10 levels of the European Qualifications Framework. Teachers of general education subjects attend general training programs, while teachers of professional subjects usually have qualifications in a professional field, e.g. engineering, etc. Some countries have special training programs for vocational teachers (Austria, Czech Republic, Denmark, Estonia, Germany, Latvia, Norway, Slovakia and Sweden).

The key features of vocational teacher education in Germany are decentralized training, labor market orientation, introduction of innovative technologies, integration of applied disciplines with professional didactics, interpenetration of research and teaching, practice-oriented approach (Profesiina pidhotovka fakhivtsiv ekonomichnoho profilu u vyshchykh navchalnykh zakladakh Nimechchyny, 2021).

In most countries such as Spain, France, Italy, Hungary, Austria, Portugal, Finland, and others, including Ukraine, teacher training includes internships at professional schools under the supervision of experienced teachers. In some countries (Czech Republic, Estonia, Croatia, Cyprus, Lithuania, Slovenia, Slovakia, etc.) young teachers begin their career with a probationary period of up to one

year, under the supervision of a more experienced teacher.

Note that teachers of professional subjects with initial qualification and existing professional experience can be hired if they have a professional training certificate or have taken relevant master classes (Germany, Hungary, Iceland, Latvia, Poland, Slovenia, Slovakia). In most EU countries, practicing production professionals can also work in vocational training institutions. However, in some countries they need to take professional development courses beforehand (Croatia, Lithuania, Slovenia, Slovakia) (Radkevych, 2017).

Note that having a trainer/mentor is often perceived as a guarantee of quality and is an important condition for a company to be accredited as a training institution with a workplace. Thus, the concept of mentoring in companies/firms/enterprises is mandatory in more than half of the EU countries. These are mainly countries where apprenticeship systems are well established (Czech Republic, Germany, France, Croatia, Italy, Hungary, Austria, Poland, Slovenia, Slovakia). Some of these countries have recently paid attention to the competence of trainers in enterprises. The requirements for their competence range from qualification in the profession to many years of experience in the field of pedagogical training. Note that in Ukraine dual education by the end of 2021 has a recommendatory character and manifests itself as an element of the classical training of skilled workers. The concept of coaching/mentoring, unfortunately, is not fully covered in both scientific and regulatory field of Ukraine.

Professional development of teachers, trainers in the field of professional education is their right, sometimes also protected by collective agreements (Italy, Malta, Netherlands, Romania, Sweden), and in others it is their obligation (Bulgaria, Cyprus, Latvia, Hungary, Portugal, Great Britain). In Ukraine professional development is provided by their founders (or their authorized bodies) and management bodies of the relevant educational institutions within the limits of authority and in accordance with the legislation. In Spain and Slovakia the participation of teachers in continuing professional development programs is provided through bonuses and salary increases. Trainers (mentors) usually have to meet initial requirements before starting a

professional activity and are not required to participate in continuing professional development programs (European Centre for the Development of Vocational Training, 2016).

The implementation of professional development programs for teachers and trainers also varies across the EU. In most cases in these countries there are accredited training programs/courses or programs. They are considered professional development programs, but they do not have recognition of the knowledge, skills, and abilities acquired during training. Some countries recognize "self-study" as a form of professional development (Sweden), covering various courses of study that the teacher chooses for himself/herself. Some countries allow teachers to carry out their own professional development programs in companies (Estonia, Slovenia, Finland), while others (Czech Republic, Germany, Latvia, UK) have developed an electronic environment for teachers' professional development and sharing their experiences. Special courses have been launched in the Netherlands to improve the professional competence of teachers in vocational education institutions. What is different from the European experience is that in Ukraine professional development is recognized by participation in seminars, workshops, trainings, webinars, master classes, academic mobility programs, scientific internships, self-education, scientific degrees, higher education.

The Dutch government's action plan "Teacher 2020: – Professional" (Actieplan Leraar, 2020, 2011), which is part of the vocational education legislation and addresses several urgent issues: increasing the number of teachers in secondary vocational education; improving student performance; and improving the quality of teaching in vocational schools, is important. The action plan calls for: first, the introduction of a professional teacher registry. This will encourage them to maintain and improve their professional competence. It is also important that from 2018, registration will be mandatory for all employees of the Dutch education system; secondly, a mechanism is being introduced to encourage schools to change their "status" to a higher professional education institution by providing their cultural component, stimulating professional personnel policy.

This will give teachers ample opportunity for professional growth, as well as financial incentives for quality teaching. Important changes also included that institutions would receive additional funding to promote teachers to higher level positions; third, improving the quality of teacher training based on standards. After all, quality professional teaching is one of the most important criteria for accreditation of an educational institution, and accreditation itself is one of the main objectives (Actieplan Leraar, 2020).

Teacher professional development programs in EU countries are implemented in universities, institutes and other educational institutions: universities (Bulgaria, Estonia, Ireland, Italy, Portugal, Austria, Slovenia, Slovakia, Finland, UK, Wales); teacher training institutes (Cyprus, Iceland, Latvia, Poland, Slovakia); professional development institutes (Belgium, Czech Republic, Iceland, Slovakia, Romania, UK); national centers, institutions working in professional education (Bulgaria, non-state institutions of lifelong professional development and adult education (Estonia, Italy, Portugal, Slovakia, Sweden); vocational schools (Czech Republic, Estonia, Ireland, Cyprus, Malta, Slovakia, Finland); municipalities (Portugal, Sweden), companies (Bulgaria, Italy) and teachers unions (Belgium). Note that in Ukraine, international professional development certificates are recognized, which means that educators can upgrade their qualifications both in Ukraine and abroad (except for the state recognized by the Verkhovna Rada of Ukraine as an aggressor state or an occupant state).

The partnership between vocational education institutions and labor market participants is considered important in ensuring the quality of training and meeting employers' requirements. Such social partnership in Ireland, France, Finland, and Great Britain is a common practice, but a number of EU countries reported mechanisms of individual cooperation between vocational education institutions and companies (Bulgaria, Czech Republic, Lithuania, Malta, Romania). Some of them have a long tradition of social partnership development or are implemented within the framework of EU-funded projects.

In recent years, such projects have become an important factor in the professional development of teachers and trainers in companies. Most of the measures

aimed at supporting the professional development of trainers are implemented within the framework of EU projects. Note that EU countries such as Belgium, Germany, Croatia, Austria, and Sweden implement programs that are funded by public funds to support the professional development of teachers and trainers. Many of them also implement EU-funded projects.

The topics of the projects include the development of approaches to updating qualifications; the creation or updating of vocational education and training standards; the development of educational programs, criteria for evaluating learning achievements; the creation of internship programs or support for the mobility of teachers/students.

Projects fill gaps in the existing educational and methodological support, as well as promote innovative approaches to professional development of teachers, trainers, for

example: professional profiles (Czech Republic, Estonia, Latvia, Romania); career development programs (Lithuania, Poland); professional training programs (Bulgaria, Czech Republic, Estonia, Cyprus, Romania, Slovenia, Finland); updated teacher training systems at the highest level (Croatia, Lithuania, Hungary, Slovakia); jobs for vocational teachers in companies (Belgium, Czech Republic, Estonia, Latvia, Lithuania, Slovenia, Finland) (Education and training, 2020).

Although projects usually cover a limited time frame, they allow a significant number of teachers and trainers to be trained. The results of their training are often striking and can be beneficial to others. To take advantage of effective projects, they must be identified and integrated into national initiatives to further improve knowledge transfer to other sectors or countries.

Conclusions

Based on the above, we can conclude that in the professional training and professional development of pedagogical staff of vocational education institutions in Ukraine it is important to take into account the experience of EU countries regarding: investing in flexible training systems for teaching staff; creating professional profiles for teachers that include all the information in the context of their educational activities; teachers obtaining licenses for pedagogical activities; teachers obtaining professional subject qualifications in the field of professional activity; introducing the concept of mentoring in companies, enterprises, institutions as workplace educational institutions; creating conditions for internships and probationary periods for young teachers under the supervision of more experienced teachers; creating an electronic environment for teachers' professional development and sharing their experiences; involvement of practicing production professionals, especially those who have completed courses in pedagogical excellence, in teaching; recognition of the results of non-formal learning, the so-called "independent learning" as a form of professional development of teaching staff; motivating teachers and trainers of vocational education institutions for continuous professional development through bonuses and salary increases.

The future researcher will describe the problem of meritocracy, academicization as a vocational education issue.

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