

Finnish VET teacher training system in nutshell

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VOCATIONAL TEACHER EDUCATION PROGRAMME

Provides pedagogical qualification to work

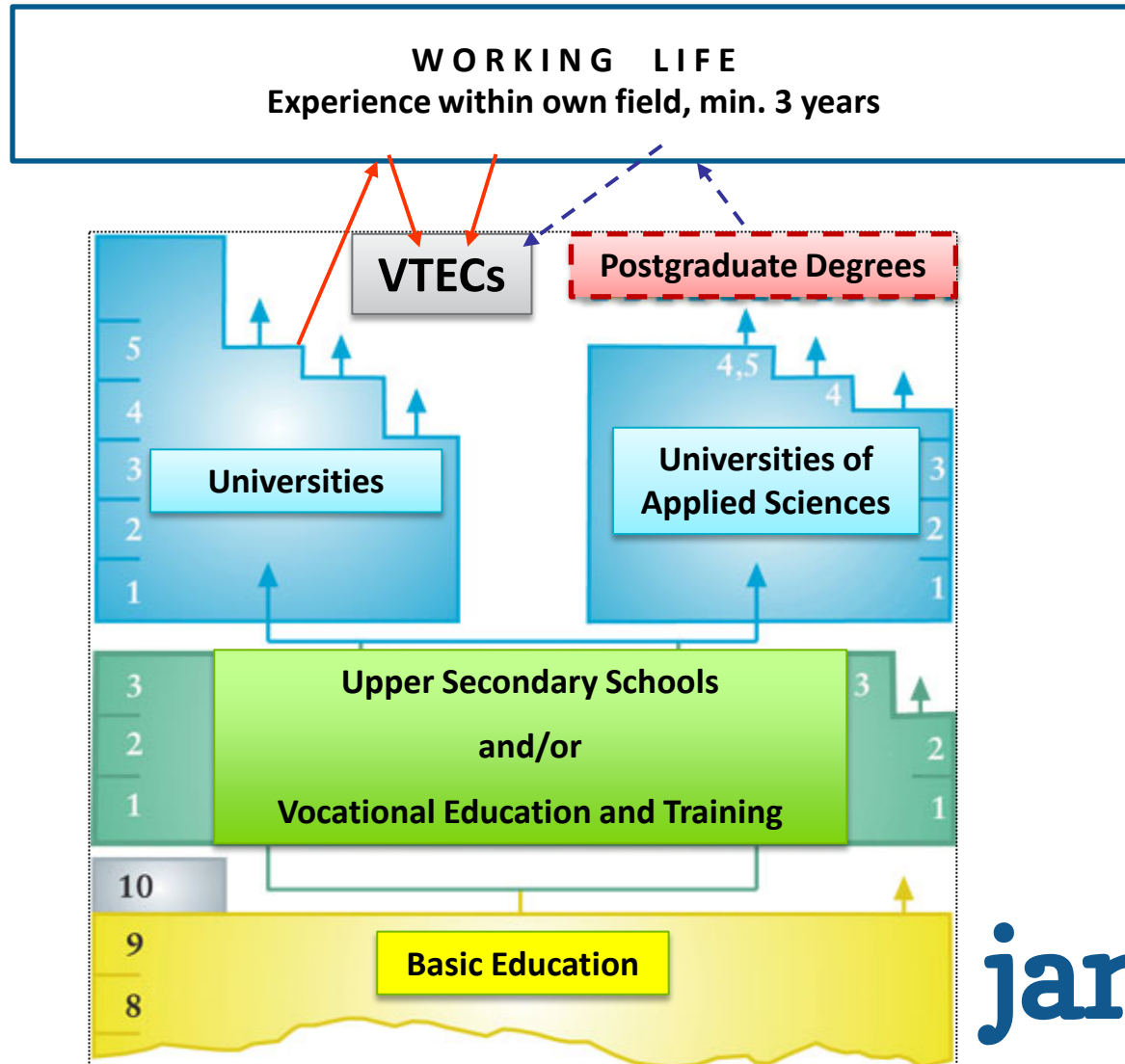
- as a teacher in vocational institutions and Universities of Applied Sciences

as well as

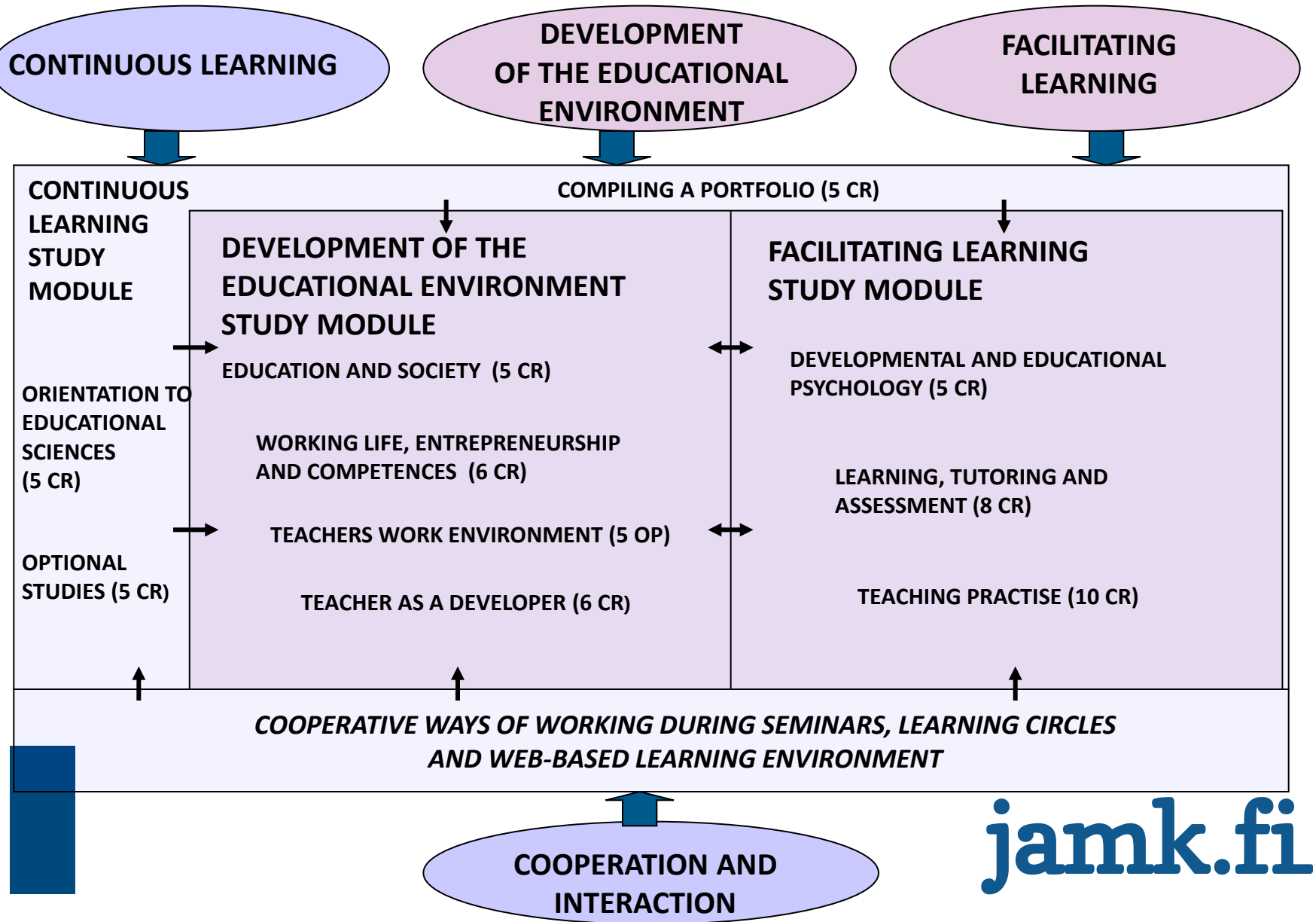
- in adult education institutions
- as a subject teacher at general upper secondary schools and comprehensive schools



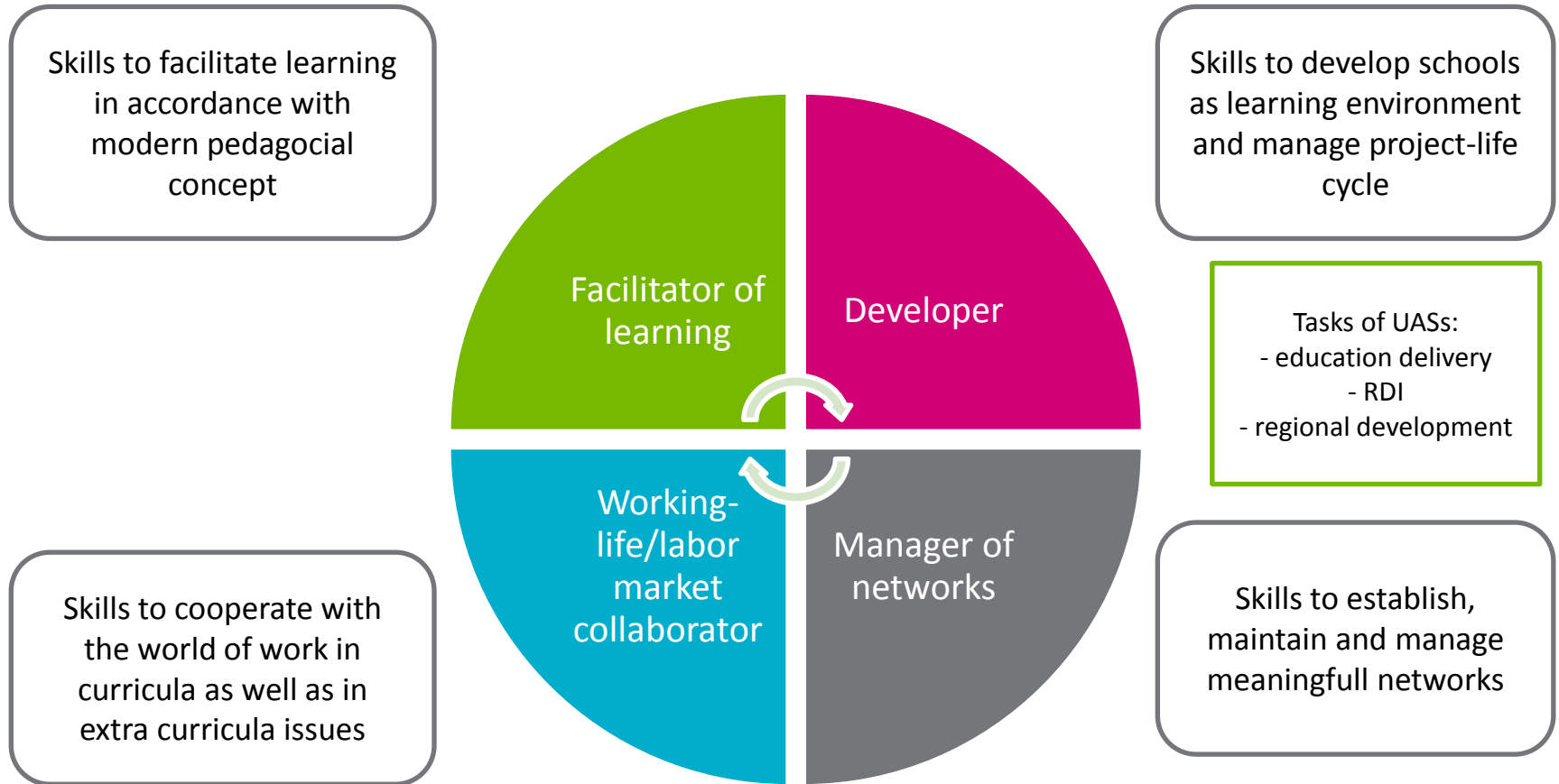
ENTRANCE REQUIREMENTS OF APPLICANTS



COMPETENCE-BASED PROGRAMME (60 cr)



ROLES OF VET TEACHERS



FROM COMPETENCE BUILDING TO IMPROVEMENTS IN COMPETITIVENESS/EMPLOYABILITY

Long-term partnership with authorities and teacher training institutions

Pedagogical programmes build

Leadership programmes build

Together with teachers and school management we build

Step by step improvements in schools have a positive effect on

Education system improvements have a positive effect on

Teachers' competences

- Vocational pedagogy
- Quality of working-life cooperation
- Development of schools as learning environments
- Network management

Principals' competences

- Change management
- Pedagogical leadership
- Strategic thinking
- Strategic networks

Schools' competences

- Relevance of training
- Improved quality of cooperation with employers
- Practical orientation, on-the job learning
- Student centred learning approach

Students' competences

- Quality of learning outcomes
- Relevant occupational skills
- Better employability

Competitiveness of companies

- Competitiveness of companies
- Attractive region for investments
- Innovation ecosystem

Development of learning methods for learning in context of cooperating with employers

Applications of learner-centred approach in practical situations

Development of learning methods for e/m/game learning

Pedagogy for employability

Pedagogy for competitiveness

ASSESSMENT OF LEARNING AND SKILLS / COMPETENCE

- Facilitating learning and assessment is by its nature, a constructive, open and continuous dialog between the trainee teachers and teacher trainers.
- Assessment of learning within competence areas is competence-related and criteria-related.
- Assessment is based on assignments, observation, discussions and other qualitative data, and thus, it is qualitative.
- The aims set for each competence area also form the basis of facilitating the learning process.
- Participants' self-assessment has an important role at all stages of the studies.

