



**Ministry of Education and Sports Republic of Serbia
Vocational Education and Training Reform
Programme**



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**“APPLIED VOCATIONAL
PEDAGOGY”
IN VOCATIONAL EDUCATION
TEACHER TRAINING**

**A Training Programme for Internal
and External CATs in the VET Reform
Programme – Phase II**

Developed by

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What is “Applied Vocational Pedagogy (AVP)”?

Applied Vocational Pedagogy is the application of vocational pedagogy in vocational schools in Serbia and will be delivered at each pilot school by teacher training experts from CARDS VET II in close collaboration with internal and external CATs from each school.

This course will be held 21 times at each pilot school and the participants should be all the future teachers in the new profiles and those interested in Applied Vocational Pedagogy.

This is supposed to be a course, in which two or three practical teaching experiments in real classes and following the new curricula will be carried out by selected participants and observed and discussed by the rest of the group. In each of the three sectors, obviously different lessons will be carried out. The course will last two days and should happen after the technical upgrading classes in March/April 2007 and before the beginning of the new school year in 2007/2008.

This is where all the teachers – whether they have been involved as curriculum developers, teacher trainers as internal or external CATs or simply having been chosen as teachers in the new profiles, either in the technical subjects or in the general ones - will have to be present in their own schools and will have to practice “being trainers in vocational training”. Teachers will be exposed to teaching and practical lessons and he/she will observe several lessons of peer trainers and others in these modules.

Trial-run Teaching Situations (TRTS)

In doing this, we will work with the method of “Trial-run Teaching Situations (TRTS)”. TRTS are “teaching experiments” where the teachers will show where they are in their development as teachers of new occupational profiles. TRTS will be performed in real schools and groups of teachers will prepare lesson plans prior to the beginning of Applied Vocational Pedagogy seminars in their schools and then – during the two day training course – will carry out teaching situations in front of the teacher trainers, their members of the peer group and other colleagues of the schools where the TRTS are performed. Trial-run teaching situations are considered to be learning opportunities for the teachers and will be organized in such a way that learning will be organized in peer groups of teachers.

TRTS are “teaching experiments” of teachers in their schools in the presence of teacher trainers, teachers from the respective schools and peers. Some teachers may already be familiar with Micro Teaching, which are teaching experiments in the presence of teachers, trial-run teaching situations are teaching experiments with real students and will be used throughout the whole teacher training program in systematic in-service

teacher training program carried out within the MoES/CARDS VET II program.

TRTS follow certain rules. Prior to the teaching situation, the teachers get an assignment from the teacher trainer for teaching a specific class in a specific vocational school. This lesson will be prepared by him/her; either alone or in a team of teachers, and – prior to the teaching situation – he/she will hand out a sketch of written lesson preparation plan for the TRTS to all the participants.

Guidelines will be given out to teachers on how to observe the lesson, the focus being on preparing the participants to talk about the teaching experiment later. It also helps to prepare the teachers to think about teaching processes when they have to prepare their own trial-run teaching situations by themselves or in small groups. Different tools to observe lesson plans will be given to them before TRTS begin¹.

The lesson will be taught in a real class in a real vocational school and teacher trainers from CARDS VET II, as well as internal and external CATs and a group of other teachers from that school will be present and have the function of observers and note-takers.

When correctly practised, trial-run teaching gives invaluable quality feedback to teachers that will enhance their learning and give orientation to their improvements as vocational trainers. Experience shows that teachers are a little nervous at first, but trial-run teaching loses some of its “exam character” with higher frequency and varied settings. Hence, teachers tend to become more relaxed about them and look at them more as learning opportunities. This is why they should also be practised by internal and external CATs as a learning tool after the official training program of 2 days at each pilot school is finished.

This is usually a positive learning opportunity – and we hope that it will also happen in Serbia – because the real learning takes place in the counselling situations after the trial-run teaching situations. Up to this point, many teachers have usually planned and carried out a lesson by themselves and now they should be open to receive feedback from colleagues. This can be given in many forms and done in different settings². It is very important here that the teachers themselves get into the position that they come to understand what to do differently and maybe better in the next TRTS.

If the teachers really feel comfortable in these training situations, they may come up with their own observations like: “The students were so passive in participating at first. Do you think that could relate to my planning things too much for them, instead of involving them in the planning process a little more?” We are aware that TRTS are a new tool in

¹ Annexes 2 and 3 show possible patterns how to observe lessons and to take notes, Annex 2: Form for Recording Trial-run Teaching Observations, Annex 3: Cobb-web model for Assessing Teacher Performance

² For the method practiced in AVP in Serbia see Annex 1: Cooperative Reflection Learning - Trial-run Teaching Observations and Annex 3: Cobb-web model for Assessing Teacher Performance

teacher training in Serbia and we will try to introduce them carefully and consistently.

Tentative Two-Day Program in AVP

Block 1: What is Applied Vocational Pedagogy and Why Do We Do it Here it in Our School? (*Approximately 90 minutes*)

Topic: **We are getting ready for our first teaching experiments with real students in our school!**

Objective: Teachers will get familiar with the procedure of trial-run teaching situations

Sequences	Content/Structure	Methods
1.	Opening remarks by Director Introduction by teacher trainer(s) Logistics at School Division of Groups	
2.	What is Applied Vocational Pedagogy (AVP)? How can we work with Trial-run teaching situations?	Presentations and explanations of what they are, see manual pp. 3-4
3.	What to observe and how to observe!	Methods: Form for Recording Trial-run teaching Observations (Annex 2) and Cobb-web model for Teacher Performance Assessment (Annex 3)
4.	Questions and Answers: <ul style="list-style-type: none"> • Why do we do this? • Does this make us better teachers? 	Plenary Discussion

Block 2: Carrying out Trial-run Teaching Situation (TRTS) I, followed by counselling
(approximately 180 minutes)

Topic: **We are carrying out a first practical teaching experience in class!**

Objectives:

- Developing teaching competencies in new curricula
- Getting familiar in getting feed back from teacher trainers and peer teachers after TRTS

Sequences	Content/Structure	Methods
1.	Trial-run teaching Situation I carried out by 1 or 2 teachers (preferably) in one of the new subjects with real students and in front of a peer group of teachers	Practical teaching lesson
2.	Familiarisation with Cooperative Counselling	Teachers study individually Cooperative Counselling (Annex 1)
3.	Cooperative Counselling	Group Discussions of TRTS, using the method Cooperative Counselling (Annex 1)
4.	Teachers' feed back after first teaching experiment <ul style="list-style-type: none"> • Experiences • Hopes • Fears • Etc. 	Plenary Session

Block 3: Carrying out Trial-run Teaching Situation II (*approximately 90 minutes*)

Topic: **We are carrying out a second practical teaching experience in class!**

Objective: Developing further teaching competencies in teaching new curricula

Sequences	Content/Structure	Methods
1.	Trial-run teaching Situation I carried out by 1 or 2 teachers (preferably) in one of the new subjects with real students and in front of a peer group of teachers	Practical teaching lesson

Block 4: Counselling after Trial-run Teaching Situation II

Topic: Discussion **about the trial-run teaching situation in a new counselling situation!**

Objective: Getting more comfortable in giving teaching feed back to colleagues

Sequences	Content/Structure	Methods
1.	Cooperative Counselling II	Group Discussions of TRTS, using the method Cooperative Counselling (Annex 1)
2.	Teachers' feed back after second teaching experiment	Plenary Session

Block 5: Carrying out Trial-run Teaching Situation III, followed by counselling

Topic: ... **and a third practical teaching experience in class as well as in a counselling situation!**

Objective: Improving competences for carrying out and evaluating trial-run teaching situations

Sequences	Content/Structure	Methods
1.	Trial-run teaching Situation III carried out by 1 or 2 teachers in one of the new subjects with real students and in front of a peer group of teachers	Practical teaching lesson

2.	Cooperative Counselling	Group Discussions of TRTS, using the method Cooperative Counselling (Annex 1)
3.	Teachers' feed back after third teaching experiment	Plenary Session

Block 6: Applied Vocational Pedagogy – A Useful Tool for Teacher Training in our School?

Topic: **We will evaluate our experiences with trial-run teaching situations in applied vocational pedagogy!**

Objective: (in an open atmosphere) discussing the learning results of each participant

Sequences	Content/Structure	Methods
1.	Looking back and forward	
2.	<p>Articulate experiences, point out positive things and, if any, explain irritations:</p> <p>e.g.</p> <ul style="list-style-type: none"> • I particularly liked ... • I hope we would not have done ... • I was particularly interested in ... • Can we have more of ...? • For our next trial-run teaching situations I would like to do the following things differently ... • I would have benefited more if we had ... 	Method: Beginning of Sentences each workshop member will write things to wall papers hanging in the room individually, following some of the categories in the left column
3.	Discussing experiences	Plenary
4.	Closing of Workshop	Method: Making Commitments

Annex 1: “Cooperative Reflection Counseling” (*Kollegiale Praxisberatung*) – Discussing Trial-run Teaching Situations Using Group Synergies

In the Serbian teacher training experience, Cooperative Reflection Counseling will be structured in six phases, plus an agreement both at the beginning and at the end. The agreement at the beginning sets the tone for the counseling and identified seating arrangements, promised total discretion and agreed on the moderators.

In phase 1, the trial-run teaching group always will have the first shot at looking back at the lesson and explaining the thoughts the group had prior to starting the lesson, what went as planned, what went well and what not so well.

In phase 2, the audience responds. In this phase only positive feed-back is allowed.

In phase 3, the trial-run teaching group seeking counseling received other feedback from the rest of the group. The participants could give all kinds of feedback and they could also refer to more formal remarks about didactical and methodological issues that they might have written down during the lesson, including their observation sheet (Annex 2) or including the cob-web model (Annex 3). It will be very important that the trial-run teaching groups will have plenty of chances to respond, especially to the more critical remarks.

Phase 4 other perspectives will be raised and multiple meanings that resulted from the problem layout. It will be important in this phase that everything could be said and that nothing will be forbidden! The participants came in with sentences like: In your position I would ...; I make the hypothesis that ...; I have a wild thought ...etc.

In phase 5, the whole team will develop alternatives. It might be helpful to have sentences like “I as the teacher, student, teacher trainer, director, mother, chamber of commerce representative, would do ...”. The group is supposed to come up with a lot of alternatives and new patterns. The trial-run teaching group will then pick out what suits them best, and also will give feedback to the group.

In phase 6, the group decides what was good for them in that situation and which alternatives will be taken over in their future repertoire for reflection learning teaching. We might work with a role-play at the end of this phase trying out these new habits. It might be good exercising new patterns before going out into school routine again.

The final agreement was always helpful for the teaching team, because a certain degree of commitment was made. A sentence like “I am going to try it out and I will let you know next time!” was good when it was wrapped into questions like:

- Who does this with whom?
- What exactly do I want to do?
- How do I want to do it?
- When and where will I do it?

Annex 2: Form for Recording Trial-run Teaching Observations

Trial-run Teaching Situation Observations with Ms. / Mr.

.....

On Lesson

In Topic

Class

1 Planning the Lesson

Class Situation

Didactic Decisions

Selection of Content

- Reduction
- Setting priorities
-

Objectives

- Interdisciplinary
- Competency-based
- Oriented towards real life and employment
- Educational

Process Planning

Intended Students' Independence

Articulation

Work Forms

Media and materials

Learning Success Control

Innovative Potential

**Conclusion for Planning Competency:
Didactic Competency**

2. Implementing the Lesson (Content)

Recognizable Phases

Independent planning of students

Shaping out objectives

Independent carrying out by students

- Appropriate level for students
- Content correctness
- Setting priorities
- Oriented towards real life and employment

Independent assessment by students

Learning Success Control

<p>Conclusion for Implementation Competency (Content):</p>

2. Implementing the Lesson (Methods and Communication)

Learning Arrangement

(Training, Lecture, Project)

Social Class Activity

(Group, Individual, or Partner Work)

Didactic Function

(Exercise, Transfer, Application, Control etc.)

Patterns of Learning

Communication Competency

- Communication structure
- Clarity and Style
- Modulation
- Division of communication between students and teacher

Media and material usage

Student Participation and means to make students participate

Conclusion for Implementation Competency (Methods and Communication):

3. Teacher Activity

General Behaviour/Activities

(Security, Calmness etc)

Promotion of

- Self-orientation
- Methodical competency
- Learning competency
- Social competency
- Morale
- Communication competency

Activities in disruptions

Educational competency

Relation with the students

- Appreciation
- Understanding
- Emotions

**Conclusion for Teacher's Activities:
Pedagogical and social competencies**

Annex 3: Cobb-web Model for Teacher Performance Assessment

