

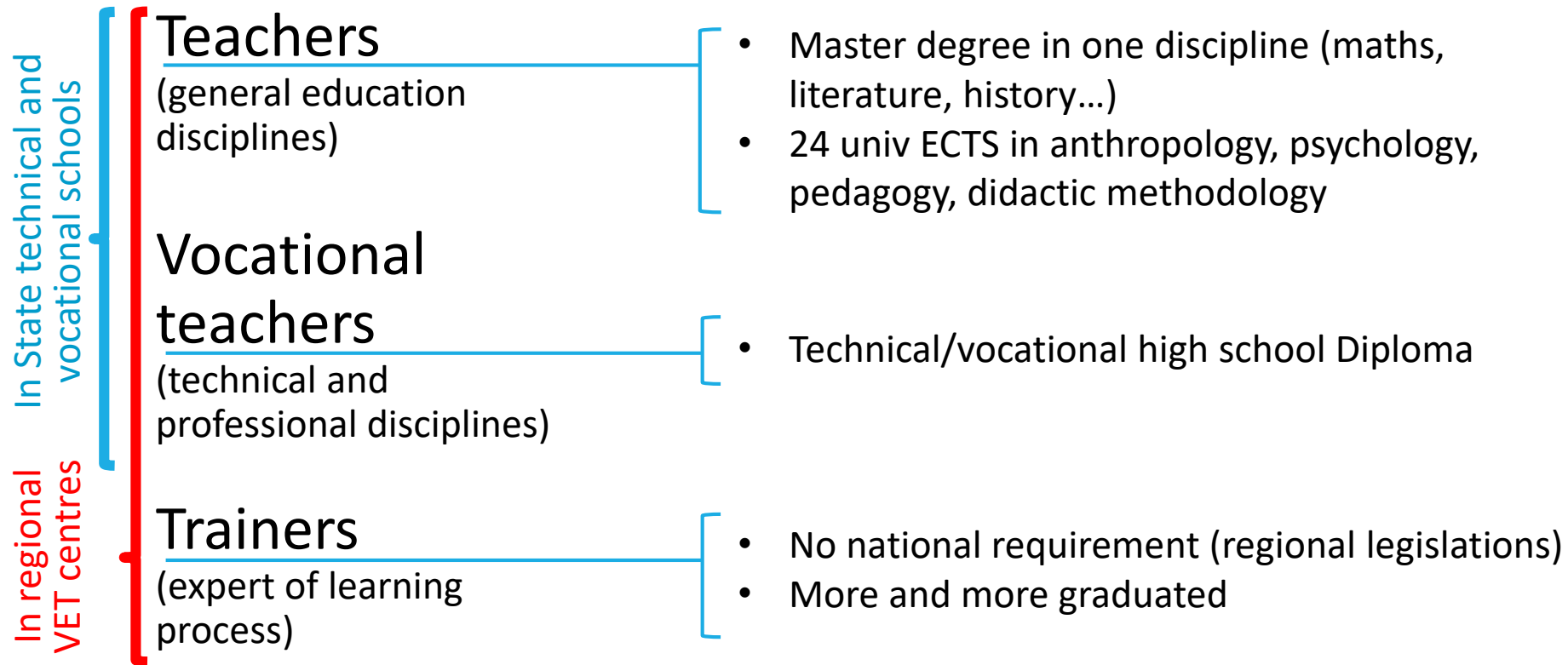
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# Competence-related training for VET teachers

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# 3 kind of “teachers” in the Italian VET system



# Discuss vocational teacher education strategies within the metaphor of lifelong learning



The need for lifelong learning competences is particularly important for the professional development of VET teachers:

- ❖ a profession continually challenged by changing technological, organisational, social, cultural, communicative, and regulatory contexts
- ❖ a profession strongly based on relationships

# A presentation in 3 steps

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Concept of competence



Learning to learn as strategic competence



Implication for teacher and trainer education

# Always learning is a need and a right

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«In a rapidly changing and highly interconnected world, each person will need a wide range of skills and competences and to develop them continually throughout life»

*(EU, Council Recommendation on key competences for lifelong learning, 2018)*

«Everyone has the right to quality and inclusive education, training and life-long learning in order to maintain and acquire skills that enable them to participate fully in society and manage successfully transitions in the labour market»

*(European Pillar of Social Rights, 2017)*



# Knowledge is not enough

«... it is, yes, easy to know honey, wine, hellebore, cauterization, incision; but **to know how, to whom and when to distribute them in order to produce health**, it is as great an undertaking as being a doctor»

(Aristotle, Ethics to Nicomachus, Book 5)



Raffaello, The School of Athens (1509-11)



# Competence: 3 definitions

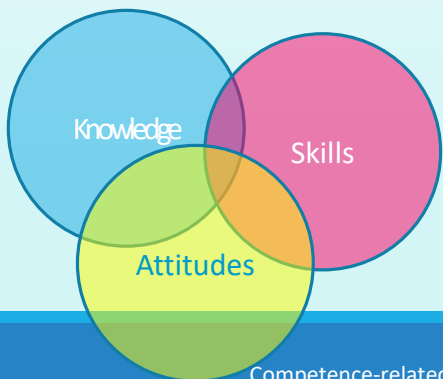
## A combination of knowledge, skills, attitudes

**knowledge** is composed of the facts and figures, concepts, ideas and theories which are already established and support the understanding of a certain area or subject

**skills** are defined as the ability and capacity to carry out processes and use the existing knowledge to achieve results

**attitudes** describe the disposition and mind-sets to act or react to ideas, persons or situations

*(EU, Council Recommendation on key competences for lifelong learning, 2018)*



## The combination and mobilization of internal and external resources

A person knows how to act competently in a given situation if:

- 1) knows how to **combine** and **mobilise** a set of adequate **personal resources** (knowledge, know-how, behaviours...) and **support resources** (databases, colleagues, experts, other professions...)
  - 2) knows how to apply relevant professional practice
    - ➔ to manage this situation taking into account their needs and their particular context,
    - ➔ **to produce results** (products, services) that meet certain performance criteria for a Recipient customer, patient, user...)
- (Le Boterf, 2008)*



## Mobilisation and orchestration to cope with tasks

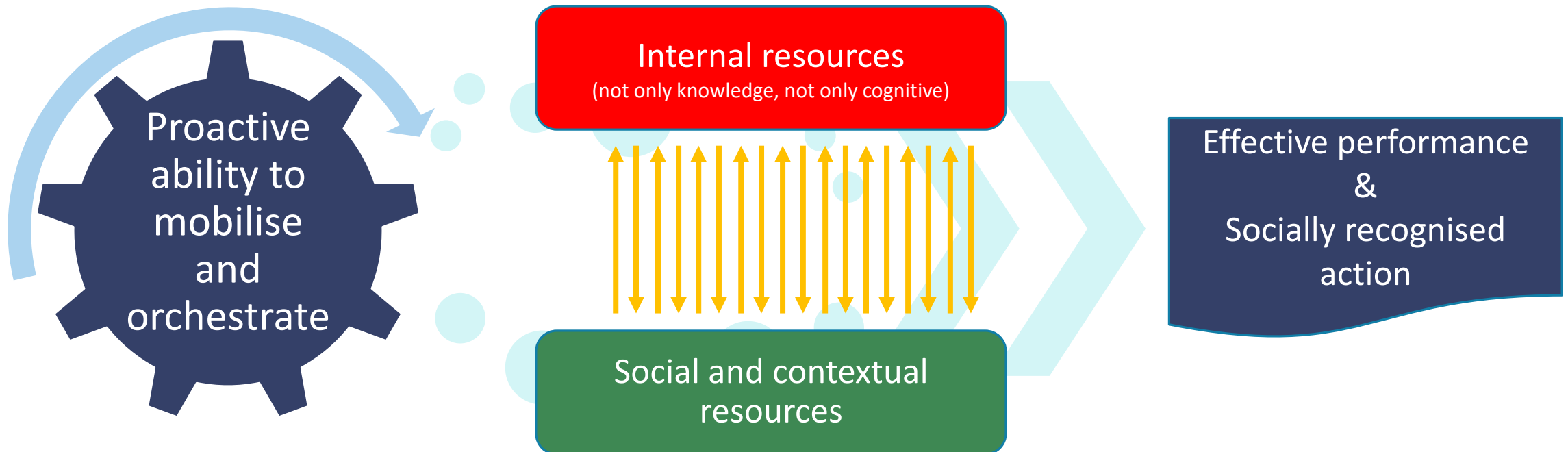
Competence is defined as «the ability to cope with a task or a set of tasks, managing to **set in motion** and **orchestrate** one's own cognitive, affective and volitional resources,

and to use the external ones available in a coherent and fruitful way»

*(Pellerey, 2004)*



# Key elements of the construct of competence



A multi-dimensional structure.  
«Constellation of competences»  
(Richen & Salganik, 2007)

The proactive dimension of competence makes it transferable through a process of decontextualisation and recontextualisation  
(Pellerey, 2004)





# Personal, Social and Learning to learn key competence

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**The ability to reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain resilient and manage one's own learning and career.**

It includes the ability to cope with uncertainty and complexity, learn to learn, support one's physical and emotional wellbeing, to maintain physical and mental health, and to be able to lead a health-conscious, future-oriented life, empathize and manage conflict in an inclusive and supportive context

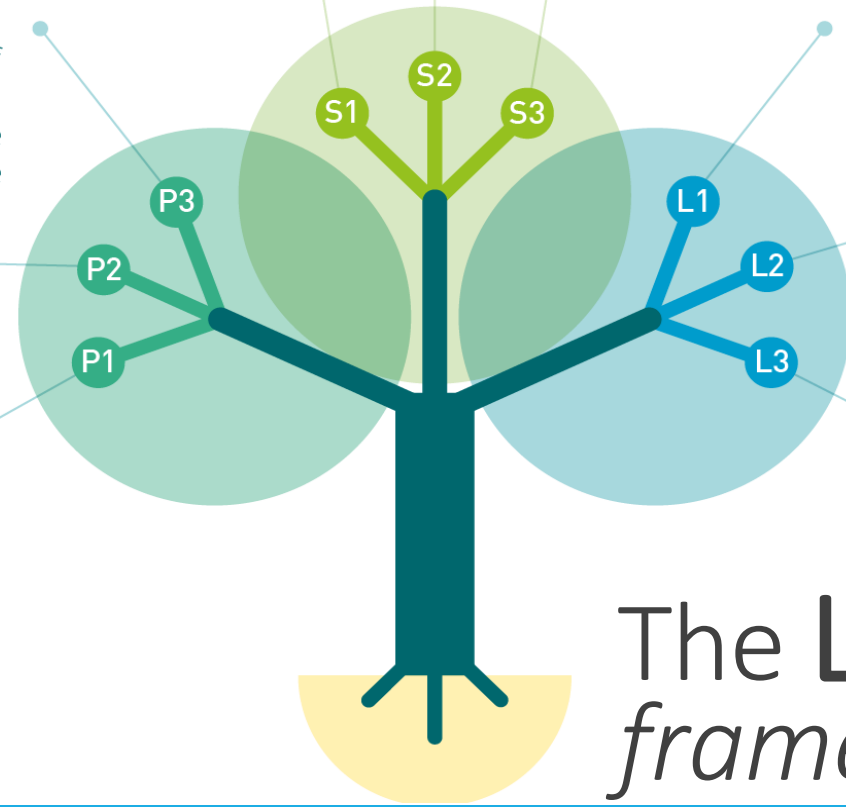
*(EU, Council Recommendation on key competences for lifelong learning, 2018)*



# Personal, Social and Learning to learn key competence

PERSONAL AREA

- Wellbeing**  
Pursuit of life satisfaction, care of physical, mental and social health, and adoption of a sustainable lifestyle
- Flexibility**  
Ability to manage transitions and uncertainty, and to face challenges
- Self-regulation**  
Awareness and management of emotions, thoughts, and behaviour



## SOCIAL AREA

### Communication

Use of relevant communication strategies, domain-specific codes and tools, depending on the context and the content

### Collaboration

Engagement in group activity and teamwork acknowledging and respecting others

LEARNING TO LEARN AREA

### Growth mindset

Belief in one's and others' potential to continuously learn and progress

### Critical thinking

Assessment of information and arguments to support reasoned conclusions and develop innovative solutions

### Managing learning

The planning, organising, monitoring and reviewing of one's own learning

The **LifeComp**  
*framework* (Sala et al., 2020)

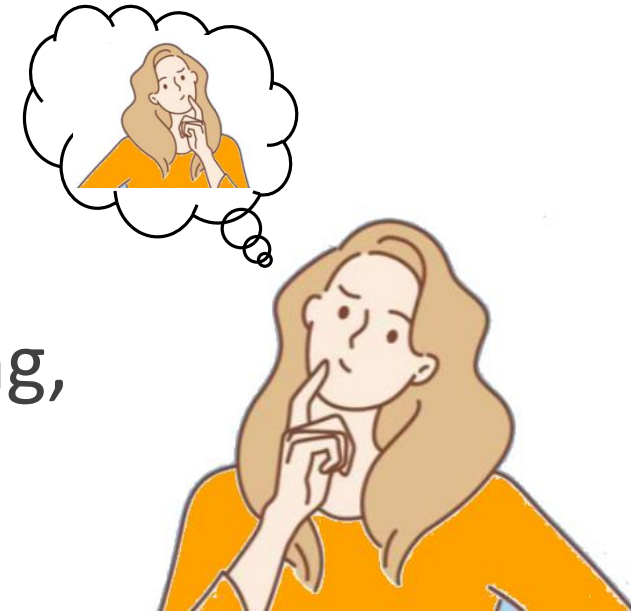


# Learning to learn strategic competence for LLL

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«Learning to Learn is the ability to pursue and persist in learning, and to organise one's learning, including effective management of time and information, both individually and in groups»

(UE, 2006)



«Learning to Learn implies taking responsibility for one's development»

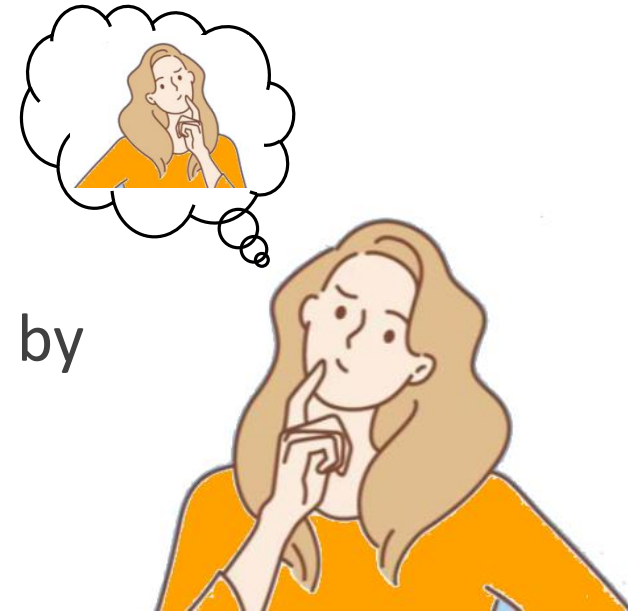
(Sala et al., 2020)



# Learning to learn competence key feature

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- ❖ Self-management of learning process
- ❖ A process in which knowledge about learning is created by transforming experience
- ❖ Self-direction guided by individual's motivation and individual and socially accepted values
- ❖ Social aspect of learning: learning takes place throughout the life span in different social contexts

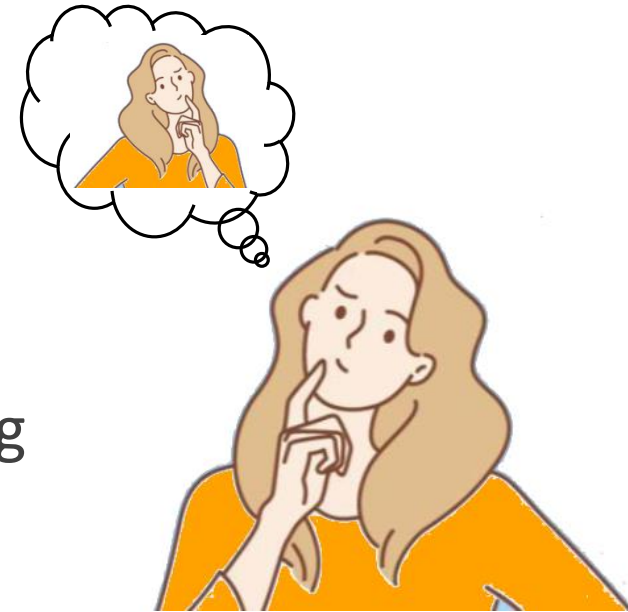


(Stringher, 2015)

# Learning to learn competence

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- ❖ A meta-competence that is indispensable to develop continuously throughout life
- ❖ A meta-competence that is essential to develop learning potential:
  - developing new competences
  - transferring competences (the ability to act competently) from one context to another
  - adapting one's competences over time to changing contexts
- ❖ A meta-competence in which individuals orchestrate several resources, as self-awareness of one's own learning processes, growth mindset, motivation, self-efficacy, affective dimensions, volition...

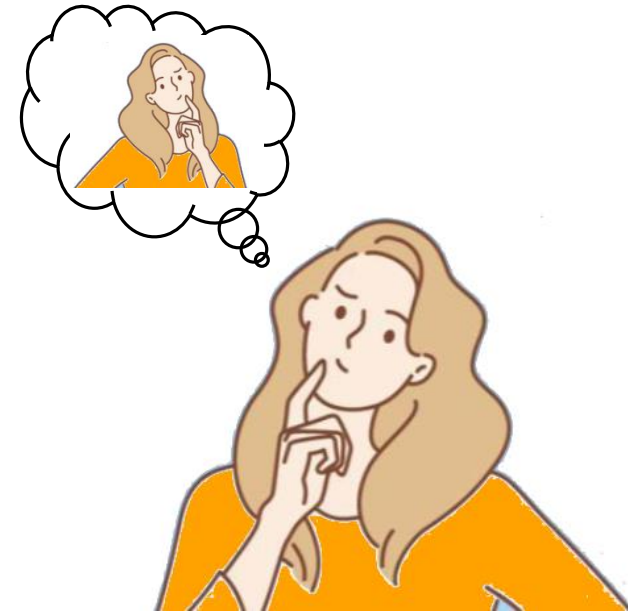


# Learning to learn competence

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«The key dimension of learning to learn lies in ***reflectiveness***» (or reflective learning)

(Alberici & Di Rienzo, 2015)



- ❖ Reflective learning can be considered the way to transform individuals' interpretative schemes and perspectives of meaning

(Mezirow, 1991)

# Implications for teacher and trainer education

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## Mixed-model curricula

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graph TD; A[Mixed-model curricula] --> B[Discipline-based]; A --> C[Competence-based];
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### Discipline-based

Discipline-based courses not reduced to a syllabus of knowledge to be memorized and repeated

(see Bruner's lesson, 1971: the structure and psychology of the discipline as "amplifiers of knowledge")

### Competence-based

Competence-based activities:

- Preparing individuals capable of constructing knowledge from experience (Kolb, 1984)
- **Experience** and **reflection** to develop competences (Jarvis, 1987)



# Tools for competence-based education

## Experience as heritage preserved in individual's biography

- ❖ Biographical workshop (Di Rienzo, 2012)
- ❖ Competence balance pathways (Serreri, 2009)
- ❖ Workshop on ePortfolio (La Rocca, 2020)
- ❖ QPCC – Questionnaire on the perception of one's own competences and beliefs (Margottini, 2017)

## Experience as setting up a context by the educator

- ❖ Reflective internship (Alberici & Di Rienzo, 2015)



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Thank you for your attention

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