

Strategy 10 | VET Education Training: didactic strategies and practices for educational success

VET Education Training: didactic strategies and practices for educational success

TYPES OF STRATEGY

- ☐ Prevention ☐ Intervention ☐ Compensation

ADDRESSED TO THE RISK FACTORS

- ☐ **Personal challenges**
- ☐ Lack of motivation, interest and expectations
 - ☐ Low educational achievement
- ☐ **Institutional factors**
- ☐ The program and its development is particularly related to teaching strategies and/or methodologies

LEVEL

- ☐ Individual level (psycho pedagogical actions)
- ☐ **Institutional level (institutional actions)**
- ☐ Education system level (actions of the education system)

AIM

The action aims to:

1. Share didactic strategies that are used in the context of the classroom in order to promote the success of VET students.
2. Share resources to promote active learning.
3. Present alternative modalities to evaluate student progress and achievements.
4. Promote the improvement of differentiated teaching.
5. Raise awareness about knowledge and respect for diversity.
6. Share successful practices among participating VET centres.

DESCRIPTION OF THE STRATEGY

The didactic and pedagogic training of teachers is key to improve the motivation and interest of VET students. In this sense, the exchange of pedagogical and didactic strategies in the context of the VET classroom can contribute to encouraging the use of more practical and motivating activities. There are some issues that can be addressed, such as: differentiated learning strategies; digital technologies in the classroom; continuous assessment strategies; active teaching and learning methodologies, among others.

This strategy aims to raise awareness of the importance of a practical approach to foster students' motivation and interest in learning. For this reason, the exchange of professional experiences and good practices between VET teachers is considered as an added value for all.

The training sessions can be carried out through face-to-face and semi-face-to-face activities.

BENEFICIARIES

- ☐ Young people ☐ Teaching staff ☐ Families ☐ Community.
☐ Others.....

WHO IS IN CHARGE OF THE STRATEGY

- ☐ Tutor ☐ Teacher/Trainer ☐ Support staff (e.g. counsellor) ☐ Families
☐ Other professionals (internal or external to the institution)

IMPLEMENTATION CHRONOLOGY *(When will the strategy be implemented)*

- ☐ At the beginning ☐ During the academic year ☐ At the end of the academic year
☐ Transition between compulsory secondary education and post-compulsory studies (CFG/Baccalaureate)
☐ Others (specify):.....

COST OF THE STRATEGY

- ☐ Low ☐ Medium ☐ High

STRATEGY DEVELOPMENT *(How can the strategy be achieved?):*

The application of this strategy requires specific activities, such as:

- **Meetings** to share knowledge and pedagogical needs derived from each VET context, strategies and pedagogical resources to promote reflection on their efficiency and effectiveness in each context.
- **Spaces for debate and reflection** around emerging issues and the new needs they generate in the context of vocational training such as: increase in NESE and SEN students; of the students' emotional, mental health and social problems; the need for support for VET students, etc.
- **Training actions** to explore new ways, strategies and didactic and pedagogical resources (active methodologies, learning styles, appropriate use of technologies by VET students, etc.) that respond to the identified needs.

RESOURCES *(What is needed?):*

- ☐ Adequate and comfortable space.
☐ Calendar planning.
☐ Online learning platform.
☐ Computer / tablet with Internet connection.
☐ Evaluation tools.
☐ Websites with information.

OTHER CONSIDERATIONS

- Related to protective factors:
 - ☐ Sufficient practical component for professional training.
 - ☐ Improvement of the training environment in VET.
 - ☐ Support the VET teachers to help and provide support and accompaniment to the students.

The teaching staff needs to relearn teaching techniques in order to face the new needs and learning styles (Stanley and ETF, 2019, p. 51).

REFERENCES *(Related resources)*

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