

# instruction

UPSKILLING SCHOOL TEACHERS FOR  
EDUCATION-WORK TRANSITION



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# INTELLECTUAL OUTPUT IO1

The New Tutoring Model

## ACTIVITY A6

Formal definition of the New Tutoring Model

## DELIVERABLE R10

New Model final version

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## 1 Introduction

EU and Education policy-makers have put vocational education and training in the spotlight. The development of an attractive, contemporary, and flexible tutoring model that focuses on the transition from education to employment emerges as of primary importance. EU has pinpointed the urgent need for strengthening the links between education and labor market, providing with tools for endorsing work-based learning. Describing a Vocational education tutor profile, who will be able to effectively support the urgently emerging needs of Vocational Education and Training, is a necessity. This Vocational education tutor profile should focus on two basic axes: facilitating students' transition between education and the world of work and strengthening the link between schools and companies.

The proposed theoretical framework is built upon data and outcomes putted forward by two pillars:

- a. different EU frameworks (*European Qualifications Framework (EQF), Digital Competence Framework (DigComp), Entrepreneurship Competence Framework (EntreComp), Personal, Social & Learning to Learn Key Competence (LifeComp), Digital Competence Framework for Educators (DigComp for Edu)* and CEDEFOP (*European Centre for the Development of Vocational Training) Frameworks and reports (Competence framework for VET professions, Professional Development for VET Teachers and Trainers, Stronger vocational education and training for better lives)*).
- b. the discussion outcomes, ideas and proposals arising from meetings of focus groups with stakeholders (school managers, teachers and company representatives) in each partner country with the aim of collecting their feedback regarding the mapped tutoring activities and competences, on the Understandability of the model, the Feasibility and sustainability of the activities and the Existing skills gap in current teachers and trainers' skills to implement those activities.

## 2 The Methodological Framework for the Tutoring model

Nowadays, the role of competent teachers and trainers is crucial to ensure the quality and labor market relevance of learning, both in VET schools and in companies, either in classrooms, in workshops, in laboratories, in simulated learning environments, or at the workplace.

Teachers in VET schools and teachers in WBL (Work based Learning environments) are responsible for strengthening the links between education and work, supporting new curricula, providing high-quality apprenticeships and other forms of work-based learning, applying the European tools. In the near future VET teachers and trainers will be required to support quick and flexible responses of their students to emerging needs, related to the need to develop basic, digital, entrepreneurial and job-specific skills.

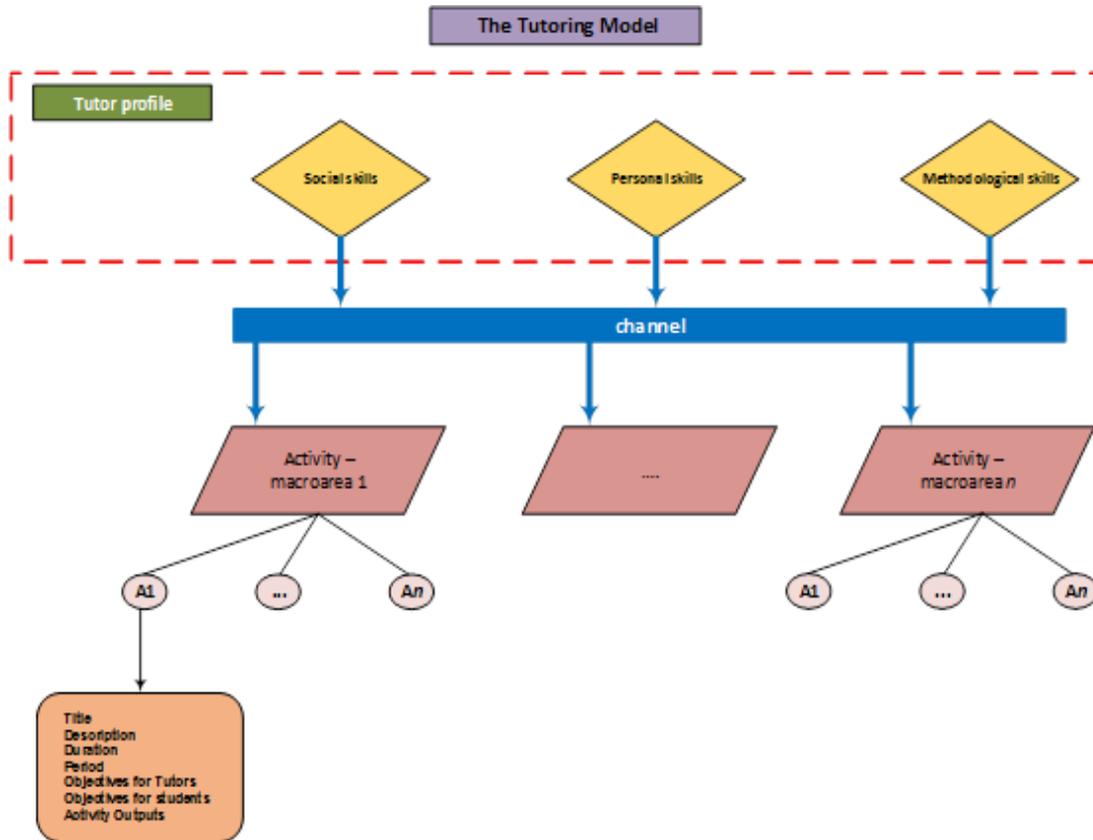


The proposed framework for the new tutoring model aims to support VET teachers as well as VET students to flexibly fit into the emerging needs of the demanding and constantly changing nowadays professional life. The model presented in this deliverable is the final version of the proposed Tutoring model. It is an adaption of the proposed methodological framework of deliverables R1, R2 and R3 to integrate the:

- a. aims, activities, and characteristic features of Cometa teaching and learning model.
- b. results in the national reports based on the meetings of focus groups with stakeholders (school managers, teachers and company representatives) in each partner country with the aim to collect feedback regarding the mapped tutoring activities and competences, on the model, the proposed activities and the needed skills and competences of teachers and trainers to implement those activities.

The proposed Tutoring model aims to update VET teacher's skills to support the school-work transition of their students, empower students' skills within a rapidly changing labor market environment, facilitate students' transition between education and the world of work and support adapting educational needs to emerging labor market needs.

Figure 1 presents graphically the **final** version of the Tutoring model describing in brief the structure of the model with its basic elements and their properties.



**Figure 1.** The Tutoring Model

The final version of the Tutoring model is formulated based on specific tutor's skills (described by knowledge, skills and attitudes) necessary to educate and train VET students according to the final Report (No.: 2019-1-IT02-KA201-062606) formulated from the national reports received from Portuguese, Greek, Romanian, Lithuanian and Italian partners. National reports focus on the axes:

- *Suitability of proposed activities.*
- *Existence or relevance of proposed activities.*
- *Competence's implementation*
- *Competence's exclusion*
- *Competence's inclusion*

Based on Cometa model teaching and learning activities with specific attributes will correspond to tutors' skills as they described in the proposed model.

## 2.1 Important issues identified from deliverable R9

As it is mentioned above the report based on the meetings of focus groups with stakeholders (*school managers, teachers and company representatives*) in each partner country with the aim to collect feedback regarding the mapped tutoring activities and competences, on the model, the proposed *activities* and the needed *skills and competences of teachers and trainers to implement those activities.*



Important issues were discussed among the stakeholders in each partner country and very interesting conclusions arose:

All partner countries indicated that the proposed model is understandable and possible to implement. The proposed model should be flexible since the Vocational Education System in each country is different and each school should be able to select the activities that fit into its curriculum and practice.

#### **Suitability of proposed activities.**

There is a difficulty to implement the proposed activities in their classes for the teachers of general subjects. They don't feel comfortable to deliver the activities as they don't have the necessary competences. Training courses/programs should need to be implemented for all teachers as is a lack of internship teachers/tutors.

For companies, the model proved to be clear because they are already working with trainees and therefore are ready for such a model. However, representatives of companies mentioned that there must be changes in the vocational education system for strengthening the links between education and work.

#### **Existence or relevance of proposed activities.**

Many of the proposed activities have already been implemented in the schools. It is important to mention that usually there are no specially trained teachers to guide students during the internship and the competencies of the teachers in that direction are insufficient. Thus, the strong need for the determination of the competences needed arose as well as the strong need for teachers' training on these competences.

#### **Competencies that teachers need to implement the activities of the model**

It is very important for the teaching process to focus not only on developing general competencies but also on subject competencies, in order to help students to cope with any challenges.

Key general and subject-specific competencies were identified in all partner countries: *skills of communication, time and resource planning, critical thinking, problem solving, initiative and creativity, leadership, ability to implementation of changes, self-awareness, self-management, emotional intelligence, strategic planning, time management, teamwork, flexibility and adaptability, collaboration and networking, empathy, linguistic and digital competences, patience, tact, flexibility, empathy, imagination, well-informed, availability, organizational capacity, responsibility.*

In terms of resources and competencies in general, most stakeholders agreed that there were insufficient human resources and material facilities in their educational institutions, highlighting cooperation skills and opportunities as the most important thing. For all stakeholder there is a need to train teachers to know the local product market and to strengthen their communication skills

It is very important that students have good communication and cooperation skills, a sense of responsibility to be able to carry out the practice tasks assigned to them independently and/or under the supervision of an adult. In addition, representatives



of the companies stated that the organization of the internship and communication with the students' parents should be taken over by the school, so that no additional time and human resources would have to be allocated. Entrepreneurs believe the school could organize several meetings of students, sociologists, and psychologists to help students discover their true inclination and vocation.

The school managers agree with the company's representatives that the school should be entrusted with communication with students' families and also, they could organize students' meetings with local businesses, enabling them to communicate and the most suitable candidates can be chosen by businesses during the organized selections.

### **Skills/competences that should be excluded from the proposed tutoring model**

All partners supported that no skills or competencies should be removed, as all of them are very important for strengthening the links between education and labor market, providing teachers and students with tools for endorsing work-based learning. All skills/competences are needed for a Vocational education tutor, who will be able to effectively support the urgently emerging needs of Vocational Education and Training.

### **What is missing to implement this model**

Time, human resources, and teachers' training to the necessary competences would be mostly needed to successfully implement this tutoring model. Some stakeholders expressed the view that due to the global situation, a development and adaptation of possible model activities in a virtual environment should be performed.

## **3 Rationale**

The proposed tutoring model is based on *Skills/Competences*, following the Canadian taxonomy (2000). Skill-based qualification frameworks were introduced to EU policy in the early 00's first in the Netherlands. The *Skill/Competence* concepts are considered as the universal answer to industrial relations and labor market developments and changes.

Skill is defined as the capability to reach specific achievements and effectively function within a work/profession setting (Biemans et al., 2004). In a broader sense, skill describes the capability to successfully complete a pre-defined task. It involves related abilities, commitments, knowledge and attitudes that enable a person to act effectively in a job or situation.

According to the final version of the tutoring model, it consisted of a threefold structure and identified by three main Skill Areas: Social Skills, Personal Skills and Methodological Skills.

**Social Skills** involve a set of social skills/competences people must have in order to actively be engaged in today's labour market. These skills are not knowledge-dependent. In that sense, they are considered as less tangible than cognitive



background, vocational skills or technical skills and they are related to a person's attitudes and intuitions.

**Personal Skills** refer to a set of skills that are necessary and common for all vocational specialties and professions, oriented towards a constantly changing professional and economic environment that requires flexible, adaptive and initiative employers and employees.

**Methodological Skills** refer to a set of skills that are job-specific and job-oriented hard or/and technical skills. Methodological skills are expected to be acquired in VET schools (during classroom lessons, workshops, laboratory sessions) and in WBL environments (Internships).

During working in collaboration with Cometa authorities and tutors on the teaching and learning activities they design and implement according to their tutors and students needs aiming to facilitate a strong link between VET education and labor market, structural modifications and adaptations of the initial model were deemed necessary. At the same time tutor's and students' skills gaps arose as emerging needs to be covered.

The revised Tutoring model consists of three sets of skills that arose by integrating the feedback by the Cometa authorities and tutors. These three (3) competence areas are: Social skills, Personal skills, Methodological skills.

All skills are connected to a Channel and to specific Activity-Macroareas. Each Activity-Macroarea is consisted of Activities with specific attributes each. Each skill can be related to more than one Activity or/and Activity-Macroarea and each Activity or/and Activity-Macroarea can be related to more than one skill or/and skill area.

The total of skills (*Social, Personal and Methodological*) that should characterize a Tutor according to the proposed model, describe the emerging VET Tutor profile. Such a competent tutor can successfully implement the teaching and learning activities of Cometa model with the specific outcomes and learning outcomes for the students.

### 3.1 Social Skills

Social skills include a set of skills tutors must have to actively be engaged in today's labor market and educate, train, and support their VET students in the same direction as well. These skills are not knowledge-dependent, and they are related to a person's attitudes and intuitions. Social skills include a variety of competences:

- conflict mediation
- communication
- accountability
- inter-cultural skills
- public presentation
- teamwork management



- team building
- Collaboration and networking

Social skills can be regarded as a set of skills that are necessary and common for all vocational specialties and professions, oriented towards a constantly changing professional and economic environment that requires flexible, adaptive, and initiative employers and employees.

### 3.2 Personal Skills

Personal competences are less related to specific qualifications, but rather regarded as personality-driven competences and skills. Personal skills, include skills such as:

- stress handling
- self-awareness
- personal development
- self-management
- emotional intelligence
- flexibility and adaptability
- innovativeness
- constant improvement
- implementing changes
- fostering creativity competitiveness

Personal skills are a crucial factor in promoting personal growth and are related with overcoming challenges and difficulties.

### 3.3 Methodological Skills

Methodological competences include competences such as:

- strategic planning
- leadership
- customer orientation
- critical thinking
- time management
- working styles
- collaboration and networking
- analytical thinking
- problem-solving
- conflict management

Methodological skills are necessary and common for all vocational specialties and professions, oriented towards flexible and adaptive professional and economic environments.



### 3.4 Channel

The channel is an adaptable and flexible pathway where different set of specific skills connected to meet the needs of different Activity-Macroareas and Activities. Each Activity-Macroarea is consisted of Activities with specific attributes. Each skill can be related to more than one Activity or/and Activity-Macroarea and each Activity or/and Activity-Macroarea can be connected with more than one skill or/and skill area.

### 3.5 Activity – Macroareas

Activity-Macroareas are defined as the operational dimension of the tutoring model and consisted of more than one Activity. Activity-Macroareas are:

**Internship Progress** (includes all the phases connected to the "personalization" of training and internship):

- Observation and Discussion
- Planning
- Communication
- Ongoing Monitoring and Internship Closure

**Training Units** (includes the specific training units before-during-after internship related to the development of learners' skills during the job experience):

- Training Units for Internship
- Ongoing Activities
- Activities After the Internship

### 3.6 Activities

Activities are defined as the operational elements of the tutoring model. Activities are described with-their attributes. These attributes are:

- Title
- Description
- Duration
- Period (Before the Internship, During the Internship, After the Internship)
- Activity Objectives for Tutors
- Activity Objectives for students
- Activity Outputs

### 3.7 Activity – Macroareas and Competences

The table 1 summarizes in brief the connection among Activity–Macroareas and Teachers' Competences (Competences that Teachers need to be able to support their students efficiently during their education and training according to the Cometa internship organizational and training process.

**Table 1: Activity–Macroareas and Teachers' Competences**



Activity – Macroareas	Teachers’ Competences
<i>Internship Progress:</i>	
<i>Observation and Discussion</i>	Self-awareness Personal development Emotional intelligence Critical thinking Time management Innovativeness Analytical thinking Personal development Conflict management Communication skills Accountability Strategic planning Flexibility and adaptability Collaboration and networking Constant improvement
<i>Planning</i>	Conflict management Communication skills Accountability Personal development Strategic Planning Customer orientation Critical thinking Time management Flexibility and adaptability Working styles Collaboration and networking Innovativeness Analytical thinking
<i>Communication</i>	Conflict management Communication skills Accountability Personal development Strategic planning Customer orientation Critical thinking Time management Flexibility and adaptability Working styles Collaboration and networking Innovativeness Analytical thinking Handling stress Emotional intelligence Strategic planning Leadership Constant improvement Public presentation Self-awareness Inter-cultural skills Self-management Critical thinking Implementing changes
<i>Ongoing Monitoring</i>	Conflict management



<i>and Internship Closure</i>	<ul style="list-style-type: none"> <li>Communication skills</li> <li>Accountability</li> <li>Inter-cultural skills</li> <li>Public presentation</li> <li>Handling stress</li> <li>Emotional intelligence</li> <li>Strategic Planning</li> <li>Leadership</li> <li>Critical thinking</li> <li>Time management</li> <li>Collaboration and networking</li> <li>Self-awareness</li> <li>Personal development</li> <li>Collaboration and networking</li> <li>Analytical thinking</li> </ul>
<i>Training Units:</i>	
<i>Training Units for Internship</i>	<ul style="list-style-type: none"> <li>Conflict management</li> <li>Communication skills</li> <li>Accountability</li> <li>Public presentation</li> <li>Handling stress</li> <li>Self-management</li> <li>Emotional intelligence</li> <li>Leadership</li> <li>Critical thinking</li> <li>Time management</li> <li>Innovativeness</li> <li>Analytical thinking</li> </ul>
<i>Ongoing Activities</i>	
<i>Activities After the Internship</i>	

## 4 Conclusions

The development of an attractive, contemporary, and flexible tutoring model for Vocational teachers that focuses on the transition from education to employment emerges as of primary importance. The proposed methodological framework is describing a Vocational education tutor profile based on needed competences. According to this profile, teachers will be able to effectively support the urgently emerging needs of Vocational Education and Training focusing on two basic axes: facilitating students' transition between education and the world of work and strengthening the link between schools and companies.

Taking into consideration that today's VET school is undergoing a great change that definitely encourages improvement and working in new conditions, the proposed model focuses on Teachers' emerging competences and school-student-companies interaction.

The Cometa internship organizational process is the basis of the proposed model in the center of which there are skills/competences (Social, Personal and Methodological) that should characterize a VET Tutor as a competent tutor who can successfully implement the teaching and learning activities of the model with the specific outputs and learning outcomes for the students.



## 5 References

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