

How competencies develop and how to foster steering professional knowledge

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The development and measurement of teaching competence profiles is an important condition for professional, ethically legitimated teacher acting. In the training and advanced training of vocational school teachers, these competence profiles must be developed systematically. The research team of the project “Professional Minds” developed and validated a set of 45 competence profiles for vocational school teachers and diagnostic instruments for their measurement.

In a pilot intervention study with 44 future vocational school teachers (29 in the experimental group and 15 in the control group), the competence profile “giving supporting feedback” has been implemented in the practical field. The core of the intervention consists in a competence profile-specific training unit, combining theory and exercises. Before and after the training, the teacher students’ competence level is measured by means of the developed and validated diagnostic instrument “giving supporting feedback” based on the “advocatory approach”. Additionally to the measurement of competence development, the question whether and how the competence development influences the teacher’s performance in real classroom situations is of interest. The student teachers’ performance was videotaped by their mentors during two practical lessons – once before and once after the training unit and analysed by the research team by means of an elaborated category system. We expect the results that competence development of future vocational school teachers can be initiated by means of a competence profile-specific teaching unit and that competence development has a positive effect on performance development.