

THEMATIC SESSION 5: Friday, 27<sup>th</sup> March 2009, 10:00 – 11.30 (room 214)

## **Competence Profiles and Conceptions as Steering Knowledge for Professionals of Vocational Education and Training**

Chair: Fritz Oser, University of Fribourg, Switzerland

Discussant: James W. Pellegrino, University of Illinois at Chicago, United States

The research project “Professional Minds” – embedded in the Leading House “Quality of Vocational Education and Training” - is running since six years. Thus, sustainable and deepened research including multiple perspectives and coming out of different applied methods, has become possible. In the current symposium we will present the abundance of the project and how we deal with the complexity of the vocational field. A first contribution will focus on competence profiles for vocational trainers and line managers in companies. By means of a Quasi-Delphi-Study and the analysis of videotaped training situations, a set of accepted and theoretically deepened competence profiles could be developed and validated. In the Swiss dual system, besides the in-company training, the young learners go to vocational school during two or three days per week. The following contributions will thus focus on competencies and competence profiles of vocational teachers. The second contribution deals with competence profiles and steering knowledge of vocational sports teachers. We will present an effective and practice-based way to develop and validate competence profiles for vocational sports teachers. The modelling, measurement and especially the implementation of competence profiles for vocational school teachers in the practical field will be pointed out in the third contribution. In a pilot intervention study with future vocational school teachers we carried out a specific training unit for the competence profile “giving supporting feedback”. Before and after the training, the students’ competence level and performance level was measured. First results will be presented. The last and fourth contribution focuses on conceptions and competences of vocational school teachers while dealing with cultural diversity and gender in vocational education and training. Therefore, about 20 vocational school teachers and ten key actors in three French speaking cantons of Switzerland were interviewed. First results suggest little awareness and consideration of diversity of vocational school teachers.