The projectwork: General Model of the Technology Teacher Professionalization

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Background

- Widespread de-professionalization of the technology teachers;

- Main problems:
  - appropriate qualification and competences frameworks?
  - selection and training problem?
  - introducing into the teaching process?
  - maintain professional autonomy and status???
Research question

- which is an acceptable and scientifically based model of professionalization ...

- ... for teachers who work in an environment of diverse technological subjects and areas?
Design/Method

- Scientific papers analysis
  - From the field of sociology of professions and teachers professionalization;
  - EU/ILO/UNESCO policies and recommendations.

- Results of the STEMp project
  - Development of the qualification framework of the technology teacher ...
Findings

- Importance of professional selection (recruitment) of teachers - desirable **personality traits, attitudes and beliefs**;

- The importance of the quality of teaching work - the development of appropriate **competences during initial education**;

- The importance of introducing into the profession and initial qualification - **mentoring, practice, initial license**;

- Importance of feedback and recognition from society and community - **openness to the profession to community, community collaboration** (**status, identity**);

- Importance of quality assurance mechanisms – **professional standard, licensing and re-licencing, professional training**;

- The importance of **professional autonomy** - the key to individual success, the basis for taking responsibility for the development of students.
Recommendations

- EU policies and recommendations
  - List of the general competences of teachers (*gen. knowledge and understanding, skills, dispositions*);
  - ... need for a professional standard tailored to the local context that will *not stifle the creativity and development of teachers or students* ...

- Analysis of some results - STEMp
  - *(poly)technical competences are integrated with particular technology teaching methodology
    - ... *this is not a technological basis, but an upgrade to technological and general pedagogic competencies*...
  - *this teaching area requires special organizational, management and evaluation competencies (different from other),*
  - *the teacher has to reflect on his teaching, collaborate with colleagues, partners and the community and improve itself.*
Results – principle model TTP
In the end ...

- Thank you for attention!