



Theoretical Foundation of Critical Skills to Shape the Future in the Rostock Study Success Model for Vocational Education and Training (VET) Teachers

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INTRODUCTION

In the following, an important part of the theoretical basis of the Rostock study success model for the vocational education and training (VET) teachers is presented. In the model, the critical design competence of vocational teachers plays a central, overarching role, which is compiled by the ability for self-reflective autonomy and socially responsible behaviour (Kaiser, 2018). Self-reflective autonomy here is the ability to lead oneself, to be one's own "chair" (cf. Cohn, 1975). Socially responsible behaviour means to always consider the interests of the general public. Critical design competence may to a certain extent already exist in first-year students. To create opportunities for its (further) development is within the 'Rostock Model' an important component for a successful study of vocational education and training (VET) teachers.

ACADEMIC SUCCESS AND PROFESSIONAL COMPETENCE OF TEACHERS

The study success model of Thiel, Veit und Blüthmann (2008) provides the theoretical starting point. It deals with an assembly of relevant factors from the four domains: *entry requirements*, *study conditions*, *study and learning behaviour* and *context conditions*. The factors from these domains have influence on the study success which consists of study satisfaction and competence development (skilled and professionally relevant) (Thiel et al., 2008). In the „Rostock Model“ the so defined study success is

amplified by the skills which Baumert and Kunter (2006) described for teachers in general education.

Below the references of the critical skills to shape the future to the central elements of professional competence of teachers are worked out. The „skills and abilities“ of the „ideal graduate“ of studies for vocational teaching as described by Kaiser (2018, p. 201) act as connecting elements. Skills and abilities in this sense are considered as „competencies“ (Baumert & Kunter, 2006).

References to socially responsible behaviour show especially to the beliefs and values as well as to motivational orientations described there. References to self-reflective autonomy show in the domain of self-regulatory skills. All references are discussed in more detail in the following. As a reminder: the „Model of Professional Competence of Teachers“ (Baumert & Kunter, 2006) consists of four central elements, which are:

1. professional knowledge
2. beliefs / values
3. motivationale orientations
4. self-regulatory skills

RELATEDNESS OF CRITICAL SKILLS TO SHAPE THE FUTURE TO PROFESSIONAL KNOWLEDGE OF TEACHERS

Professional knowledge comprises general pedagogical knowledge, expertise and subject didac-

tic knowledge. In more detail: professional knowledge includes general didactic conceptual and planning knowledge, teaching and management of learning opportunities, interdisciplinary principles of diagnosing, examining and evaluating as well as conceptual basic knowledge of educational science (vgl. Baumert & Kunter, 2006, p. 482). To the latter aspect the authors also include a theory of institution“ and „historical fundamentals of school and lessons (cf. Baumert & Kunter, 2006, p. 485).

During education of vocational education and training (VET) teachers they are specified to historical fundamentals of vocational education. On the basis of this knowledge and in active examination with current forms and functions of vocational education and training in economy and society – also in international comparison – vocational education teachers shall be critical designers of the vocational education system (Kaiser, 2019, p. 35). The remaining competencies of teachers seem to provide useful complements.

RELATEDNESS OF CRITICAL SKILLS TO SHAPE THE FUTURE TO BELIEFS AND VALUES OF TEACHERS

Beliefs and values comprise *value commitments*, *epistemological beliefs*, *world views*, subjective theories about teaching and learning and target systems für curriculum and lessons (Baumert & Kunter, 2006, p. 497). In the centre of the depicted value retention of the teaching profession is the commitment of care, justice and truthfulness (ibid.). This is the core of socially

responsible behaviour (cf. Kaiser, 2018). The core of the construct epistemological beliefs form subjective beliefs about structure, reliability, genesis, validation and justification of knowledge (cf. Baumert & Kunter, 2006, p. 498). These beliefs can perceive knowledge as relatively robust and immutable. They may also view knowledge as constantly changing. The mode of imparting the knowledge immediately correlates with these beliefs, in a certain way it is dependent on it.

RELATEDNESS OF CRITICAL SKILLS TO SHAPE THE FUTURE TO MOTIVATIONAL ORIENTATION OF TEACHERS

Motivational orientations comprise control beliefs, self-efficacy expectations and the intrinsic motivational orientation, this is teaching enthusiasm (Baumert & Kunter, 2006, p. 498). Teaching enthusiasm is enthusiasm of a teacher for the teaching itself, which is positively related to quality of class leadership, the constructive support which is experienced by students and the cognitive challenges in class (cf. Baumert & Kunter, 2006, p. 504). Both, from the value commitments and from the teaching enthusiasm there exist theoretical references to socially responsible behaviour. It is described as competence to „organise participative teaching and conduct research into teaching, support young people individually in their development process, plan, implement and reflect on projects and develop cooperation and moderating discussion situations“ (Kaiser, 2018, p.201). The core of socially responsible

behaviour of teachers thus form three central elements: 1. Participatory teaching, 2. Individual support of the adolescents and 3. Cooperation development.

RELATEDNESS OF CRITICAL SKILLS TO SHAPE THE FUTURE TO SELF-REGULATORY SKILLS OF TEACHERS

Self-regulatory skills form the last area of professional skills of teachers. These include,

according to Baumert and Kunter (2006, p. 504), especially professional commitment and the ability to distance oneself. These are an area (commitment) and a dimension (ability to distance oneself) from the work-experience- and behaviour patterns of teachers, which were empirically researched by Schaarschmidt and colleagues (e.g. Schaarschmidt and Fischer, 1997; Schaarschmidt, Kieschke and Fischer, 1999). 11 dimensions in the three areas *working commitment*, *resilience* and *emotions* are distinguished. The area of working commitment includes the dimensions of meaningfulness of work, professional ambition, willingness of overexerting, striving for perfection and ability to distance oneself (cf. Schaarschmidt, 2006, p. 62).

The *ability to distance oneself* is at the same time an essential part of the *area of resilience*. It describes the ability to switch off after work, which is an essential basis for recovery (cf. Schaarschmidt, 2006). Here there is a reference to *self-reflexive autonomy*, which also makes it possible to distance oneself psychically and physically from stressful occupational events and

not to be affected by them. From the teacher's perspective, it is the competence to "take care of yourself", "shape your own competence development" and "argument your own thoughts" (Kaiser, 2018, p. 201). The core of self-reflexive autonomy of teachers thus consists of three central elements: 1. *mindful handling of oneself*, 2. *self-critical development of competence* and 3. *representation of one's own points of view*.

CONCLUSION

Critical skills to shape future which aim at participatory teaching, individual support of adolescents and cooperation development, and enable at the same time a mindful handling of the teachers with themselves, a self-critical competence development and the representation of their own viewpoints, can be combined or harmonized very well with the central elements of general professional competences of teachers. For students in vocational teaching in particular, it seems appropriate to consider them separately and to promote them in a targeted manner.

OUTLOOK

The effects and interactions of the critical skills to shape the future – fed by the self-reflexive autonomy and the socially responsible behaviour described above – on the success factors on the vocational education training have to be proven. A core aspect of the development of critical skills to shape the future of (prospective) teachers is professional self-reflexive skills.

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