

Pedagogy and didactics in VET education



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PRESS

AP Print, Podgorica

CIRCULATION

30

May 2024

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Communication

The single biggest problem in communication is the illusion that it has taken place

-George Bernard Shaw-

With input from:

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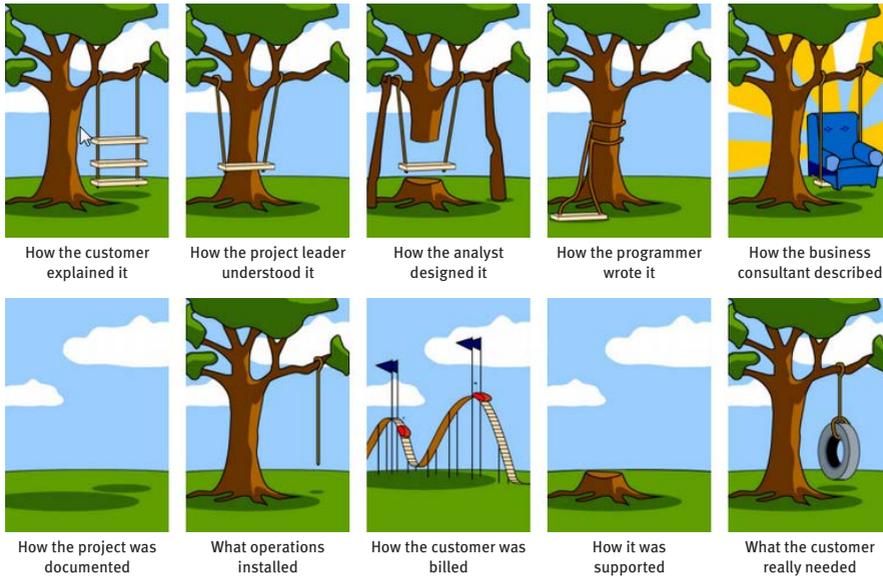
Why

Communication is a key competence for every teacher. A good teacher is a good communicator.

Like a lot of physical and mental activities communication needs maintenance.

Becoming and staying a good communicator is not an easy task. As clearly pointed out by George Bernard Shaw. We all experience the world through our own perspective. Since we are all different it's hard to get to a clear joint view where everybody agrees upon. It takes time and effort. One needs to listen to understand instead of listening to replay. Objective observations and subjective opinions make this extra hard. Before you know it, you are no longer speaking the same language and leave each other behind in confusion. As pointed out in the visualisation below.

School environments are by definition complex. This makes communication within a school system complex as well and thereby very challenging. To



start off there is a lot of communication throughout a big variety of communication systems. There is communication between students and teachers, between peers, between managers and staff. Throughout spoken words, instructions, online tools, video's, images and so on. All this in a highly dynamic school environment. The words of George Bernard Shaw are lingering on. Teaching is not a form of communication by definition. But in an effective lesson with impact it is. One needs to be alert, needs to keep up for good communication to add to good teaching.

Ana Delic

“For effective communication one needs understanding about the context of the audience (cultural sensitivity and inclusiveness; needless to say that Balkan classrooms are diverse in terms of nationality, religion, cultural background, and special attention should be paid to understanding and respecting the differences), awareness (the ability to reflect on what we do, explain it, give it a name and manage it), clarity, trust, respect, completeness (the ability to convey all the facts required for learning and to keep the audience/students fully informed), non-verbal signals and channels”.

How

In this part you can read and inform yourself about how communication works. Since any good practical performance start with a good theory, we will take a closer look on communication styles, question asking, feedback an active listening.

Communication

These basic rules of communication help build strong relationships, both personally and professionally, and ensure a smooth and effective exchange of information.

- ▶ **Listen Actively** Be fully present and listen to what the other person is saying, without interrupting or letting your own thoughts wander.
- ▶ **Be Clear and Concise** Speak clearly and directly, without adding unnecessary information that could cloud your message.
- ▶ **Know Your Audience** Adjust your language and message based on who you are communicating with to avoid misunderstandings.
- ▶ **Use Non-verbal Communication** Pay attention to body language, eye contact, gestures, and tone of voice, all of which contribute to how your message is received.
- ▶ **Give and Receive Feedback** Be open to feedback on your communication and provide constructive feedback to others.
- ▶ **Confirm Understanding** Ensure your message has been understood as intended, for example, by asking for confirmation or a summary.
- ▶ **Respect Differences** Be aware of and respect cultural, social, and personal differences that can affect communication.
- ▶ **Be Emotionally Intelligent** Recognize and manage your own emotions and those of others to communicate effectively, especially in difficult situations.

Lidiana Kockici

“We need to train students in communication to, for a good participation in the labour market. Good communication skills will help them to setup good businesses. It asks for a focus on non-verbal communication as well.

Since words are only about 7% of the human communication we need to have pay attention to the rest. Focus on clear and friendly communication through body langue to establish a good change in the labour market”.

Asking questions

Good questions are open questions. Which means that they can't be answered with a simple 'yes' or 'no'. Instead these questions will have as consequence that the other one has to think about the answer and search for the correct words. As a result you need to ask another open question to learn more about the other. It will take a while to get to the point where you truly understand the other one. The open questions are also known as the five W's and the one H.



It's good to have your own opinion, but don't hold on to it too tight. Otherwise it will have an inhibitory effect on our own growth. You will learn by taking the perspectives of others. To explore the perspective you use the open question in your communication. Hard long questions provide short facile answers. Easy and short questions provide long comprehensive answers. These questions should be followed by the next important skill: Listening.

Active listening

Ana Delic

“In the Balkans, or in Montenegro at least, people do enjoy discussions while tending to prove their point. In this manner, active listening does not occur. Therefore, open-ended questions are not always the best option, at least until the safe and familiar environment is established in the classroom. The same applies to teacher-management or teacher-parent communication. Thus, starting off with simple but well-put yes/no questions or using them from time to time to break the discussion or loosen up the communication tightness is sometimes extremely helpful and effective”.

Lidiana Kockici

“We really will use this techniques because is forces students to speak out. And to speak out one have to has to words, or think about the words, or getting to learn the words. Which is in fact very hard and a struggle. It puts students directly into the thinking modus. To express yourself helps to understand”.

This is a very difficult and energy costing skill, but indispensable to explore new insights, to teach or to grow. A human being is capable to speak out 225 words within one minute. The human being is also capable of listening to 500 words in one minute. Not rarely do people add the other 275 words in their subconsciousness. If you talk, you don't listen. It is no coincidence that 'listen' and 'silent' are written with exactly the same letters. Don't use multitasking. Instead stay in the moment and always provide 100% full

attention. For example: While listening, don't think about that one great question you are about to ask. If the situation to ask that question later on occurs, it's fine. For now you are in this very part of the conversation.

Listening is one of the most important skills you can possess. How well you listen has a major impact on communication skills and thereby on your teaching.

The way to improve your listening skills is to practice "active listening." This is where you make a conscious effort to hear not only the words that another person is saying but, more importantly, the complete message being communicated.

Use your body language or other signs to acknowledge you are listening. Like a simple nod of the head. Keep on asking questions to let the other one know that you are interested.

Active listening doesn't mean that you agree with the speaker. But be aware that active listening can give others the impression that you agree with them even if you don't. Thereby it is very important to stay away from judgment as far as possible. You simply want to know about the thoughts of the speaker. Therefore your response always should be one out of respect. It's also important to avoid using active listening as a checklist of actions to follow, rather than really listening.

As an active listener you pay attention by making eye contact and meanwhile have attention for the body language. Make sure that the possibility for getting distracted by environment is brought down to the minimum. To show the other one that you are listening in an active way you can use your own body language as well. Provide an open interested posture. Encourage the speaker with a smile and nod occasionally.

Ana Delic

"The mindset of students in our country implies that a teacher is the focus/centre of the learning process and this prejudice is hard to break. Students tend to focus more on the teacher's teaching style, physical appearance/choice of vocabulary/ non-verbal communication than to the content of his utterances".

Tips for teachers

To improve your communication as a teacher you can have a look at these typical pitfalls for teachers.

- ▶ If you don't know it, say this. Honesty is important in communication and will prevent a political correct conversation.
 - ▶ Never compare your own experience with the experience of the other. All experiences are individual and besides: it's not about you
 - ▶ Be briefly. Don't make the conversation too long.
 - ▶ Keep your mind open. Go with the flow of the conversation. The topic could go another direction
- then you thought of. Let it be. Put your mind in a growth mindset instead of a fixed mindset.
- ▶ Refrain from any judgment, set classroom rules at the beginning of the school year that will 'train' active listening, involve content-oriented actions like paraphrasing, summarizing, and asking questions to help the other person feel heard, intensify group/pair work,
 - ▶ Remove the distractions/noise and always show empathy.

Lidiana Kockici

"It will help my teacher and me to become more aware and sensitive about the importance of communication. For example through training or by participating in communication lessons. Which is not particular common in my country. It is our duty to understand the importance and impact of our own communication. We all possess the ability for the job we teach in, which is in our school about hairdressing and fashion. But the teach students about this topic ask for another approach in our communication".

Feedback, Feedup and Feedforward

To stimulate students for learning it's effective to use several communication techniques. Using feedback, feedup and feedforward is a proven method to activate students in their learning mode.

Feedback refers to the information we receive about our behaviour, message, or performance during communication. It can include both positive and negative aspects. Feedback is crucial because it allows us to understand how others interpret our message and how we come across to others. It also enables us to learn and grow in our communication skills. By receiving constructive feedback, we can identify and improve our weaknesses while reinforcing our strengths.

GIVING FEEDBACK		RECIIVING FEEDBACK	
Positive	Negative	Positive	Negative
Speak from out the 1st person by using 'I'. <i>I think...</i> <i>I like...</i>	Provide the feedback objective and by using the sandwich method	Don't make it smaller, instead receive it sincerely	Receive the feedback like a champignon and allow yourself to grow from it. Feedback is the breakfast of champignons

THE FORMULA OF EFFECTIVE FEEDBACK

Effective feedback:
Quality feedback × Acceptation

This formula clearly points out that a wise teacher invests time in the student by helping the student to accept the feedback to be able to grow from it.

Feedup is a concept that focuses on providing information and guidance before a communicative interaction takes place. It acts as a preparatory step. Feedup offers clarity about the goals, expectations, and guidelines for communication. It helps participants gain a shared understanding of what needs to be achieved and how to do it. By using feedup, misunderstandings and confusion can be reduced, allowing communication to flow more smoothly and effectively.

Feedforward is a concept that aims at future improvement of communication. It involves looking ahead to potential obstacles, challenges, or pitfalls we may encounter and proactively developing strategies to address them. Feedforward helps us develop and strengthen our communication skills through

awareness and planning. It enables us to prepare for future communication situations, allowing us to respond and communicate more effectively.

By applying feedback, feedup, and feedforward in our communication, we can enhance its quality and effectiveness. Feedback enables us to learn from past experiences, feedup prepares us for successful interactions, and feedforward helps us develop and grow in our communication skills. Embracing these concepts allows us to reduce communication problems, be better understood, and have more successful interactions with others.

Our digital possibilities provide us the change to give feedback, feedup and feedforward in various ways. The classic written or spoken feedback can for example be enriched with the use of video feedback. Screen recording while talking can bring a new dimension to feedback upon a report or other document. All of this the create a formative culture and give learning a great boost.

IDENTIFIED AS POTENTIAL OBSTACLES AND AREAS FOR IMPROVEMENT:

- ▶ Cultural sensitivity and inclusivity;
- ▶ The importance of training students for effective participation in the labor market;
- ▶ Active listening is challenging, given the cultural differences;
- ▶ Communication between parents and teachers is difficult;
- ▶ Students struggle to express themselves;
- ▶ There is a need for training and/or communication lessons to become more aware of the importance of communication.

RECOMMENDATIONS AND CONCLUSIONS

- ▶ Given the cultural sensitivity, it is crucial to promote communication and cultivate cultural sensitivity within school organizations. Schools can develop programs and initiatives that stimulate dialogue between different ethnic groups and cultures, thereby promoting understanding and respect for diversity.

- ▶ Teachers can adapt their communication styles to promote active listening. The use of various questioning techniques and feedback methods can contribute to a more inclusive and respectful communication environment. Schools can organize training and workshops to make teachers and students aware of different communication techniques and how to effectively employ them. By learning communication techniques, teachers can better understand how to meet the needs of students and create a supportive learning environment.
- ▶ Encouraging a culture of constructive feedback can improve communication and collaboration between teachers, students, and parents. Schools can implement structures for giving and receiving feedback, focusing on promoting growth and development for all involved. The emphasis is on growth, development, promoting performance and overall success for all involved.

Leadership and personal leadership of teachers

*With input from
Mjellma Selimi Kumnova, Teacher of ICT and projects team
coordinator at IAAP “Rifat Gjota” Peja, Kosovo.*

Mjellma Selimi Kumnova

“Teachers in the Balkans benefit from modern knowledge on personal and professional leadership. In the Balkans, I still see a lot of old-style leadership: hierarchical leadership where the teacher is all-knowing and dictates what is learned and how it is learned. From a cultural and historical perspective, this is understandable, but we need to modernize. Obviously, through training and by changing our thoughts and perspectives on leadership. We need to start thinking in terms of collaboration, learning together, and lifelong learning. This fits into the journey we make to be to be a teacher”.

Educational leadership

Leadership is an essential aspect of education, playing a crucial role in shaping a successful learning environment. While leadership is often associated with principals and school administrators, it is also vital for teachers to demonstrate leadership in their daily work. Teacher leadership goes be-



yond classroom instruction. It involves the ability to inspire, motivate, and guide others. A teacher-leader has an impact on both student learning and the creation of a positive and supportive educational environment. One of the key aspects of teacher leadership is the ability to create and communicate a vision. A teacher-leader has a clear understanding of what they want to achieve and can inspire others with this vision. By providing clear direction, teachers can engage and motivate others to pursue shared goals. Another important characteristic of teacher leadership is the ability to build effective relationships. Teachers who demonstrate leadership invest in building strong connections with their students, colleagues, parents, and the broader community. They actively listen, show empathy, and are willing to support others. By building positive relationships, teachers create an atmosphere of trust and engagement, which is essential for a successful learning environment. Teacher leadership involves the ability to innovate and embrace change. Teacher leaders are willing to explore new teaching methods and technologies, adapting their approach to meet the needs of diverse students. They are flexible, creative, and proactive in seeking ways to continuously improve education. A teacher-leader also serves as an example for others. By demonstrating professionalism, integrity, and a passion for learning, teachers inspire their students and colleagues. They act as role models, encouraging others to unleash their potential and fostering a culture of lifelong learning.

Mjellma Selimi Kumnova

“We are teachers; we help students to learn. Therefore, it is extra important that we, ourselves always keep learning”.

Teacher leadership includes a commitment to ongoing development. Teachers who demonstrate leadership continuously strive for personal growth and improvement. They are open to receiving feedback, engage in professional development, and stay aware of new trends and developments in education. By challenging themselves, teachers remain relevant and effective leaders in an ever-changing educational landscape. Teacher leadership plays a vital role in education. By demonstrating leadership, teachers inspire and motivate not only their students but also create a positive and supportive educational environment. Teacher leaders are visionary, relationship-oriented, innovative, inspiring, and committed to their own development. Their leadership contributes to the growth and success of both individual students and the educational community as a whole.

Personal leadership of teachers

Personal leadership is an essential aspect of a teacher’s profession. It refers to the ability of a teacher to take control of their own professional development and effectively influence others.

A teacher with personal leadership is self-aware. They understand their strengths, values, and goals. By developing a deep understanding of themselves, a teacher can better align their behavior and decision-making with their values and goals. This enables the teacher to act authentically and be congruent with their beliefs. Personal leadership also entails a teacher taking responsibility for their own professional growth. A teacher with personal leadership constantly strives for improvement and growth. They actively seek opportunities for professional development, such as attending workshops and conferences, reading professional literature, and exchanging knowledge with colleagues. By continuously learning and challenging themselves, a teacher with personal leadership remains relevant and effective in their field.

Another aspect of a teacher’s personal leadership is the ability to inspire and motivate others. By demonstrating passion, enthusiasm, and a positive attitude, a teacher can inspire others to bring out their best. They create an environment where students feel stimulated to learn and grow. Moreover, a

teacher with personal leadership knows how to support and guide others in their personal and academic development. A teacher with personal leadership is also capable of building effective relationships with colleagues, parents, and other stakeholders. They communicate openly and respectfully, actively listen to others, and strive for collaboration. By building strong relationships, a teacher with personal leadership can have a positive influence on the team and the broader educational community. A teacher with personal leadership is flexible and resilient. They can adapt to changes and challenges in education. By being adaptable and continuously learning, a teacher with personal leadership can find innovative solutions and have a positive impact on the educational process.

Personal leadership of students

Mjellma Selimi Kumnova

“Thinking and believing as a teacher that you know everything is detrimental to the development of the student and yourself. We need to train ourselves to open up to new ideas. I see my colleagues who participate in VET4WB or other extracurricular events already experimenting with this a lot and having positive experiences”.

Personal leadership is an important skill that empowers students to take control of their own education and personal development. It refers to the ability of students to take responsibility for their own learning process, set goals, and actively work towards achieving them. A student with personal leadership takes charge of their own learning experience. They are proactive and shape their own learning journey. Instead of passively waiting for instructions, they take initiative and seek opportunities to learn and grow. They actively engage in their own education and take responsibility for their success. Personal leadership also involves self-awareness for students. They understand their strengths, weaknesses, and learning needs. By being aware of their own abilities and limitations, they can work purposefully to improve their skills and overcome challenges. They take feedback to heart and adapt their approach to achieve better results.

An important aspect of students’ personal leadership is goal setting. Students with personal leadership set clear and achievable goals for themselves. These goals serve as guidance and motivation for their efforts. They identify what they want to achieve and work step by step to accomplish those goals. They monitor their progress and adjust their strategies if needed to reach their goals.

A student with personal leadership also takes initiative and seeks learning opportunities outside the classroom. They are curious and motivated to acquire new knowledge and skills. They participate in extracurricular activities, seek out challenges, and strive for self-improvement. They are not afraid to step out of their comfort zone and gain new experiences that foster their growth. Additionally, personal leadership of students involves the ability to collaborate and inspire others. They show respect for others, actively listen, and contribute to a positive and inclusive learning environment. They are capable of motivating and supporting others in their own learning process. They understand that leadership also means being able to help others grow and succeed.

Mjellma Selimi Kumnova

“We can learn from the text in this document, but it’s not just about the text. It’s also about acceptance. For us here in the Balkans. Accepting the text and attending a training is one thing, but accepting the change in leadership is another thing. We need to continue to develop ourselves. For example, by collaborating more in the Balkans. Learning from each other’s experiences and developments. Between countries, but also within the countries. We ultimately face the same challenges in the Western Balkans. Let’s learn together by sharing knowledge. Let us seek collaboration. This way, we can make an impact and grow. For instance, through the VET4WB project. We really need that”.

Personal leadership of students also includes taking responsibility for their own decisions and actions. They understand that their choices and behaviors impact their learning outcomes and future. They take responsibility for their mistakes and learn from them. They demonstrate discipline and perseverance to overcome obstacles and achieve success.

IDENTIFIED AS POTENTIAL OBSTACLES AND AREAS FOR IMPROVEMENT:

- ▶ Predominant traditional hierarchical leadership in the Balkans, with teachers being seen as all-knowing and having limited flexibility;
- ▶ The necessity to modernize from hierarchical to collaborative leadership, where teachers are open to new ideas and can learn from each other;
- ▶ Personal leadership is crucial;
- ▶ Teachers who view themselves as all-knowing and fear not having answers to everything;
- ▶ The importance of collaboration among teachers, not only nationally but also between other countries in the Balkans;
- ▶ Acceptance of change, teachers must not only be willing to attend training but also need to change their mindset and perspective on leadership.

RECOMMENDATIONS

- ▶ Promote professionalization of teachers by organizing training sessions and workshops focused on modern leadership practices. These sessions should emphasize collaboration, encouraging teachers to be open to new ideas, work together, and learn from each other.
- ▶ Encourage teachers to develop personal leadership by offering opportunities for self-reflection, growth, and improvement. This could include mentorship programs and coaching paths.
- ▶ Support projects that promote collaboration, both nationally and internationally. These projects could include educational programs and teacher exchange programs, joint projects, and research to foster professional development.
- ▶ Integrate leadership development into the educational curriculum for teacher training programs and continuing education programs aimed at developing leadership skills.

Teamwork

*With input from:
Selver Okić, Math & IT teacher
Lejla Osmanagić, psychologist
Srednja Skola Metalskih Zanimanja
Sarajevo, Bosnia*

Lejla Osmanagić

It is important to develop skills related to teamwork. I would emphasize that there are a large number of factors that determine how well these skills will be developed in each individual. Communication skills, emotional intelligence, personality characteristics, level of education, cultural background etc. For me personally, it is important for every person, employee, to be able to do introspection and recognize how well developed are every of these skills. After that, individual can target which skills need to be improved. I would like to mention that any form of education that focuses on team building is beneficial for the individual, the institution where he or she works, and for the community in general. I would also want to tell that one of the important tasks of teamwork is to clearly specify the roles of individuals in the team. It is necessary that the team has at least one member who is capable of defining the goals of a project, defining the task, and then recognize which of the team members has the knowledge and skills to realize that task. A team is a group of people, but there is no collective responsibility. Everyone is responsible for their part of the task and for good cooperation with the rest of the team. Working in the team can be very demanding because it can happen that some members are highly motivated while others are not. Or an example of a team in which one member was assigned more tasks than others due to the fact that the others are not motivated or do

not know how to do the job efficiently. This situation, if repeated daily, can lead to demotivation or burnout. I think it's important to teach participants how to set healthy boundaries and preserve their mental health in these trainings. Only a healthy worker can be useful for himself and the environment in which he or she works. It's nice to work in a team. It's necessary. But either way, it's not dependent on teamwork. Every person has their own responsibility and own task. It depends on how he or she is motivated to do something, or does he or she respect the deadline, how that person is educated, how they develop skills which are important for teamwork, like communication skills and other skills. It is important to be realistic about ourselves, to look at our skills honestly, and maybe analyze What is already good and what needs our attention.

Teamwork Introduction

Everyone works in at least one, and often in more than one team. This has emerged because as an individual, you simply no longer possess all the knowledge and skills to keep your education appealing and maintain a good connection with the ever-changing work field. Teams are increasingly seen as the basis of the learning and developing organization. Teamwork is a complex process, where learning from and with each other is a crucial factor, not only within your own class but also among colleagues. It is important to understand that not two teams are the same and work in the same way. Therefore, it is interesting to have insight into yourself and working in teams, especially if you want to collaborate on pedagogical and didactic skills. In this module, we explain how you can enhance the success of working and learning in educational teams. We begin by examining what constitutes a good team composition. Additionally, we focus on factors that can contribute to a successful team. Lastly, we address how, as a leader, you can pay attention to the accomplishments of a well-functioning team.

Selver Okić

“It is an interesting process to see a group of people becoming a team”.

What constitutes a good team composition?

Selver Okić

Let's introduce more team goals in the classroom. Everyone's goal is to finish school, but what would happen if we give the class a goal to not miss a class, and then award them collectively if they accomplish it? Or a goal to reach a certain grade collectively, that would be awarded once accomplished by the student team?

A good team composition consists of a group of individuals who have been brought together and share collective responsibility for achieving a common goal or outcome. Within this team, there is often a great diversity of talents and qualities. The difference between a group of people and a team lies in the shared responsibility to pursue the common goal, or in other words, the team spirit.

1.1 Belbin

Forming a good team composition is not an easy task. It is important to connect diverse talents, qualities, and personalities within a team. This process cannot be enforced but can be encouraged. An important aspect is to have a diverse team. In Meredith Belbin's research (1981), it was already demonstrated that homogeneous groups with a high average IQ do not necessarily perform better than teams with less intelligent individuals. To build a high-performing team, Belbin suggests using a mix of the nine different team roles. Each role has a specific task that contributes to achieving the team's larger goal. By working together as a team, each role can contribute to achieving success. Each of these nine roles represents one of the following three categories:



- ▶ **ACTION**-oriented roles (Functional roles): Functional team members are action-oriented and strive to get things done. You can rely on them to complete a task, meet a deadline, and embrace challenges.
- ▶ **PEOPLE**-oriented roles (Personality roles): Team members who are people-oriented use networking and relationship-building skills to accomplish tasks. They are excellent listeners and provide support to other team members.
- ▶ **THINK**-oriented roles (Organizational roles): Organizational thinkers are team members who primarily engage in critical thinking. They can propose new ideas or perspectives, analyze ideas by weighing their pros and cons, or possess specialized knowledge or skills.

Understanding Belbin's team role model can help individuals better comprehend their role within a team and understand how it impacts goal achievement. This model assists in creating a more balanced team (assignments in the e-learning).

1.2 Tuckman

Extensive literature describes how teams evolve. An example of this is Tuckman's model (1965), in which he describes team development occurring in the stages of forming, storming, norming, and performing. If group development does not follow these stages and a group remains stuck in a particular phase, it has a negative impact on the team's effectiveness. This process applies to teams working with colleagues as well as to classrooms with students (assignments in the e-learning).

	Storming ↘		Performing ↘	
▶ Little agreement	▶ Conflict	▶ Agreement and consensus	▶ Clear vision and purpose	▶ Task completion
▶ Unclear purpose	▶ Increased clarity of purpose	▶ Clear roles and responsibility	▶ Focus on goal achievement	▶ Good feeling about achievements
▶ Guidance and direction	▶ Power Struggles	▶ Facilitation	▶ Delegation	▶ Recognition
Forming ↗		Norming ↗		Adjourning

What are the success factors of good teamwork?

Selver Okić

In our culture we follow the guidance of authority. There's not much psychological safety when kids are raised that way. From a classroom perspective, students are not open to discussing mistakes, as others may make fun of them. I experience this as a big issue in my classes. If we find a way to talk about mistakes and learn from them we would really give a boost to teamlearning. Then we will reach a attitude of learning.

2.1 Psychological Safety

Several social psychologists have delved into this question. What they have found is that an effective team consists of members who possess knowledge, motivation, and self-discipline. In other words, they are self-regulating.

An important aspect of teamwork is the presence of psychological safety within a team. Beks & Van der Loo (2020) have dedicated an entire book to this topic. Safety is a prerequisite for good teamwork because in a safe team climate, members can share their concerns, suspicions, divergent ideas, and mistakes, as well as seek feedback. Psychological safety is intertwined with culture and

emotions. Emotions are unpredictable and cannot be dictated by rules. Psychological safety means feeling safe to take risks within a team. Most issues occur beneath the surface. It requires shared intelligence—the ability to recognize and address one’s own and others’ hidden emotions—to bring those hidden aspects to the surface and work with them. It is absolutely necessary to be aware of what is typically concealed in order to effectively work on psychological safety. It is not easy, but cultivating awareness of psychological safety is a learnable skill (Beks, J & Van der Loo, H, 2020). A team with psychological safety can be recognized by five individual dimensions and effects.

1. Inclusion

People feel equal to others, they are treated fairly and appreciated for who they are. This leads to a high level of engagement and success.

2. Discussing mistakes:

In an environment of psychological safety, people are willing and inclined to learn. They do not cling rigidly to what they have learned in the past but strive for improvement. This involves knowledge, skills, and behaviors. It translates into a willingness to ask sharp or controversial questions, to learn new things quickly and smoothly, to experiment, and to learn from mistakes.

3. Commitment and engagement

Psychological safety provides a healthy foundation for wanting to perform. Performance is often associated with achieving goals or being under pressure from performance indicators and deadlines. These are forms of performance compulsion. We are talking about performance drive. The courage to take the lead, to manifest oneself, and to surpass oneself. Per-

PSYCHOLOGICAL SAFETY	EFFECTS
1. Inclusion	► Participation and speaking up
2. Discussing mistakes	► Learning and growth
3. Commitment and engagement	► Better performance
4. Creativity	► Innovation
5. Positivity	► Openness and courage

formance drive has a serving component: through performance, you add value and have an impact on others.

4. Creativity

Psychological safety is a source of creativity and innovation: it stimulates the inclination to challenge and break the status quo, to propose new ideas, to identify problems and offer solutions, and to identify opportunities for change and renewal.

5. Positivity

Psychological safety acts as an antidote to negative energy in teams or organizations: fear, apathy, conflict, intimidation, selfishness, cynicism, exclusion, boredom, distrust, stress, and so on.

2.2 *The Eight Values for Effective Teamwork*

Success is not guaranteed, and this applies to teams as well. The most successful teams exhibit values and norms that mutually reinforce one another. Values and norms provide us with guidance and influence our behavior. What we perceive as normal (the norm) stems from our underlying beliefs (the value).

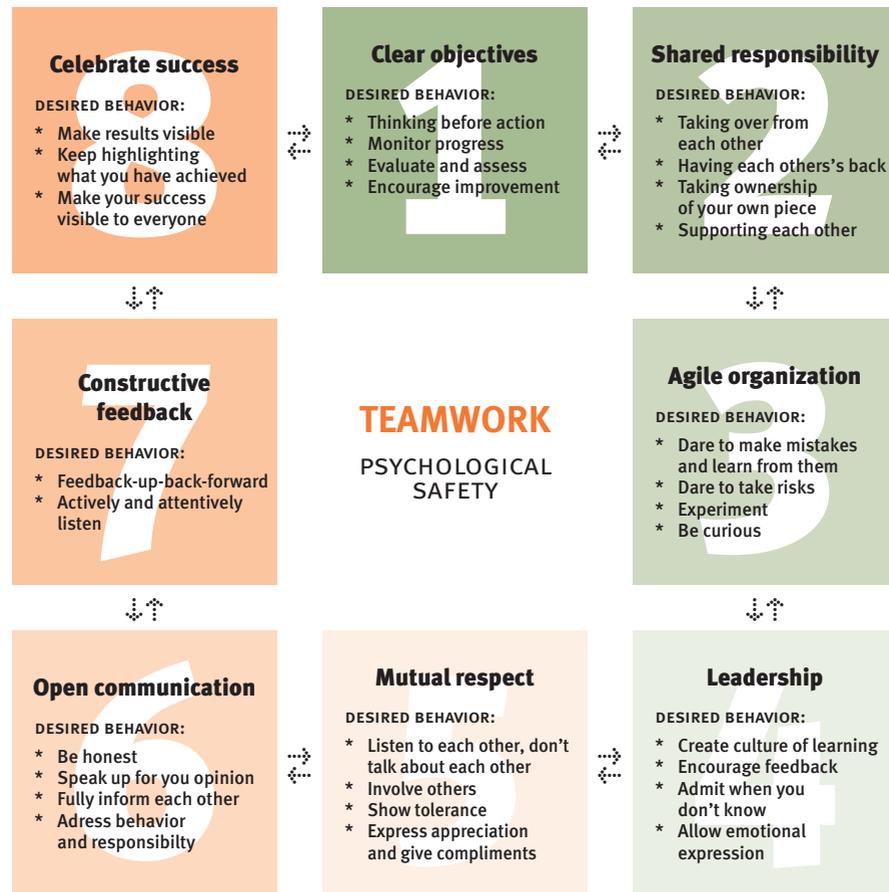
Each value, when embraced and adhered to by team members, can contribute to the formation of an effective team. The outcomes of this process are central to teamwork. The values are interconnected, as open communication is not possible without mutual respect.

Every value holds equal importance. If a value becomes excessively dominant or underrepresented, teamwork becomes imbalanced. The model can be supplemented with values specific to your own team. This necessitates regular reflection on what you do, how you do it, and what you require to progress. There are various approaches to engage with this process. Schedule regular moments of reflection and employ interactive methods such as scaling or peer coaching.

Selver Okić

During training we practiced teamwork by playing a lot of Soft Skill games. This helped us a lot.

Together, we foster a culture of continuous learning, encouraging everyone to further develop their skills.



By promoting continuous learning and goal achievement, you can prevent yourself and your team members from becoming complacent or bored in their roles. It also empowers them to acquire new skills that add value to the team and the workplace as a whole (assignments in the e-learning).

Leadership

Selver Okić

to truly listen to one and another is a great challenge for us. It's not easy but yet so important.

Leadership plays an essential role in the team process, both through formal leaders and informal leaders. However, it is important to realize that the team process is the responsibility of all team members. Even if you remain silent or do not actively participate, it has an impact on others and can challenge others to work harder. It is crucial, therefore, for both team members and leaders to respond to this and actively collaborate. Through dialogue, the talents, knowledge, and skills present in the team can be utilized. This promotes learning and contributes to effective collaboration. Here are some things you can do:

- ▶ **Lead by example:** Demonstrate courage by taking risks and showing that you can make mistakes. Be open and honest about things you don't know. This encourages others to be open as well and creates an atmosphere of trust.
- ▶ **Look forward:** Focus not only on who was at fault but on how you can learn and grow as a team. Take responsibility for mistakes and seek solutions and improvements. Learn from the past and take steps forward.
- ▶ **Be inclusive:** Involve everyone in the team, even if they have a different opinion. Value diversity and use the principles of deep democracy to ensure that all voices are heard. This promotes inclusive and respectful collaboration.
- ▶ **Support your team:** Be supportive and constructive, even when things are not going well. Avoid gossiping or engaging in negative conversations about your team members. Instead, engage in healthy dialogue and address conflicts. Work together to solve problems and improve collaboration.

By applying these principles of leadership, you contribute to a positive team dynamic and effective collaboration. It creates an environment where everyone feels heard and appreciated, ultimately leading to better results and a stronger team.

Selver Okić

*“It’s all about putting theory into practice.
Nike said it well: Just do it.”*

In Summary:

The effectiveness of a team increases and becomes successful when:

- ▶ Teams have clear goals and a shared vision and are committed to those goals and vision, with regular evaluations.
- ▶ Everyone can actively participate in team discussions and contribute to teamwork, with no team members being excluded.
- ▶ Team members interact openly, trust each other, foster a safe team climate, and have a strong willingness to share knowledge and provide/receive feedback. In other words, when there is psychological safety.
- ▶ Team members create moments to laugh and have fun together. Organize team-building activities or go for lunch together or take a walk during breaks.
- ▶ The team and its members prioritize delivering high-quality work, and successes are celebrated regularly.
- ▶ Teams have the right composition in terms of diversity, knowledge, and personality traits of the participants, and situational leadership is practiced.
- ▶ All team members feel ownership of the goals, results, and process in the team and are willing to be held accountable and hold others accountable.
- ▶ By adhering to these principles, teams can foster a positive and productive environment, enhancing their performance and overall success.

Selver Okić

*Golden tip: To create a teamwork within the classroom, truly listen to your students voice.
For example by organising a student arena at your school.*

THE EFFECTIVENESS AND SUCCESS OF A TEAM INCREASE WHEN:

- ▶ Authority is not followed blindly; it’s crucial to ensure team members have enough freedom, feel psychological safety, and take responsibility to show initiative during teamwork. Active collaboration within the team is essential, **with every member participating in team discussions and contributing to the team effort, ensuring no one is excluded.**
- ▶ Discussing mistakes is normalized; acknowledging mistakes is vital for the learning process. Recognizing errors and taking responsibility provide opportunities to learn from each other’s mistakes and grow as a team. **Team members are open with each other, trust each other, foster a safe team climate, and are keen to share knowledge and give/receive feedback, creating psychological safety.**
- ▶ Everyone listens carefully to each other; team members engage in conversations, are honest and open in their communication, listen actively and attentively to one another, showing mutual respect and tolerance for different opinions.
- ▶ Regular introspection on personal skills and the development of teamwork skills occur; team development goes through various phases, with space for introspection and skill development through coaching (referring to the storming phase). **The ultimate goal is for teams to have clear objectives, a shared vision, and commit to these goals and vision through regular evaluations.**
- ▶ Team roles are clear, and members’ skills and knowledge are recognized and utilized; **teams have the right composition regarding diversity, knowledge, and personality traits, applying situational leadership. Each team member has a specific task and role based on their skills, talents, and qualities, contributing to the common goal.**
- ▶ Tasks are distributed evenly, and the importance of maintaining healthy employees is recognized; **the team process is everyone’s responsibility, applying situational leadership. All members feel ownership over the team’s goals, results, and processes, willing to be accountable and hold others accountable.**

- ▶ Monitoring team members' motivation and encouraging them in task execution; **the team and its members prioritize delivering high-quality work, and successes are regularly celebrated.**
- ▶ Creating psychological safety to enable teamwork; **team members create moments to laugh and have fun together, organizing team-building activities or going for lunch or walks during breaks.**

By adhering to these principles, teams can create a positive and productive environment, thereby enhancing their performance and overall success.

Learning Environment

With input from:

*Dženita Hodžić and Elvedina Jelešković and Elvedina Jelešković, High school of Metalworking crafts, Sarajevo, Bosnia and Herzegovina
Aleksandra A. Ugarcic, External expert*

The environment in the classroom is important - not only for the wellbeing of the students but also for their learning. Awareness of the BRAVING model developed by Brené Brown can support the teacher in creating the good learning environment.

B - oundaries
R - eliability
A - ccountability
V - ault
I - ntegrity
N - on-judgement
G - enerosity

The acronym **BRAVING** stands for:
Boundaries, Reliability, Accountability, Vault, Integrity,
Non-Judgement and Generosity

Dženita Hodžić

“The BRAVING model is very useful and important in the classroom. Professors are not only there to teach their subjects, but to participate in the growth of students into future mature people. Boundaries, reliability, accountability, value, integrity, non-judgement and generosity should be taught at home and through school, it will be useful in future life of Students.”

BOUNDARIES and limits in the meaning of consistent, structured and predictable daily routine are needed in the classroom to feel safe at school and thrive. Students must know about appropriate physical and emotional boundaries and classroom behaviour. However even though the students need boundaries, it is natural for them to test them.

Boundaries and classroom norms can be co-created with students of any age and limits should be set and maintained in a positive and caring way in order to maintain positive and safe relationships. Personal space should be taught and respected by students and teacher. Boundaries can be taught through games and promoted through the use of visual reminders in the class room.

Dženita Hodžić

“In working with students, I am constantly learning how to approach each of them individually in order to establish trust and therefore boundaries.”

RELIABILITY in the classroom means that students can expect educators will keep their word, follow through and do what they say they are going to do. Reliable educators are clear and consistent in their words and actions, routines and expectations. When students stray from classroom norms or expectations, they need to know that the teacher is still there for them and that the relationship rupture can be repaired.

As students develop a sense that the educator is a secure base and source of support, it is important that, when possible, students are informed in advance of changes to classroom routines including guests or teacher absence.

ACCOUNTABILITY in the classroom means a classroom climate which allows for mistakes and celebrates growth rather than perfection. It is important to ensure that students feel safe to make mistakes without fear of punishment.

The teacher can be a model for the students on how to be accountable for their actions: When making a mistake, either during a lesson or in terms of own emotion regulation, be sure to offer students a genuine apology so as to promote mutual accountability. Demonstrate for students how to make

amends with peers, classmates and adults. Provide plenty of opportunities for redemption and for students to “save face”.

Age appropriate humour with students can be used and it is good not to take yourself too seriously.

Dženita Hodžić

“School should be a place where students can learn not just lessons that the curriculum has predicted but also behaviour and characteristics that are useful in life.”

VAULT in the Classroom: Make time to listen and learn about your students, taking care to respect their right to privacy. Sharing information about students without permission must be avoided and discreteness when having to re-direct or correct students is important as well as avoiding drawing unwanted attention when possible. Even when a student does well and might deserve acknowledgement, it is important to have a sense of whether or not the student will appreciate public praise. Consider seeking consent before sharing examples of good work.

A classroom climate that allows students to feel safe communicating their needs should be provided. It is important to engage students in learning how to express those needs in healthy ways. Some students may require an individualized, private system of expressing their needs, one that does not require a verbal explanation – perhaps a break card or a signal.



Children and youth are often more intuitive than we realize. Students may feel uneasy or anxious if they can sense that we are worried or upset about something. It is important to be open, honest and transparent with students when possible and as appropriate.

INTEGRITY in the classroom. The teacher can support developing a classroom culture that values and celebrates truth, honesty and integrity and provide frequent opportunities for discussion and reflection about integrity across content areas. Engage students in the creation of a classroom code of ethics or code of conduct. Review values, beliefs and expectations to develop an agreed-upon set of norms or agreements. Explicitly teach, model and reinforce behaviour that is consistent with the code.

When the educator behaves in ways that are consistent with classroom norms and expectations he/she is modelling for students how to follow the right path even when it might be easier to take a short cut.

The teachers should celebrate courage, effort and kindness and provide opportunities for all students to feel successful at school. Expect and accept errors in judgement and treat these “oopsies” as teachable moments and foster an environment that teaches and encourages students to speak up and stand up for their values and beliefs through peaceful and effective means.

NON-JUDGEMENT in the class room. Students need to feel safe from judgement. Diversity should be celebrated and empathy encouraged in the classroom. Provide opportunities for students to reflect on what it might feel like to be in another’s situation.

Highlight strengths and expect mistakes. Offer reassurance and remind students that we learn through our mistakes. Avoid the use of sarcasm, criticism or put-downs. Carefully consider how to provide meaningful feedback to the students in a way that preserves relationships.

When providing redirection or responding to an incident, consider the use of language. Does your language support a non-judgmental stance? Problem solve rather than lecture and ask open-ended questions. Use a prompt such as “tell me what happened” rather than, “what did you do”.

Reflect on your own willingness to ask for and accept help. Are you willing to acknowledge and accept help without self-judgement? Do you model and

reinforce for your students a willingness to ask for help? Teach and encourage students to ask for help. This may take time, but through modelling, check in’s and consistency, students are likely to feel safe from judgement and feel safe to ask for what they need.

GENEROSITY Having a generous heart may not be first nature for most students (or adults!), but it can be taught. Teaching this character trait will create a ripple effect of giving and happiness in students that flows from the classroom into the community. Encourage a kind and unselfish culture as you lead by example in your classroom: Let students see generosity in you. Intentionally give to others, especially them!

Choose to be joyful when you have opportunities to give of your time to help other teachers or invest in your students. Offering extra support for a struggling student for a few minutes after school makes a big difference!

Dženita Hodžić

“The BRAVING model is something schools should strive for. To implement the BRAVING model developed by Brené Brown, it is necessary to develop trust, which requires a lot of time and patience.”

WORKING ENVIRONMENT FOR TEACHERS

In order to create a good learning environment for students, it is important that teachers themselves have a good working environment. A working environment is the physical, social and psychological aspects of going to work. The working environment includes all employees in the workplace and it is therefore also a shared responsibility to ensure that the working environment at the workplace is healthy so that all employees thrive.

Dženita Hodžić emphasizes the importance of regular soft skills training for all teachers not only focusing on subject-specific knowledge but also on broader skills that contribute to a holistic learning environment.

What characterises a good working environment?

A positive working environment is open to dialogue and allows employees to voice their suggestions, ideas and thoughts about the way the school works.

Inclusion is an important part of a positive and healthy working environment, as is the psychosocial environment. A good working environment has clear workflows, where there is room for constructive criticism and, not least, praise for a job well done. There are opportunities for personal development and variety in daily life of the teachers.

A good working environment is also about supportive management and work quality, as well as social support among employees.

The good working environment has credibility and trust as the cornerstones between employees as well as between management and employees.

Dženita Hodžić and Elvedina Jelešković

“There is too much administration, and I believe this creates significant pressure, ultimately not contributing to a conducive work environment. We are inundated with numerous papers that need to be filled out, and unfortunately, it’s not something we have control over. The Ministry of Education imposes these tasks on us, and the administrative burden is overwhelming. Teachers are busy with these responsibilities, hindering the possibility of learning from and with each other. We need to dedicate time for this collaboration and a supportive work environment, and consistently stay in touch with the management and the Ministry of Education.”

Factors influencing the psychological work environment:

- ▶ The demands made on the individual employee
- ▶ The dialogue between employees and managers (e.g. whether or not the employee feels heard)
- ▶ Social relations across the workplace
- ▶ Mutual respect
- ▶ Action against abusive behaviour

For teachers in particular, the planning of their working time should ensure the coherence of their work. Poorly planned working time with inconsistent or fragmented teaching hours can create a poor working environment. Good dialogue between planners, management and teachers can help to ensure consistency in working time and greater job satisfaction.

A workplace with a healthy and well-functioning work environment, therefore helps to motivate and engage employees, reduce sickness absence and make it easier for everyone to work together at the workplace.

Aleksandra A. Ugarcic

“Administration that increases workload is a problem I recognize from the Balkans, but also definitely from Western Europe. Therefore, I would like to emphasize the statements of Dženita and Elvedina. Administration is, after all, important for monitoring the progress of learning. However, if administration hinders teaching, the balance is lost. This should not happen under any circumstances. This calls for an ongoing dialogue to keep these two worlds aligned. Therefore, I say: ‘Encourage an open dialogue between teachers, managers, and the Ministry of Education to discuss the effects of administrative burdens. Look for ways to better align responsibilities with the needs of teachers and educational institutions’”.

The different learning styles of students

Differentiation in vocational education is crucial for maximizing the learning potential of each student. By tailoring educational materials and methods to individual learning needs, skills, and interests, teachers can not only increase engagement but also improve learning outcomes. This makes education more inclusive and effective, and optimally prepares students for their future careers. The following pages will help you to take the first steps in tailoring your education.

Dealing with differences

If you take an average class within vocational education and training (VET), you will find a wide variety in how students learn, how they conduct themselves in class, and how motivated they are.

We are all unequal, yet we all want to treat every student equally. However, within education, this is actually not feasible, and we should treat each individual based on their own talents, qualities, and capabilities. Additionally, we have to deal with rules, frameworks, and requirements that make this task quite challenging. In this chapter, we aim to provide teachers with tools to gain insight into how to handle situations involving differentiation and various learning styles.

Why deal with differences among students?

We have several reasons to work on a (more) differentiated educational program. Some motivating factors may include:

- ▶ You want to make students more aware of their learning process and stimulate and develop their self-regulation skills.
- ▶ You want to train students more ‘practice-oriented’, and to do that well, you want to differentiate based on practical experience gained.
- ▶ You want to strengthen students’ learning motivation by providing more autonomy and choices.
- ▶ You want the education to better align with a specific follow-up education or professional practice (Conijn, Bokdam, Wester, 2022).

To address this, you will need to devise strategies to differentiate in your teaching.

What is differentiation?

Differentiation is the conscious and purposeful introduction of differences in, for example, instruction, learning time, or learning materials for different students. Teams and teachers can differentiate within a class, group of students, or module, but also within a curriculum. As a teacher, you consider the cognitive, metacognitive, motivational, and cultural differences between students and tailor your teaching accordingly. Differentiation is therefore also called dealing with differences. Differentiation can occur in many areas and at many moments during the lesson. Differentiation can occur in, for example:

- ▶ Instruction
 - ▶ Teaching method
 - ▶ Learning materials
 - ▶ Pace
 - ▶ Difficulty level
 - ▶ Learning environment
 - ▶ Teaching time
- (Wijleren.nl)

There are two main forms of differentiation: convergent and divergent. With convergent differentiation, the goal is for each student to ultimately achieve the same learning objective or outcome (for example, per academic year),

but there are different routes to get there. For example, one student may need more instruction or practice, while another may be more independent. With divergent differentiation, different students can achieve different learning objectives, both in terms of level and content, even though these are within a fixed study period or within the framework of learning outcomes.

It actually starts with organizing your lesson. A good start is half the battle. According to Etteken & Van Dijck (2023), it’s important to start off well, and they provide you with four tips.

A good start is half the battle. According to Etteken & Van Dijck (2023), it’s crucial to start off well, and they provide four tips for doing so:

1. **CREATE A PLEASANT LEARNING AND WORKING ENVIRONMENT.** Many students don’t just attend school to learn; they also build a social network there. As these students are often in the transition phase from adolescent to adult, we not only prepare them for societal functioning through work but also for the attitudes and social behaviors required for independent adult functioning. This means that we shouldn’t just focus on subject knowledge; the school should also be a social environment. As educators, we want students to feel at home, seen, and recognized there.

- ▶ Quickly learn the names of the students and show interest in their backgrounds and hobbies.
- ▶ Also, reveal something about yourself. Share aspects of your own life; you are often an example for many students.
- ▶ Don’t just focus on the classroom setting; have short one-on-one conversations as well.

2. **SET CLEAR RULES.** Setting rules requires a blend of kindness, firmness, and flexibility. Don’t be afraid to tailor rules to individuals. One student may need a different approach than another.

- ▶ Be kindly firm when it comes to effective learning behavior.
- ▶ Explain why you find a rule important or connect it to desired behavior at school and in the professional field.

3. **GUIDE AND FOLLOW.**

- ▶ Get to know your students well by observing them closely and showing interest. Differences among students are natural. Treat them according to what they need, even if it means inequality.
- ▶ Help students organize their work into manageable blocks.
- ▶ When students understand why they need to learn something, they'll be more inclined to take action to master the material themselves.

4. **YOU CAN'T DO EVERYTHING!** There will be cases where you're not sure how to handle them, whether it's regarding social behavior or learning behavior.

- ▶ Regularly organize peer supervision sessions with your colleagues. Discuss situations so you can find solutions together.
- ▶ Collaboratively develop a support structure if one doesn't exist already. How can you effectively support students with specific behaviors?

How do you deal with differences when it comes to students' motivation?

Motivation is the engine of learning. When there is no motivation to learn, you as a teacher can work very hard, but the student progresses slowly and you become frustrated.

There are various theories about motivation. By far the most popular theory is Self-Determination Theory by Deci & Ryan (1985; 2000). This theory is used in many studies and tested in practice. As a result, the main principles of the theory can also be relatively easily translated into a number of guidelines for teachers.

Self-Determination Theory first distinguishes between intrinsic and extrinsic motivation. Intrinsic motivation occurs when the learner is genuinely interested and wants to know or learn something. Extrinsic motivation occurs when the learner is driven by external pressure, such as a reward in the form of a high grade, rather than genuine interest in the subject matter

(Ros, ed, 2014). Extrinsic motivation is further divided into three groups: personal importance (personal value, relevance, and meaningfulness), internal obligation (guilt, shame, fear, and pride), and external obligation (expectation, reward, and punishment).

According to Deci & Ryan (1985; 2000), teachers can increase intrinsic motivation by addressing three psychological basic needs:

AUTONOMY. The learner has the freedom to carry out an activity according to their own judgment and has influence over what they do. Tips for teachers include:

- ▶ Identifying students' personal interests and values, what do they want and can they do?
- ▶ Supporting their development in this, giving them time and space for their own input.
- ▶ Encouraging the development of new interests and personal values.
- ▶ Showing empathy if a student has no interest in required material but also explaining why it is important. Make connections with students' lives.
- ▶ Giving meaning to the material and showing how it relates to professional practice or future prospects (Conijn, Bokdam, Wester, 2022).

SENSE OF COMPETENCE. The confidence the learner must have in their own abilities. Tips for teachers include:

- ▶ Building self-regulation step by step. By gradually letting go of students, they can gradually learn how to make the best choices for themselves and how to manage their own learning process.
- ▶ Offering help and providing some guidance to students.
- ▶ Creating step-by-step plans. If necessary, break down an assignment into pieces.
- ▶ Providing positive feedback.
- ▶ Offering tasks that represent an 'optimal' challenge, tailored to the level of the specific student (Conijn, Bokdam, Wester, 2022).

RELATIONSHIP, SOCIAL CONNECTEDNESS. The connection with the environment, or having trust in others. And a positive classroom climate; students should feel free to ask questions and not be afraid to make mistakes (Verbeek, 2010). Tips for teachers include:

- ▶ Showing understanding for students, allowing them to be who they are without immediately judging.
- ▶ Promoting a culture of trust in the classroom.
- ▶ Knowing what the student can handle, understanding their capacity and motivation.
- ▶ Showing understanding for students' problems at school or in their personal lives (Conijn, Bokdam, Wester, 2022).

If you cannot fulfill these three basic needs, the following behaviors may manifest. It's important for you as a teacher to be alert to these.

COMPETENCE	AUTONOMY	RELATIONSHIP AND CONNECTEDNESS
Feeling of failure, inadequacy, boredom	Feeling of coercion and obligation	Feeling of loneliness, exclusion, not being liked.

Mindset: Fixed Mindset vs Growth Mindset, Carol Dweck, 2007

Carol Dweck discovered that besides innate talents and skills, there is another important component in learning: your mindset. She distinguishes between two types of mindsets: fixed and growth mindset.

A person with a fixed mindset believes that their intelligence is fixed. This static mindset limits your performance. It works destructively on thoughts and leads to poor learning methods. On the other hand, with a growth mindset, you see continuous opportunities to further develop your intelligence. You are capable of change through learning and gaining experience. Below are some characteristics of both mindsets:

Fixed mind set	Growth mindset
<i>I can't do this</i>	<i>I can't do this yet. What can I learn? What am I missing?</i>
<i>I'm really good at this</i>	<i>I'm on the right track</i>
<i>I give up</i>	<i>I'll try a different strategy</i>
<i>This is too hard</i>	<i>This will take time and effort</i>
<i>I can't do better than this</i>	<i>I'll keep improving myself, so I'll keep trying</i>
<i>I don't understand this</i>	<i>What do I need to understand this?</i>
<i>I made a mistake</i>	<i>Making mistakes helps me learn</i>
<i>I'll never be as smart as X</i>	<i>How did X manage to do this? Let's find out</i>
<i>This is good enough</i>	<i>Can I really not do better?</i>
<i>Plan A doesn't work</i>	<i>The alphabet has 25 more letters</i>

Agile4all.nl

Now, these are two extremes, of course. Many people have both types of thinking (mixed form), with one usually being more prominent, and it comes to the forefront especially in times of failure. Therefore, the mindset can often be inferred from the combination of individual behavior and language use. According to Dweck, individuals with a growth mindset are likely to continue working hard despite setbacks, and their own view of intelligence can be further influenced by support from the environment.

For example, if you give children compliments like "Well done, that's very smart of you," they are more likely to develop a fixed way of thinking, whereas compliments like "Well done, you worked very hard for it" are likely to lead to a "growth" mindset.

Dweck's research shows that the formation of a fixed mindset often occurs in childhood and it then becomes a challenge to grow from a fixed mindset to a growth mindset.

Dweck suggests that the fixed mindset can change, but this can only happen when one learns that this mindset needs to be adjusted in order to move for-

ward. A good method for this is to first learn that there are two different mindsets, conveying the basic concepts of fixed and growth mindsets, understanding what they entail, how they interact, and what obstacles arise from them.

The second step is the realization that thoughts, beliefs, actions, and qualities can be changed, leading to new (life) paths. The logical next step is to actually start by taking a step. Praise the work ethic, not the intelligence or talent. The process is much more important than the result. What was the effort? How much effort did it take? What strategies were used? What was their perseverance like? How was the challenge approached? What was the focus? And last but not least: What was the improvement? This process creates a growth mindset.

FIXED VS GROWTH MINDSET Carol Dweck (2006)		
Fixed Mindset	BEHAVIOR	Growth Mindset
<i>My intelligence is a fixed trait. I want to appear smart.</i>	INTELLIGENCE	<i>My intelligence can be developed. I want to learn new things.</i>
Avoids challenges.	CHALLENGE	Embraces challenges.
Gives up quickly when faces with setbacks.	OBSTACLE	Sees effort as fruitless.
Sees effort as pointless. <i>I had to work hard, how annoying.</i>	EFFORT	Uses effort to develop. <i>I have worked hard, I am proud of it.</i>
Views feedback as an attack or ignores it.	FEEDBACK	Learns from feedback.
Sees mistakes as failures.	MISTAKES	Sees mistakes as learning opportunities.
Feels threatened by the success of others.	SUCCESS OF OTHERS	Is inspired by and learns from the success of others.
Stagnates in development.	DEVELOPMENT	Continues to develop and improve.

What does all this mean for the student?

Differentiating learning time, especially extending instructional time, is the most effective approach in primary education to ensure that students achieve their minimum learning goals.

Students in vocational education feel more responsible and experience more involvement and depth in conversations with coaches or study counselors in programs that have started to differentiate.

Teachers find that differentiation, combined with self-regulation, makes the student more the owner of their own learning process and increases intrinsic motivation to learn.

Differentiation, according to teachers, leads to more involvement and ownership of the learning process by students: they take action more quickly, ask more questions, show more confidence and responsibility.

Both teachers and students indicate that interaction and relationships improve as a result of a differentiated educational approach.

Working with personal learning goals helps students understand their learning goals. It shows what they already know and what they still need to learn, or where they want to improve themselves.

(Conijn, Bokdam, Wester, 2022).

Workplace Learning

With input from:

*Arben Gjikolli. Master: Management of Information Systems Graduate
Electrical Engineer-Section of Electronics, Kosovo*

Workplace Learning

Arben Gjikolli

“Work-based learning is a quality improvement initiative we started in 2018.

In our current context, it is complex to implement work-based learning.

Acquiring the necessary equipment is an expensive affair, and learning in companies is not yet possible due to a wide range of laws.

Fortunately, work is currently underway on legislation to make learning in companies a reality. This is necessary because the school is not an island. Society expects us to train skilled professionals. The entire society, therefore, has the responsibility to support this effort. Learning by doing”.

One of the major challenges in vocational education and training is to bridge between theory and practice. In other words, linking theoretical knowledge from the classroom to practical application in the workplace. The term ‘workplace-based learning’ is often used to describe teaching that, in its organisation, aims to create a framework for learning that is as close as possible to the students’ working practice.

Research suggests that only a limited part of what is learnt in a traditional theoretical education programme is subsequently applied in a workplace setting. However, all education and training could be improved if it were organised more with a view to the application of what is learned. In a workplace context, it can be a challenge to organise traditional theoretical training in a way that makes it more application-oriented, i.e. more workplace-oriented. Of course, it depends on the context, but in several contexts, we can see an advantage in using workplace-orientated elements in teaching to increase the degree of practical relevance. The point of the research is that teaching must be organised with an application perspective so that the student can transfer what they have learned to a new situation, which is called transfer. In other words, students apply what they can, know or have experienced in one situation to another, similar situation.

Arben Gjikolli

“Every very step in attempt to shorten the bridge between theoretical and practical knowledge is one to take. We need to create environments that closely resemble real workplace settings. To transfer knowledge and skills acquired in the classroom to actual job scenarios. The master-teacher principle underscores the importance of collaborative learning and knowledge transfer within this context. Workplace learning is a dual form of vocational education and training that is organized in partnership with private and public enterprises and vocational education and training (VET) institutions.”

There are several different methods for creating a workplace-orientated learning environment. Here are just a few examples:

Workshop training

Training organised as workshop training includes elements from the real workplace in order to link the learning as closely as possible to a workplace situation. The elements included in the workshop training environment can be in terms of the equipment and layout of the room, the tools availa-

ble used for specific tasks or often a combination of both. This “workplace setting” can be applied to advantage when dealing with forms of work involving practical skills. Here, the layout of the room and the tools available will better favour a workplace learning, based on a “learning by doing” approach. To make the best use of workshop training, a skilled teacher should be present to provide guidance and support - a kind of master-teacher principle, where the student learns working methods by collaborating with and learning from his or her “master”. This type of teaching will often be

characterised by the student being set specific tasks requiring specific skills or tools, which they practise performing or using under the guidance of the teacher present.



Simulation-based learning

Simulation-based learning also strives for a workplace-based learning environment in order to create a link between theory and a workplace setting. As is the case in learning in general, the focus is not on the teacher but on the students, but in simulation-based learning it is especially important that the teacher acts as a facilitator for the students’ learning. Simulation-based learning is usually built around a real-life scenario where learners simulate specific roles in the scenario and perform tasks corresponding to their role in the scenario. The scenario itself is described in a script given to the students before the scenario, describing the action, their own role and possibly other roles in the scenario. The intention is that the

students perform actions in the scenario as if they were in a real workplace. Often it will require practising particular actions or techniques beforehand in order to be confident in performing them in the actual scenario.

It is essential for learning that the performance of the simulation scenario and the evaluation afterwards takes place in a non-judgemental learning environment. In this context, the teacher should emphasise to the students that it is perfectly normal and acceptable to make mistakes in the simulation scenario and that mistakes can be a good starting point for a constructive dialogue afterwards.

This constructive dialogue is called a debriefing, consisting of three phases, facilitated by the teacher, making the students elaborate on their learning experience in order to enhance self-reflection:

Description Phase <i>I see</i>	Analysis Phase <i>I think</i>	Application Phase <i>I wonder</i>
<ul style="list-style-type: none"> ▶ Describe, what actions did you perform? ▶ How did you feel about performing the actions? ▶ How did you react in the situation? ▶ What went well? ▶ And not so well? ▶ (problem areas) 	<ul style="list-style-type: none"> ▶ What caused the problems you experienced do you think? (use theory) ▶ How did you react in the situation? (justify the actions you applied) ▶ How did your actions work? ▶ Would you have done something differently ▶ Have you experienced something similar in practice 	<ul style="list-style-type: none"> ▶ If you were in the same situation in practice, would you have done something differently? ▶ If you were in a similar position in practice, would you take into account something? ▶ Did you miss any skills in the situation? ▶ If you missed certain skills in practice, how would you achieve the skills ▶ What have you learned?

The facilitator/teacher should discover the students' perspective and encourage collaborative learning. The students' feeling of a safe learning environment and the learning potential increases when the students do not feel their mistakes exhibited. Questions from the facilitator/teacher should focus on reflection and common problem solving.

Arben Gjikolli

“My thought about simulation-based learning further immerses students in realistic workplace scenarios, allowing them to simulate specific roles and tasks. The emphasis on non-judgmental learning environments and constructive debriefing sessions encourages self-reflection and continuous improvement. By providing a safe space for exploration and experimentation, simulation-based learning enhances students’ confidence and decision-making abilities”.

Virtual Reality based training

This type of teaching/training makes use of a virtual reproduction of a real-life work situation, experienced through VR-goggles, on a PC screen, Tablet or a mobile phone. The goggles provide far the best image and sound experience, making the students experience the virtual environment as if they were actually there themselves. The realistic perception of a virtual reality promotes students' experience of proximity to a real-life situation. VR is thus effective in learning contexts where a very realistic experience and learning is desired, without necessarily being there in reality. Teachers should be aware that virtual reality cannot stand alone as a learning method. The students' experience in the VR scenario must be complemented with some form of follow-up to promote self-reflection and learning. Here, the teacher can make use of the methodology of the three debriefing phases from simulation-based learning. Case studies have shown that this method contributes to improvement of discipline in class, motivation and acquisition of practical knowledge and skills, as the method accommodates students with a more non-academic learning style, activates their senses. It is thus a case of learning through the senses, which favours the transfer of knowledge to a workplace setting, which also increases the chances of employment. The application of VR as a learning methodology in class, requires prior knowledge of the use of the equipment from the teacher.

Arben Gjikolli

“We must become and remain part of the digital developments. There are also great opportunities in digitalization, for example through social media. All stakeholders need more IT knowledge”.



Arben Gjikolli

“Regarding, the Virtual reality, (VR) based training emerges to shorten the approach to replicating real-life work situations, offering experiences that promote a sense of realism. While VR enhances engagement and sensory stimulation, it should be complemented with follow-up activities to facilitate reflection and learning. Additionally, teachers need to be proficient in using VR equipment and integrating debriefing methodologies to maximize its effectiveness”.

Arben Gjikolli

“Overall, my thoughts highlight the importance of aligning educational practices with workplace demands, ultimately empowering students to apply theoretical knowledge in practical contexts successfully. By incorporating diverse methods such as workshop training, simulation-based learning, and VR-based training, educators can cultivate a dynamic learning environment that prepares students for real-world challenges and enhances their employability prospects.

IDENTIFIED AS POTENTIAL OBSTACLES AND AREAS FOR IMPROVEMENT:

- ▶ Awareness of the importance of bridging theoretical knowledge to a practical setting (transfer)
- ▶ Awareness of organising the teaching in a workplace-like learning environment to promote transfer
- ▶ Ability to facilitate students’ application of their theoretical knowledge in a workplace-like context
- ▶ Costs associated with acquiring necessary equipment;
- ▶ A broad array of laws currently preventing learning within companies;
- ▶ A significant gap between theoretical and practical knowledge, with only a limited part of traditional theoretical education being applied in a workplace setting;
- ▶ Creating a safe and non-judgmental learning environment;
- ▶ A need for more IT knowledge, as part of staying and becoming integrated with digital developments;
- ▶ Teachers should be proficient in using VR equipment and integrating debriefing sessions

RECOMMENDATIONS OR CONCLUSIONS COULD BE

- ▶ Educational institutions could collaborate with organizations and government agencies to find funding sources for the necessary equipment and infrastructure. This could involve developing subsidies, sponsorship programs, or partnerships and establishing collaborations with companies;
- ▶ Changes in laws and regulations that enable internships and work-study programs, reducing bureaucracy, and creating favourable conditions for companies collaborating with educational institutions;
- ▶ Revision of educational programs to place more emphasis on workplace-focused learning and practical application. This could include integrating practical projects and internship experiences, as well as employing learning methods such as workshop training, simulation-based learning, and VR-based training.
- ▶ Teachers and mentors should be trained in the use of new learning technologies, such as VR, and effective pedagogical approaches for workplace learning. This includes training in facilitating debriefing sessions, providing constructive feedback, and fostering a non-judgmental learning environment where students feel free to experiment and make mistakes. Integrate leadership development into the educational curriculum for teacher training programs and continuing education programs aimed at developing leadership skills.

The keys to an effective lesson

A good and effective lesson in Vocational Education and Training (VET) is essential for training students to become competent professionals, increasing their motivation and engagement, improving learning outcomes, enhancing the quality of education, and supporting their career development.

Designing your lesson. Introduction

Delivering a good and effective lesson in VET is of great importance. We prepare our students for the job market, for specific professions, and provide them with the knowledge and skills necessary for success in their chosen fields. By delivering effective lessons that teach relevant and practical skills, teachers assist students in developing their professional competencies and preparing them for successful careers.

When students perceive the course material as relevant, actively engage in the learning process, and find the content aligning with their interests and needs, they become more motivated to learn and invest themselves. This not only enhances their learning outcomes but also increases their enjoyment and satisfaction during the learning process.

By employing a good teaching methodology that caters to students' needs and learning styles, learning outcomes can significantly improve. In these lessons, you help students develop understanding, stimulate critical thinking, sharpen problem-solving skills, and build necessary competencies. Not only does this contribute to a successful learning experience, but it also facilitates career development. By guiding students in developing broad skills such as communication, problem-solving, collaboration, and critical thinking, they become more resilient and better prepared for future challenges in the job market.

Overall, by delivering effective lessons, you contribute to the quality of education. Having well-educated and skilled professionals' results in better reputations for educational institutions, which can lead to increased recognition and opportunities for collaboration with the industry and other educational institutions.

In this module, we will guide you through the characteristics of an effective lesson, how to design and develop a good lesson, the execution of a well-prepared lesson, and the principles of being a good instructor in this context. Additionally, we will delve into promoting thinking and learning by employing a structured framework for formulating learning objectives at different levels.

Characteristics of an effective lesson

Delivering effective lessons in VET requires careful planning, differentiation, and active student engagement. By adapting your teaching methods to meet your students' needs, incorporating active learning techniques, integrating technology, and regularly evaluating your approach, you can create a positive learning environment that fosters the growth and development of your students.

1. Know your audience!

Before designing a lesson, it is essential to have a thorough understanding of your audience. MBO students often come from diverse backgrounds, learning styles, and motivations. Tailor your lesson content and methods to align with your students' needs and interests. This can be achieved by using relevant real-world examples and incorporating interactive activities.

2. Make it relevant to the student!

It is crucial for lessons to go beyond mere theoretical concepts and establish clear connections to the students' field of study and future careers.

3. Utilize active learning methods!

Instead of passively absorbing information, encourage active participation from students in your lessons. This can be achieved through various learning methods such as group discussions, case studies, simulations, practical assignments, and project-based learning. These approaches stimulate students to actively engage in their own learning process, aiding in better retention of knowledge and skills.

4. Differentiate your instruction!

Every student is unique and has different learning needs. It is important to vary your instruction to effectively reach all students.

Identify the different levels of understanding and skills in your classroom and adjust your instruction accordingly. This may involve providing extra support to students who struggle with certain topics or offering additional challenges to students who quickly grasp the material.

5. Utilize technology!

Teachers can leverage digital tools, online resources, interactive software, multimedia, and educational platforms to present lesson content in an engaging and accessible manner. Technology can enhance student engagement and provide opportunities for self-paced learning. However, ensure that you integrate technology meaningfully and that it complements your learning objectives.

6. Provide regular feedback and evaluate!

An effective lesson includes regular feedback and evaluation opportunities. Teachers provide constructive feedback to support students'

Elvedina Jelešković, High school of Metalworking crafts, Sarajevo, Bosnia and Herzegovina, is concerned because the students don't seem to be studying when they are at home. There is a trend where they don't seem to understand why school is important. The future is also not always clear and straightforward for the students. Although the students appear more engaged during class explanations, they face difficulties with self-study. Elvedina observes that the students are distracted by online activities and games. Therefore, she places great importance on ongoing conversations with the students about why learning is crucial.

learning processes and help them improve their performance. Opportunities for self-reflection and self-evaluation are also provided, allowing students to see their growth and areas for further improvement.

7. Continuous learning and reflection

A culture of continuous improvement exists, where teachers actively seek ways to enhance their lessons, try out new strategies, and utilize feedback from students and colleagues to adapt their approaches.

“In our school, the main problem is that students come to high school with a lack of basic knowledge, and we currently need to work on correcting these mistakes. In addition to focusing on the lack of knowledge in mathematics, I always try to develop dialogue methods with students during classes, which helps in solving mathematical problems.”
Dženita Hodžić, High school of Metalworking crafts, Sarajevo, Bosnia and Herzegovina.

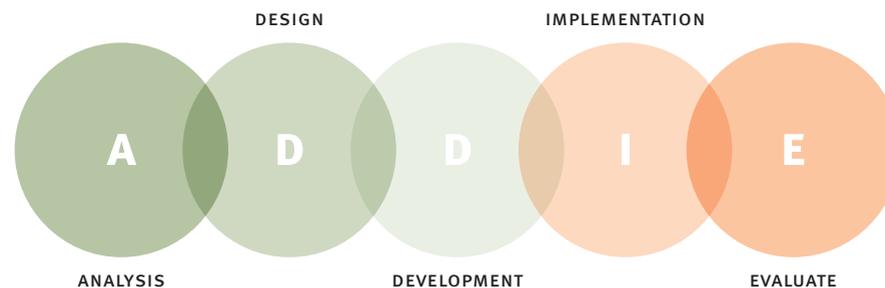
The ADDIE Model

The ADDIE model provides a structured approach for designing and developing effective lessons. By carefully going through each phase, you ensure that your lessons align well with students’ learning needs and are purposeful and meaningful. This model can also be useful in building a new curriculum. ADDIE is an acronym, with each letter representing a phase.

- ▶ **Analysis:** Identify the students’ learning needs and objectives. Consider any external requirements that need to be met. Establish criteria for success and how it can be measured. Once you have a clear analysis, proceed to the next step.
- ▶ **Design:** Design the lesson content, learning activities, and evaluation methods. Determine the learning goals, create a schedule, decide what will be assessed, and consider how the lessons will be delivered, among other considerations.
- ▶ **Development:** Develop the instructional materials and learning resources.
- ▶ **Implementation:** Execute the lesson and actively involve students in the learning process.

- ▶ **Evaluation:** Evaluation takes place in all phases of the ADDIE model. At the end, assess the effectiveness of the lesson and make any necessary adjustments.

Using this model for each lesson may be time-consuming, but it results in clear and effective training programs, provides insights into time and costs, and gives you a broader understanding of how your lessons are structured. The role of the teacher is crucial in shaping a good lesson.



The Six Roles of the Teacher

Defining effective teaching behavior is not an easy task. There are many excellent teachers and great lessons that differ significantly from one another. Teachers establish connections with students in various ways, take charge of the class in their own style, and capture attention differently. Their teaching approaches may also vary, and they correct students using different methods. It is important to realize that the context influences the quality of the lesson as well. A teacher can deliver the same lesson on a Wednesday morning and a Friday afternoon with completely different outcomes. This highlights the complexity of effective pedagogical practices and the difficulty of defining a good lesson and teacher behavior. Here, we outline four principles that are important for good teaching behavior:

- ▶ The teacher possesses knowledge of student development, learning needs, socio-emotional needs, learning theories, impactful strategies, brain functions, subject matter, and pedagogy.
- ▶ The teacher can flexibly apply that knowledge in diverse situations.

- ▶ The teacher can adapt their approach and creatively utilize their knowledge by reflecting on the impact of their behavior. Reflection does not necessarily involve asking general questions or writing lengthy reflection reports. Instead, it means contemplating the interaction between oneself and others: What am I evoking in the student? Is it desirable, and am I achieving my goals?
- ▶ The result of a good lesson is that students learn in a positive atmosphere. The behavior of students indicates the effectiveness of the teacher.

“In my work with students during my twenty-five years of teaching career, I used most of these methods in lectures, such as encouraging students to actively participate in classes. The students were mostly satisfied with the fact that the lessons were connected to life, and not something abstract, which they cannot understand. They liked discussions and exchanges of opinions the most, and they still like them today.”
Elvedina Jelešković, High school of Metalworking crafts, Sarajevo, Bosnia and Herzegovina

By dividing the teacher’s behavior into six roles, we can describe what constitutes effective teacher behavior for student learning. Employ various strategies and techniques to fulfill each role effectively, such as creating a positive atmosphere, utilizing diverse teaching methods, and providing individual guidance. The first five roles focus on the fundamental skills of the teacher, while the sixth role of the coach is not limited to a specific phase (Slooter, 2018). The teacher can only assume the role of a coach once they have internalized the first five roles. Analyze your own teaching practice and identify how you currently fulfill each role. Generate ways to enhance each role and incorporate them into your lesson plan (e.g., using ADDIE). Regularly reflect on your role as a teacher, invite colleagues to observe your classes, and strive for continuous growth and improvement.

1. **Host/Hostess:** A teacher creates a safe and welcoming learning environment.
2. **Presenter:** A teacher presents the subject matter clearly and engagingly.
3. **Instructional Designer:** A teacher designs and facilitates learning activities.
4. **Pedagogue:** A teacher pays attention to students’ socio-emotional development.
5. **Closer:** A teacher concludes the lesson effectively.
6. **(Learning) Coach:** A teacher guides and supports students in their learning process.

In addition to the characteristics of an effective lesson and teacher behavior, it is important for teachers to consider which topics they want to cover, at what level students should master these subjects, and whether knowledge or specific skills are the primary focus or a combination of both.

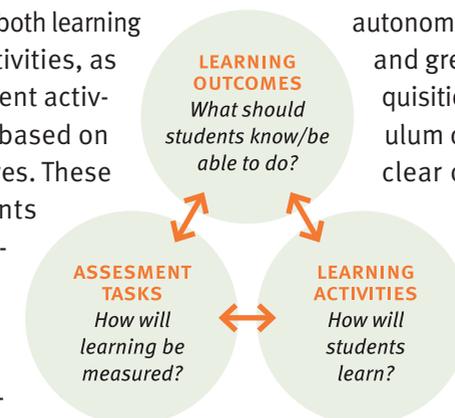
“As a teacher, I am acutely aware of the significance of social and emotional development in the classroom. This incident highlighted the importance of fostering empathy among students and creating a safe environment for emotional expression. It’s not just about delivering lessons; it’s about understanding the emotional growth of each student.”
Elvedina Jelešković, High school of Metalworking crafts, Sarajevo, Bosnia and Herzegovina

Constructive Alignment

In the coming weeks, a second-year group has basketball scheduled during their physical education classes. The students will practice dribbling and lay-ups during the lessons. At the end of the period, the teacher will assess the topic. The students will sit in a classroom and take a written basketball test.

Even in this simplistic example, it is evident that something is amiss. While the objective (basketball) aligns with the lesson activities, a written test as the culmination is highly illogical. The principle of “constructive alignment” (Biggs & Tang, 2011) states that both learning and teaching activities, as well as assessment activities, should be based on learning objectives. These three components should be carefully aligned and form a coherent and consistent whole (see im-

age). By consistently applying this principle, it becomes clear to both students, teachers, and the school how the educational program leads to the mastery of the learning outcomes. This clarity often results in more effective student learning, increased autonomy, higher motivation, and greater knowledge acquisition. A coherent curriculum cannot exist without clear objectives. It is important for learning objectives to be concrete, measurable, and understandable for students.



The taxonomy of Bloom

The taxonomy of Bloom provides a structured framework for formulating learning objectives at different levels of thinking and learning, ranging from lower-order thinking to higher-order thinking. By utilizing the various levels, you stimulate higher-order thinking skills and promote depth of learning. Ensure that the learning objectives are concrete, measurable, and attainable. Design learning activities and evaluation methods that challenge students to think and learn at different levels. Use appropriate evaluation methods to assess learning outcomes and adjust instruction if necessary.

The taxonomy of Bloom is a hierarchical model that describes different levels of thinking and learning. It consists of six levels:

Remember	Understand	Apply	Analyze	Evaluate	Create
<i>Remember information</i>	<i>Explain ideas or concepts</i>	<i>Use information in a different context</i>	<i>Breaking information into pieces to find connections and relationship</i>	<i>Making judgments based on criteria and standards</i>	<i>Generate new ideas, products or points of view</i>
VERB Define, Identify, List, Memorize, Recall	VERB Classify, Explain, Interpret, Summarize	VERB Demonstrate, Implement, Solve, Use	VERB Analyse, Compare, Contrast, Examine	VERB Assess, Critique, Judge, Justify	VERB Design, Generate, Invent, Produce

Avoid using words such as “understands,” “knows,” “appreciates,” “is familiar with,” “has gained insight into,” and “is aware of” when formulating learning objectives. Thinking in active verb forms helps you think more precisely about what exactly the student should be able to do by the end of the lesson. By formulating learning objectives at different levels of the taxonomy of Bloom, you can enhance students’ cognitive engagement and thinking abilities.

Dženita Hodžić, High school of Metalworking crafts, Sarajevo, Bosnia and Herzegovina.:

“The new curriculum that is introduced in our education is mainly based on Bloom’s taxonomy. The idea of the new Curriculum is to collaborate with other subjects but at this moment it’s possible only with general education subjects. To achieve collaboration among all subjects, teachers will need more experience through practice. After so many years working through old methods this takes a lot of time to adjust in creating ideas and applying them in practice. Working with taxonomy in the curriculum can contribute to this. As teachers, we all learn to work in the same way, which also makes it easier to work together.”

In summary:

Lesson becomes successful and effective when:

- ▶ you emphasize relevance, active learning methods, differentiation, integration of technology, regular feedback, and continuous learning and reflection in your design of education.
- ▶ the ADDIE model is used as a structured approach for designing and developing effective lessons, with an emphasis on analysis, design, development, implementation, and evaluation.
- ▶ Effective teaching behaviour is employed through six roles: host/hostess, presenter, instructional designer, pedagogue, closer, and (learning) coach.
- ▶ It ensures constructive alignment so that learning objectives, lesson activities, and assessment activities are aligned and cohesive.
- ▶ The Bloom’s taxonomy is utilized to formulate learning objectives at various levels of thinking and learning, promoting higher-order thinking skills and depth of learning.

“I would like to mention one fact that, in my opinion, should be known in this project (even though it has been publicly announced). Balkan countries such as Serbia, Montenegro, North Macedonia, Kosovo and Croatia have below-average results in the PISA test conducted by the Organization for Economic Co-operation and Development (OECD).

The results are from 2022 in mathematical, reading and scientific literacy. Our country did not participate in this test due to political reasons. I mention this as an aggravating fact in the work of secondary school teachers. However, in Bosnia and Herzegovina, specifically in Sarajevo Canton, a curriculum on learning methods and outcomes has been implemented for two years and it is a successful model for every teacher to improve and successfully implement the goals in the education of every student. We notice gaps in their knowledge, we encourage them to master the missed material in order to move on as well as possible.”

Elvedina Jelešković, High school of Metalworking crafts, Sarajevo, Bosnia and Herzegovina

RECOMMENDATIONS

- ▶ Provide support for self-study: implement systems for tracking homework and offer rewards or recognition for students who study at home. Provide clear guidelines and resources for self-study and regularly emphasize its importance in the classroom or during individual conversations.
- ▶ Collaborate with other teachers to identify which specific topics require extra attention and develop targeted intervention programs to enhance students’ foundational knowledge.
- ▶ Promote a clear career perspective. Link the curriculum to realistic career paths and future opportunities. Invite guest speakers from the industry and organize company visits to give a tangible view of their potential future careers.
- ▶ Facilitate regular teacher meetings and professional development activities to explore innovative teaching methods and share effective strategies. Implement new methods into the curriculum.



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They have received feedback and input from teachers from the following VET schools: **“Alternative Pro”**, Albania, **“Hamdi Bushati”**, Albania, **“Hysen Çela”**, Albania, **“High School of Metalworking Crafts, Sarajevo”**, Bosnia and Herzegovina, **“Rifat Gjota”**, Kosovo, and **“Vaso Aligrudić”**, Montenegro.

Thank you for your contribution to the learning material.

