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# **Bachelor Program - 0101 Teacher Education**

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# Bachelor Program

0101 Teacher Education

Specialty 016: Special education

Specialization: Production training

Qualification: Assistant Teacher of Production Training



The professional **objectives** of assistant teacher for production training are:

- ❖ training students with special needs to work in the enterprise;
- ❖ teaching the employers and employees the special methods and techniques of cooperation with persons with special needs.

# THE SEVEN PRINCIPLES FOR INCLUSIVE EDUCATION



- Teaching All **Students**
- Exploring **Multiple Identities**
- Preventing **Prejudice**
- Promoting **Social Justice**
- Choosing **Appropriate Materials**
- Teaching And Learning **About Cultures & Religions**
- Adapting and Integrating **Lessons Appropriately**

# Methodology and Didactics of Vocational Education (6 credits)

## Competencies:

- to have deep knowledge of the **basic philosophical and didactical trends, issues in vocational education** at the international, national, state, and local levels;
- to analyze the **foundations of vocational education**: *historical roots, socioeconomic context, philosophical approaches, as well as current issues and barriers to participation*;
- to consider *contemporary and historical examples* of the **development of vocational education policy** in the context of the national, European, international educational systems;
- to define and outline **actual problems** and formulate **current tasks** of vocational education;
- to identify the **main theoretical and didactic relationships** between *teaching and learning* in vocational schools and in enterprises;
- to acknowledge and substantiate the **role of vocational education for the young people with special needs** and the **challenges** they face in vocational education and employment manufacturing;

# Methodology and Didactics of Vocational Education (6 credits)

## Competencies:

- to give a critical analysis of **traditional** (*behavioral, teacher centered*) and **updated** (*constructivist, learner centered*) **paradigms** (approaches) of education;
- to know and define the **general** (*instrumental, interpersonal, systemic*) and **professional/specific-professional competencies** that the students with special needs acquire at vocational schools and internships;
- to be able **to conduct and analyze educational activities** for students with special needs at professional schools and production;
- to know **the structure of the teaching and learning processes**, its basic didactic principles, particularly for the students with special needs,
- to know and to be able to apply certain **approaches and means in teaching *diverse students***;
- to know and understand **the content, structure of the subject area, and practice-oriented activity, their relationship to the corresponding specialization**;
- to make **the links of the structure elements of the subject area as well as activity**, and to be ready to teach following the logical sequence of the structure;

# Methodology and Didactics of Vocational Education (6 credits)

## Competencies:

- to be able to **coordinate the content of subject area or activity** *with the students' experience, needs and interests*;
- to **plan the instruction**; to **develop and evaluate students' learning** guided by the knowledge of **the main didactic principles and rules**;
- to apply various means and tools for *motivating students to learn*;
- to use various **instructional strategies** in the relevance to the objectives, vocational specificity of the subject area or activity, and time;
- to develop the *productive, inclusive* **educational environment** with special attention to the *mutual respect, trust, and the equality of human rights*;
- to know the processes of **interaction, communication**; to encourage students' learning; to develop **learning community**; and to organize teaching and learning as a **dialogue**;
- to know and to be able to apply certain approaches and means in teaching **diverse** students;
- to **plan, complete, and document** independent work.

# Foundations of Vocation- Oriented Work (5 credits)

## Competencies:

- to understand and acknowledge **the objectives, tasks, and functions** of a teacher assistant for production training;
- to define **the responsibilities** of a teacher assistant for *training* the students with special needs and make up **decisions**;
- to analyze the current **issues** of special pedagogy and vocation oriented accompaniment of the students with special needs;
- to know and analyze **the social, research, design, organizational, management, and psychological competencies** necessary for the activity of the teacher assistant for production training;
- to know **the main cognitive / metacognitive, motivation and emotional learning conditions**, and how to support and develop them;
- to know the **conditions** for successful training and teaching (e.g. management of the class, organization of the interaction processes, etc.); to define **the content and process of assistance**; to be able **to conduct and evaluate it**;
- to choose various means and tools of **assisting** students with special needs on the basis of *the learner-centered and activity approaches*.

# Models and Technologies of Social Rehabilitation Work (5 credits)

## Competencies:

- to know and analyze the nature of the **human psychophysical development**;
- to define and analyze the different types of **psychophysical disorders**;
- to carry out **the diagnostics** of the level of *students' development* (mental, moral and physical) with the help of a complex of psychological and pedagogical techniques;
- to know the specifics of **the human development** and **socialization** as well as **the pedagogical models** and **models of caring**;
- to apply **health and preventive measures** and provide **the appropriate assistance**;
- to combine **sociological, pedagogical, medical knowledge** and knowledge in the field of **caring** for choosing the means of psychological accompaniment;
- to plan and organize the processes of **taking care** of the students with special needs in various activities increasing the degree of their **self-education and autonomy**;
- to take responsibility of and purposefully develop **the abilities** of persons with special needs;
- to plan, implement, and evaluate **rehabilitation processes**;
- to choose and apply the appropriate **rehabilitation models** according to *the pedagogical situations, peculiarities of students' psychic development, their disabilities and needs*.

Foundations of Auto-Mechanic Business with practical training in  
educational workshops (3 credits)

Working in Production Workshops (3 credits)

Foundations of Publishing Business (3 credits)

### Competencies:

- to know and analyze the main **production processes**;
- to know the specificity of **the activity at the enterprises**;
- to know and to be able to perform **the main production operations**;
- to analyze **the trends and elements of training** on the workplace;
- to evaluate **the quality of education at the enterprises**;
- to know and to be able to develop **the vocational skills** of the students with special needs.

## Internship

Teaching (volunteering) practice (two weeks), 3 credits

Pedagogical propaedeutic practice (two weeks), 3 credits

Pedagogical practice (two weeks), 3 credits

Educational (industrial) practice (six weeks), 9 credits

### Competencies:

- to perform **the key functions** of a special teacher;
- to *plan, structure, conduct, monitor, and evaluate* **the teaching and learning processes**;
- to develop **partner and friendly relationships** with the students with special needs;
- to consider **yourself as a teacher**, reflect *personal teacher activity and behavior* during practice training;
- to analyze **the main factors** *that affect the quality of teaching and learning*, as well to be able to *critically evaluate* them.

# Thank you!

