

## IST02 - TEFE Intensive Staff Training 02

Day 3 (7th September)

9:15-11:15h

### TEFE Employability Glossary Summary

Term (Output)	G1 Notes/comments	G1 Definition	G2 Notes/comments	G2 Definition
<b>TEFE Employability Skills Framework</b>	<p><b>Original intent:</b> The Framework will <u>map out and evaluate</u> the existing pedagogical approaches and tools that actively develop employability skills and knowledge of future teachers of English across the TEFE consortium institutions.</p>	<p><i>Document defining the specific competencies, skills and personal attributes enabling future teachers of English to: 1) undertake and complete successfully ITP (international teaching practice) in one of the TEFE partner institutions and 2) to gain and maintain employment in the teaching profession as a career for life</i></p>	<p><b>Original intent = possible outline of the document:</b></p> <p>TEFE Framework objective + vision empl skills?</p> <p>The Framework will <u>map out and evaluate</u> the existing pedagogical approaches and tools that actively <u>develop employability skills</u> and knowledge of future teachers of English across the TEFE consortium institutions. - i.e.,</p>	<p><i>Document defining the specific competencies, skills and personal attributes enabling future teachers of English to: 1) undertake and complete successfully ITP (international teaching practice) in one of the TEFE partner institutions and 2) to gain and maintain employment in the teaching profession as a career for life</i></p>

			<p>across the five institutions, both at the university and “more local/study programme”, highlight where TEFE intl activities fit within the individual contexts of the partner institutions</p> <p>How do we go about painting the picture(s)? - SCENARIOS, CASE STUDIES – how did individual students develop their employability skills within their home institutions</p> <p>We must have strategies for identifying good practice Systematise what we do Not all students engage in intl activities – typically it is high flying students i.e., have a route/process to supporting both individuals and groups.</p>	
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			<p>Dynamic list of opportunities/ descriptors - fields of action – what is being developed (circular/ spiral procedure) - this TEFE project- testing our methodology</p> <p>Reflective “tools” - incorporate “hard/teaching methodology skills”</p>	
	<p>Secondly, it will <u>identify the “gap”</u> employability skills and knowledge that the consortium partners either do not have as part of their curriculum offer or do not advance sufficiently through their existing programmes.</p>		<p>Secondly, it will <u>identify the “gap”</u> employability skills and knowledge that the consortium partners either do not have as part of their curriculum offer or do not advance sufficiently through their existing programmes.</p> <p>i.e., 1) have a set of criteria to identify where we are as individual institutions (a check list?)</p> <p>2) answer the Q: How can we organise these Intl activities so that they fit with our individual institutional structures + are RECOGNISED - we will have to determine the CHALLENGES</p>	

	<p>Furthermore, it will conceptualise the methodology of developing TEFE Employability Skills across the individual stages of teacher education curricula. This will be summarised in a TEFE Employability Skills conceptual model that will be further elaborated through the TEFE Employability Skills Development and Implementation Methodology – a document enabling to advance systematically the ITP TEFE Employability Skills agenda both within the</p>		<p>that we face /requirements posed for organising intl activities – these will probably be at 2 levels: 1) EU?/national 2) more local (institution specific) ... come up with a set of DESCRIPTORS against which we check institutional readiness</p> <ul style="list-style-type: none"> <li>- set up a standard and then define the descriptors</li> </ul> <p>Furthermore, it will conceptualise the methodology of developing TEFE Employability Skills across the individual stages of teacher education curricula. This will be summarised in a TEFE Employability Skills conceptual model that will be further elaborated through the TEFE Employability Skills Development and Implementation Methodology – a document enabling to advance</p>	
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	consortium and on a wider EU basis		systematically the ITP TEFE Employability Skills agenda both within the consortium and on a wider EU basis	
<b>TEFE Consortium</b>	Shall we define it as an entity, i.e., a body of so many institutions (founding members), open to advancing their collaborative agenda and sharing the TEFE vision across the EU?			
<b>ITP</b>	<b>International Teaching Practice</b> - Are we still happy to use it? If so, what exactly will it denote?			
<b>Virtual ITP</b>	Consider it as a plan B or also as something complementary			
<b>Personal attributes/ qualities Employability Skills</b>	Are we going to go ahead with these two categories to determine the focus of what we will be focusing on in the development of (transferable) employability skills? Two categories		They are very much the same, imho (MK)	
<b>TEFE Employability Skills</b>	This term could help us articulate our focus? Do you agree? Shall we try to define it?	<i>A set of transferable skills and key personal attributes which are highly valued by employers and essential for effective performance in the workplace, and enable</i>	This term could help us articulate our focus? Do you agree? Shall we try to define it?	<i>A) A combination of factors (such as job-specific skills and soft skills) which enable individuals to progress towards or enter into employment, stay in employment and progress</i>

	<p>A. a combination of factors (such as job-specific skills and soft skills) which enable individuals to progress towards or enter into employment, stay in employment and progress during their careers. (definition of the European Centre for the Development of Vocational Training (Cedefop) in its Skills Panorama Glossary)</p> <p>B. skills required not only to gain employment, but also to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic directions (no)</p>	<p>individuals to enter into, stay in and progress in their careers. [Unlike professional or technical skills, these employability skills are generic in nature, rather than job-specific, and are common to all work roles and workplaces across all industry types - for instance, communication and teamwork].</p>	<p><b>BUILD THE INTEGRITY OF A TEACHER:</b> being a teacher as apposed to being a doctor/lawyer/bricklayer etc. -&gt; being a teacher of English (as opposed to being a teacher of a different subject) -&gt; being a TEFE teacher (this could give us an opportunity to individualise the strengths)</p> <p>Possible SELF – TEFE could working towards expanding the concept of possible self (i.e., TEFE teachers are able to work in intl teaching context, are able to collaborate)</p> <p><b>FIELDS OF ACTION</b> (every students needs to be active in all of these fields): Teaching, educating, assessing, advising, and innovation</p>	<p>during their careers. (definition of the European Centre for the Development of Vocational Training (Cedefop) in its Skills Panorama Glossary ).</p> <p><b>B)</b> A set of transferable skills and key personal attributes which are highly valued by employers and essential for effective performance in the workplace. [Unlike professional or technical skills, these employability skills are generic in nature, rather than job-specific, and are common to all work roles and workplaces across all industry types - for instance, communication and teamwork.</p> <p><b>C)</b> Skills required not only to gain employment, but also to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic directions <b>(No)</b></p>
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<p><b>Charter of Teacher Training Educators Charter of Newly Qualified Teachers of English</b></p>	<p>These two charters we have committed ourselves to develop. In the application we wrote about them as: <u>two visionary and value forming documents that all TEFE partners will adopt in fostering TEFE Employability Skills</u> (nicknamed as “TEFE commandments and envisaged as “posters” that we could use to promote the TEFE employability goals/values)</p>			
<p><b>Charter of student teachers of English</b></p>	<p>This is a charter we agreed to add after our first IST - <b>are we still happy with it?</b></p>			
<p><b>SKILLS, COMPETENCES, QUALITIES/ ATTRIBUTES?</b></p>	<p>Will the rest of the TEFE employability skills glossary simply list the individual ES skills that we will develop as part of the project? Shall we be as selective as that? Do we already have such a list (i.e., we kind of know on the basis of the documents reviewed)? OR are we going to wait for the information obtained via the questionnaires?</p>		<p>Will the rest of the TEFE employability skills glossary simply list the individual ES skills that we will develop as part of the project? Shall we be as selective as that? Do we already have such a list (i.e., we kind of know on the basis of the documents reviewed)? OR are we going to wait for the information obtained via the questionnaires? OR will we only be determining these</p>	

	<p>OR will we only be determining these against the list of internationalisation activities that we will agree on as part of O1?</p> <p>Transferable skills/ competences vs personal attributes/ qualities</p> <ul style="list-style-type: none"> <li>• I) Intercultural Communication</li> <li>• II) Interpersonal (eliminate)</li> <li>• III) Intercultural (eliminate)</li> <li>• IV) Information and Communication Technologies knowledge and skills (teaching digital competence)</li> <li>• V) Critical thinking and VI) Problem solving skills</li> <li>• VII) Organisation and time management</li> <li>• VIII) Systems thinking</li> </ul> <p>Personal attributes (loyalty, reliability, common sense, commitment, motivation, ability)</p>		<p>against the list of internationalisation activities that we will agree on as part of O1?</p> <p>Transferable skills/ competences vs personal attributes/ qualities</p> <ul style="list-style-type: none"> <li>• I) Communication</li> <li>• II) Interpersonal</li> <li>• III) Intercultural</li> <li>• IV) ICT</li> <li>• V) Critical thinking</li> <li>• VI) Problem solving</li> <li>• VII) Organisation and time management</li> <li>• VIII) Systems thinking</li> </ul>	
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	to deal with pressure, enthusiasm, positive self-esteem, life-work balance, honesty and integrity, personal presentation, sense of humour, tolerance, willingness to learn, independence, flexibility, initiative, responsibility for professional growth) <b>Coaching and developing those attributes in their training</b>		Personal attributes ( loyalty, reliability, common sense, commitment, motivation, ability to deal with pressure, enthusiasm, positive self esteem, life-work balance, honesty and integrity, personal presentation, sense of humour, tolerance, willingness to learn, independence, flexibility, initiative, responsibility for professional growth)	
<b>Employability awareness</b>	Making students aware of the competences and attributes employers are looking for in teachers It is very important to make students aware			
<b>Teacher's professional identity</b>	A lifelong learning profession. They should continue their training all throughout their careers.  <b>Professional identity</b> is defined as "the attitudes, values, knowledge, beliefs and skills shared with others within a <b>professional</b> group"		(Possible/ideal teacher self - expand through the project)  <i>is defined as the beliefs, values, and commitments an individual holds toward being a <b>teacher</b> (as distinct from another <b>professional</b>) and being a particular type of <b>teacher</b> (e.g. an urban <b>teacher</b>, a beginning</i>	

			<p><i>teacher, a good teacher, an English teacher, etc.) - TEFE teacher, NQT of English,</i></p> <p><i>TEACHER – TEACHER OF ENGLISH – TEFE TEACHER OF ENGLISH</i></p> <p>Clarity of role – concept in self-reflection - professional identity</p> <p>5 fields of actions – spiral curriculum (Passau)</p>	
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