

Skabelon til symposium eller lignende / Template for symposium - NORDYRK 2016

(max 300 words)

Indsendes **senest d. 4. april 2016** til / Please send at latest **April 4th** to Lisbeth Magnussen, NCE,
 limg@phmetropol.dk

<i>A symposium should include participants from at least two Nordic countries and address an issue of explicit relevance for vocational education in the Nordic countries.</i>	
Navn (hovedansvarlig) / Name (contact person): Merja Alanko-Turunen	Institution (navn og land/name and country): Haaga-Helia University of Applied Sciences, School of Vocational Teacher education
Øvrige deltagere / List of participants (name and institution): Piret Luik, Tartu University Merle Taimalu, Tartu University Oie Ristioja, Voru Vocational Training Centre Silvi Pihlakas, Voru Vocational Training Centre Tron Inglar, Oslo and Akershus University College of Applied Sciences Grete Haarland, Oslo and Akershus University College of Applied Sciences Mikaela Nyholm, Practicum Vocational Institute Merja Alanko-Turunen, Haaga-Helia University of Applied Sciences Katri Aaltonen, Haaga-Helia University of Applied Sciences Irmeli Pietilä, Haaga-Helia University of Applied Sciences Liisa Vanhanen-Nuutinen, Haaga-Helia University of Applied Sciences	
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Titel på symposium / Title of the symposium:	

Looking for informal models for building vocational teachers' competencies for work and at work

Titel på oplæg / Title of presentation:

The potential of informal learning - sharing and discussing examples from Nordic and Baltic vocational schools and teacher education

Beskrivelse / Content:

(Give a short description of the theme that the symposium will discuss - max 300 words):

The work of a vocational teacher and vocational teacher educator has transformed into a work in constant change. In order to support career-long professional development and growth, those working within VET need various kinds of platforms for exploration and reflection of one's own work within the work environment. Workplace learning can be stimulated by improving the conditions for teachers' informal learning; i.e., designing activities and situations that are aimed at learning for work as well as for learning at work and knowledge sharing.

The symposium is organised in three main parts. In the first part we jointly map the conceptual terrain and need for informal learning. There is a large degree of consensus with regard to the concepts of formal and informal learning.

In the second part of the symposium we focus on various informal models of learning examined in our Loimoco (Looking for informal models for vocational teachers' competence development for work and at work) project financed by Nordplus. The partners of the project represent various levels of vocational education and training: from Finland Haaga-Helia School of Vocational Teacher Education and Practicum vocational institute, from Estonia University of Tartu and Võru County Vocational Training Centre, from Norway Oslo Akershus University.

These include the Finnish models of peer-group mentoring and individual teacher coaching, the Estonian observations of colleagues and joint curriculum design and the Norwegian learning group model. Boundaries between informal and formal learning can only be understood within particular contexts and these models stem from different Nordic and Baltic work contexts of vocational teachers and teacher educators.

Finally, in the third part we discuss the implications of our examinations. Informal learning has untapped potential and by harnessing the potential with explicit porous models it will be recognized as part of legitimate ways of developing competences within VET institutions.