

Pedagoginen johtaminen ammatillisessa koulutuksessa

Abstract

The aim of this evaluation was to form an overview of pedagogical leadership in vocational education and training (VET) and how it supports the achievement of the objectives set out in qualification requirements, the work of teaching and guidance staff, competence development and wellbeing at work. In addition to this, the evaluation involved examining the realisation of teaching and guidance corresponding to students' needs in different learning environments. The evaluation data was collected through surveys of pedagogical leaders and teaching and guidance staff.

According to the evaluation, the structures and key guidelines for pedagogical leadership are largely well-established, and pedagogical leadership is part of strategic management and everyday operations in most VET organisations. Pedagogical leaders are of the opinion that the structures and guidelines and their implementation are realised well, whereas the views of teaching and guidance staff are more critical. Development needs were identified especially in staff participation in the preparation of guidelines, the clarity of structures and the practical implementation of guidelines. Furthermore, the link between strategic guidelines and everyday pedagogical practice, as well as staff participation in the development of pedagogical operating models, should be strengthened.

Qualification requirements provide a solid foundation for the leadership of teaching, guidance and learning, but their practical management is not carried out systematically or consistently in all respects. Teaching and guidance staff's evaluations of the success of leadership are more critical than those of pedagogical leaders. Approximately a quarter of teaching and guidance staff do not consider the leadership of teaching and guidance in accordance with qualification requirements to be successful at their educational institution, and approximately a fifth feel that they do not receive sufficient support from their supervisor for their own work. Furthermore, there are variations in practices across different fields of study, qualifications and operating units.

According to the evaluation, pedagogical leadership largely supports the provision of teaching and guidance corresponding to students' needs, but there are discrepancies between strategic objectives and everyday practices when it comes to putting a student-centred approach into practice. Especially in work-based learning, the meeting of students' needs was rated as weaker than in teaching taking place at educational institutions. According to teaching and guidance staff, the availability of teaching and guidance that meets students' needs can be enhanced not only by increasing resources but also through flexible teaching arrangements, co-teaching, appropriate learning environments and a clear division of labour, for example.

According to the evaluation, feedback and evaluation data are utilised extensively, but existing structures do not provide sufficient support for joint development and pedagogical dialogue. Both pedagogical leaders and teaching and guidance staff emphasise the importance of pedagogical dialogue, joint planning and the harmonisation of operating methods. Staff would like to be more closely involved in the development of teaching and guidance and to see their expertise utilised in decision-making, while pedagogical leaders

emphasise knowledge-based management, monitoring systems and the clarification of management structures.

According to the evaluations of teaching and guidance staff and pedagogical leaders, the management and development of competence are systematic to some extent. According to staff, competence requirements, strengths and development are not discussed regularly enough, and competence development does not always meet staff needs. Pedagogical leaders take a more positive view of the situation, but they also emphasise the need to strengthen goal orientation, a systematic approach and monitoring. Insufficient time and resources are seen as key obstacles to competence development.

Teaching and guidance staff generally consider their pedagogical and subject-specific competence to be up to date, but see shortcomings particularly in the opportunities for developing their subject-specific and working life competence. The competence development needs of pedagogical leaders relate in particular to pedagogical and staff management and the strengthening of wellbeing at work and a collaborative operating culture. The key competence needs of teaching and guidance staff, in turn, relate to taking into account students' diverse support needs; working life, digital and AI competence; and the application of pedagogical methods in different learning environments and student groups.

Both teaching and guidance staff and pedagogical leaders generally consider their wellbeing at work to be good and receive support from their work communities. Strengths as regards wellbeing at work include community cohesion, peer support and opportunities to utilise one's own competence. The biggest challenges relate to workloads and time management.

The principles of a participatory operating culture are recognised as the basis for pedagogical leadership, but the views of pedagogical leaders and teaching and support staff on participation differ from one another. Pedagogical leaders describe the operating culture as interactive and participatory, while staff take a more critical view of their opportunities to participate in pedagogical development and decision-making. Shortcomings are also identified in the use of feedback and in joint renewal efforts. The most notable areas for improvement as regards the development of the operating culture are staff participation and interaction and the systematic utilisation of feedback.

Based on the evaluation, pedagogical leadership should be strengthened by clarifying structures, responsibilities and objectives, increasing pedagogical dialogue, supporting the consistent implementation of qualification requirements and strengthening the student-centred allocation of resources. Competence management should be developed as a strategic and planned whole, in which competence needs are identified, development measures are planned and their effectiveness is systematically monitored. Furthermore, the competence of workplace instructors should be strengthened, community-based structures for competence development should be supported, the competence of pedagogical leaders and teaching and guidance staff should be developed, structures that support wellbeing at work should be strengthened and staff participation in pedagogical decision-making and development should be increased.