

# **Internal and External Change Agent Teachers (CATs) in the VET Reform Programme - phase II**

## **- Definition, Appointment, Profiles, Tasks and Responsibilities -**

### **1. Definition of “CATs”**

The term “CATs” stands for “**C**hange **A**gent **T**eachers”. From each of the 21 participating pilot schools in the MoES/EU CARDS VET II project, two CATs will be chosen, one for internal school affairs, the so-called “internal CAT” in charge of the internal school network, such as training teachers in new vocational methods in their own schools and other schools, support teachers in efforts to implement the new curricula in the schools etc.. The other one, the so-called “external CAT” will be in charge of setting up and sustaining an external network of each vocational school in Serbia, such dealing with local businesses, the municipality, employment services of the local labor market office, parents and students and other stakeholders.

### **2. CAT Appointment**

Both internal and external CATs for each pilot school will be appointed by the directors of the pilot schools by September 1, 2006. All appointed external CATs have to have a strong vocational specialization, for internal CATs it is desirable to have a vocational background. Programme’s recommendation is provision equal opportunity to both genders and to minorities’ representatives.

### **3. CAT Profiles**

Teachers who would want to be appointed by their school directors to be CATs should be:

- Interested in new trends in VET teaching (e.g. vocational pedagogy, applied vocational pedagogy, new teaching methods, new assessment techniques in VET, management of VET learning etc.),
- Learning how to teach effectively in the new profiles with a minimum of guidance,
- Interested in changing their roles from lecturers dispensing information to moderators of team work,
- Curious about VET learning processes that are relevant for learners, that stress comprehensive and joint planning in groups and that produce planning strategies that take concrete action and finally evaluate the results,
- Interested in linking VET training programs to labour market needs and working closely with key stakeholders in their region,
- Ready to open up to new teacher functions, such as counselling, educating, innovating, fund-raising, setting up public relation functions of schools with their clients (such as with local businesses, municipalities, parents, students and other stakeholders in the region), job placement and job guidance including tracer studies,

- Prepared to be making use of team work in teacher training and turning it into a powerful tool for teachers in their own schools,
- Developing “new ways of learning” and making them compatible with “new cultures in grading and testing”,
- Interested in organizing industry placements and internships for their students and for themselves,
- Prepared and (during their training period) should be growing increasing confidence in cascading all these activities to other colleagues in their own schools and to other schools in the region.

#### **4. Separate Tasks and Joint Responsibilities**

The two CATs in each school will form a “strategic alliance” and each school will thus get a teacher training team which will enhance teacher training, focus their work on how to best help teachers internalize portable and adaptable skills, including team work, leadership, problem solving, creativity, as well as entrepreneurial and critical thinking skills and also opening up vocational schools to demand- and labour market-driven skill requirements.

Even though the overall objective is the same, the two CATs will have different tasks:

##### **(1). External CATs**

The external CATs will:

- Participate in a systematic in-service teacher training program,
- Focus on the development of relations with the municipality, other schools, primary education and higher education, and the establishment of relations with enterprises and sustaining these relations,
- Conduct tracer studies, school appreciation analyses in enterprises and among students and their parent,
- Support development of the school marketing plan, brochures, WEB sites and work very closely with local enterprises, local employment services and other local key stakeholders,.
- Develop and implement student career guidance services. They assist in the establishment of student guidance services at school level and, in collaboration with the teachers; they assist students in their life-long career development, including functions like job-seeking, job-placement, job-retention, and follow-up.
- Find internships for their students and for themselves,
- Participate in activities on the local, regional and national level,
- Promote joint projects between schools and the social, cultural and professional environment,
- Carry out specific training programs for teachers in newly developed occupational profiles,
- Organize (together with other colleagues at their school) an Open House once every school year and plan Job Fairs in their region (together with other schools).

## **(2). Internal CATs**

*The internal CATs will:*

- Participate in a systematic in-service teacher training program,
- Run workshops for colleagues in their own school,
- Document best practice and good case studies in a data base,
- Identify necessary mechanisms to support a systematic approach for their own schools and for other schools in the region and carry out training programs in other schools,
- Stay abreast with latest trends and technologies in teacher training for vocational schools,
- Focus on the relevance of in-service teacher training programs in vocational education for students, employers and teachers themselves;
- Combine theoretical and practical aspects of teaching in learning situations that have real-life importance, real-work experience and which are fun for students and teachers;
- Act as a true “Change Agent” and support teachers in all efforts to implement the new curricula in the school as well as new vocational pedagogy in the educational process,
- Collaborate with the external CAT in their own school on the formation and implementation of student guidance services,
- Evaluate (together with the Serbian and the international experts) the impact of the teacher training program, the lessons learnt and make recommendations for future teacher training strategies for in-service teacher training in vocational schools.