

Teacher Acquisition

Supporting experienced professionals in accessing the teaching profession
in vocational education and training.

2nd Peer Learning Activity Report

8th – 9th October 2024

Lisbon, Portugal

Executive summary

- The 2nd Peer Learning Activity (PLA) of the TEACHERacquisition project took place in Lisbon on 8-9 October 2024, focusing on enabling alternative pathways to the teaching profession in vocational education and training (VET) across the EU.
- The first day concentrated on building a competence framework and curriculum proposal for VET teachers, enriched by research insights, national practices, and collaborative discussions.
- On the 2nd day, participants visited Escola Profissional de Imagem (EPI), which peculiarly integrates hybrid and second-career teachers from the industry, offering a best practice model for bridging education and real-world industry needs.

Day 1: The value of second-career and hybrid teachers

The first day of the event kicked-off with Søren Kristensen, Expert Researcher for the TEACHERacquisition project, pointing out the lack of research in this field and therefore highlighting how challenging yet crucial this initiative is. He presented findings from two surveys highlighting the importance of second-career and hybrid teachers in addressing teacher shortages. In countries like the Netherlands, where 50% of VET teachers are second-career professionals, industry knowledge is a key asset in the classroom. Rena Psifidou from CEDEFOP provided additional context by expanding on the wider implications of teacher shortages in VET systems in Europe.

The day also featured country-specific presentations, where participants shared their national perspectives. A panel discussion, led by Silvia Pesini (EFEE), with contributions from Carlos Vieira (ANESPO) and Angelina Presa (ETAP), further emphasized the challenges faced by VET schools in Portugal, while highlighting

the importance of industry-experienced teachers and the need for better marketing and tools to prepare students for future industry roles. The second part of the day was dedicated to a workshop led by Maite Touceda (EFEE), during which participants in groups focused on a VET-specific competence analysis and curriculum proposal for professionals transitioning to the teaching profession adaptable to different national contexts.

Day 2: A model in action at EPI

On the second day, participants visited the Escola Profissional de Imagem (EPI), an innovative VET school that mainly integrates hybrid teachers and second-career teachers from the industry into its curriculum. José Pacifico, EPI's pedagogic director, led a roundtable discussion showcasing the school's approach to bridging the gap between education and industry. This model not only enhances the learning experience for students but also prepares them for real-world industry needs. The visit to EPI provided attendees with a hands-on example of how hybrid teachers can strengthen the connection between education and industry, offering valuable insights for other EU member states facing similar challenges.

The event concluded with concrete outcomes: a deeper understanding of the practical steps needed to address teacher shortages in VET. These findings will inform the ongoing work of the TEACHERacquisition project and the broader EU efforts to ensure the future sustainability of VET systems.