International Conference on Forest Education, 22-24 June 2021

Breakout Group Briefing Note: 2.2
"Educators: school administrators and professors in vocational and tertiary level forestry programmes"

Organizer: International Union for Forest Research Organizations (IUFRO)

Moderator: Mika Rekola, Lecturer in Forest Economics, University of Helsinki
Facilitator: Konsta Wilenius, Adjunct professor, University of Helsinki
Rapporteur: Saija Papunen, Emeritus principal of Nyabyeya Forestry College, Uganda.

Dates and times:

    Meeting 1:   Wednesday 23 June, 15:15-16:45 Central European Summer Time (CEST)
    Meeting 2:   Thursday 24 June, 08:30-10:00 Central European Summer Time (CEST)

Breakout group description:

Education and learning in the postmodern era are about social practices in the form of autonomy, adaptation, application, and expression. Digital technologies are disrupting the field of education in various ways, however, the human input by a teacher is still of the essence. Educators at all levels of education are thus in a key role in terms of teaching performance and thus learning outcomes. Session 2.2. is focusing on the important and challenging aspect of teaching competence. With teaching competency, we mean pedagogical knowledge, skills, motives and attitudes and experiences as a teacher that make the teacher's work effective in a specific context. The session is limited to vocational and tertiary level forest education and takes a perspective of administrators and teachers on teaching competency and recruitment processes.

Especially, the focus is on recruitment, development, and compensation schemes related to teaching competence. Tools for teaching competence documentation include for instance credits in pedagogical education, Curriculum Vitae, teaching/academic portfolio, and teaching demonstrations. These practices are based both on traditional conventions and values of educational units and formal rules and regulations set at different levels. Seemingly, there is a strong need to develop the evaluation practices of teaching competency.

The perspective in the session is that of administrators and teachers. In order to develop and streamline recruitment processes we need to analyse the challenges that leaders and other administrators are facing – without forgetting the applicants during recruitment processes.

The recruitment process and the way teaching competence is conceptualised during recruitment most likely have implications to how the applicants eventually develop their teaching competence during a teaching career. There are several ways in which teachers are supported and incentivized for developing their competence, including the tenure track system, formal training, certification and auditing, networking, peer-review, and through compensations (salary and other rewards). Examples of these systems are introduced and discussed during the session.

Questions to be addressed by the breakout group:

1. How teaching competence is/should be assessed when recruitment of teachers is performed in vocational and tertiary level forest education?

2. What are the biggest challenges that leaders are facing when executing the teacher recruitment?
3. What are the biggest challenges that a teacher is facing when applying for a teaching position?
4. How to support development of teachers' competency from the viewpoints of administrators and teachers?

Speakers:

Meeting 1: Wednesday 23 June, 15:15-16:45 Central European Summer Time (CEST)

1. Anne Nevgi - Adjunct professor, University of Helsinki. *Assessing teaching competency.*
2. Wilson Kasolo - Emeritus principal of Nyabyeya Forestry College, Uganda. *Administrator's view on measuring teaching competency in recruitment process and when developing teachers' competency.*

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Supporting information:

1. Teaching competency evaluation matrix at the University of Helsinki