

# Teaching Practices & Early Leaving From Vocational Education and Training:

## An Empirical Approach & Intervention Project

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The aim of the project is to deepen the knowledge of the teaching styles and practices of VET and FPGM teachers and how these are related to educational results in order to design, implement and evaluate actions that promote the generalisation of beneficial educational practices in terms of the prevention of school dropout.

## BACKGROUND

The engagement between students and teachers acts as a factor in the prevention of early leaving from education and training (ELET)

(Davis & Dupper, 2004; Archambault, et al., 2009; Lessard, et al., 2010; Whannell & Allen, 2011).

The teaching-learning styles and the pedagogical practices of the teaching staff are key elements in fostering this link and, therefore, in preventing dropout.

(Reeve, 2004; Jang, et al., 2010; Alterman et al. 2019)

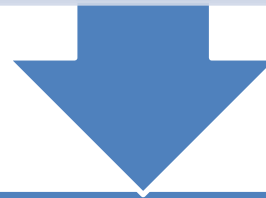
Importance of the teaching role (Wentzel, 2009; Taylor & Parsons, 2011)

Key elements to prevent the early leaving:

Engagement

Motivation

Learning

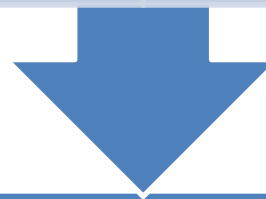


Self-determination Theory (SDT)

(Vansteenkiste & Ryan, 2013; Ryan & Deci, 2017)

Autonomy and competence

Structured teaching practice



Behavioural attachment of learners: intrinsic motivation, self-regulated learning, sense of competence  
(Jang, et al., 2010; Aelterman et al., 2019)

## Hypothesis :

1. The teaching styles and pedagogical practices of teachers in BVET and IVET are key elements for improving students' academic results and preventing early leaving from education.
2. Identification of the teaching styles and pedagogical practices of teachers that are related to students' good academic results and low rates of leaving BVET and IVET will provide scientific evidence for the development of successful practices in these educational levels.
3. Transfer of these successful practices throughout the teaching staff in these educational levels will have a positive influence on students' academic results and on the prevention of their dropout.

## Objectives:

- (1) Obtain new knowledge on the characteristics of teaching styles and pedagogical practices, as well as their relationship with academic results and the prevention of early leaving from vocational secondary education (BVET and IVET). This aim is related to Hypothesis 1.
- (2) Establish the characteristics of successful practices in BVET and IVET based on scientific evidence derived from the study of the teaching styles and pedagogical practices of teachers, and their relationship with academic results. This aim is related to Hypothesis 2.

The study is to be carried out in two phases:

1

Descriptive-  
explanatory phase

2

Phase of application  
and transfer of  
results

## Phase 1: descriptive-explanatory (1st and 2nd year):

- Identification and analysis of teaching styles and their relationship with academic results: conditions for the development of successful educational practices.
- Systematic literature review
- Statistical collection and analysis of teaching styles and pedagogical practices and their relationship with academic results.
- Discussion groups to analyse the resulting data.
- Identification and description of the successful educational practices identified.

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Data collection will be carried out through the administration of two self-completed standardised questionnaires:

SIS: teachers' teaching styles

TSE: teachers' feeling of self-efficacy

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- Academic results (school year, subject/s, number of students, pass and fail results).
- Sociodemographic (date and place of birth and sex) and professional data (seniority, technical or secondary specialty, subject/s imparted, initial and ongoing training).



## Phase 2: application and transfer (3rd and 4th year):

- Elaboration, implementation and evaluation of a pilot plan focused on the development of successful teaching practices as a central strategy for the prevention of dropout.
- Consensual and participatory design of the plan with the schools involved.
- Documented implementation of the plan (interviews, discussion groups, anecdotal records, analysis of documents and review of drop-out rates and academic results).
- Monitoring and evaluation of the plan (satisfaction of the agents involved, viability assessment, review of drop-out rates and academic results)4. Proposal for the transfer of results contrasted on the basis of discussion groups.
- Drawing up a catalogue of successful tools and practices.
- Transfer of knowledge to initial and continuing teacher training.

## **Benefits and transferability of the project:**

To provide solid evidence on the prevention of drop-out from vocational training.

Promote the generalisation of successful educational practices to reduce the drop-out rate from vocational training.

Contribute to the visibility of VET for young people and to the recognition of the great teaching work that is being carried out there.

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