



Hochschule für Agrar- und Umweltpädagogik





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All in one BOAT



1. Remember, we`re all in the same boat.
2. Don't miss the Boat.
3. Plan Ahead. It wasn't raining when Noah built the Ark.
4. For safety's sake, travel in pairs.
5. Don't leave anyone out.
Give them all a friendly call.
6. Speed isn't always an advantage.
The snails made it on board with the cheetahs.
7. When you're stressed, float for a while.
8. Remember, the Ark was built by amateurs;
the Titanic by professionals.
(Michael Storch, adapted)





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Overview of Austrian agricultural education system

<http://www.bildungssystem.at/>





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HOCHSCHULE FÜR
Agrar- und Umweltpädagogik



Höhere land- und forstwirtschaftliche Schulen
Lehre und Forschung
www.hlfs.at



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Standorte

Study Visit 2011 Raumberg-Gumpenstein
Beate Kralicek

Austrian Agricultural Schools





12 Secondary Colleges for Agriculture and Forestry

General Agriculture
Agricultural engineering
Dairying and food industry
Alpine agriculture
Commercial horticulture
Garden and landscape design
Viticulture and pomology
Forestry
Agriculture and food management





KEYWORDS

Tuition is five years

Leaving exam is Matura, i.e. university entrance qualification

Most of students are boarders

The graduates (BEd) of our college are allowed to teach at these schools (practical subjects and BOKU students teach the theoretical subjects)





KEYWORDS

Agricultural and Forestry Secondary Schools

Appr. 100 around Austria

Tuition for 1, 2, 3, 4 years

Apprenticeship and master
craftsman training

A number of practical work and
traineeships

PROFILES-EXAMPLES

- (Ecological) Agriculture
- Rural housekeeping
- Viticulture
- Horticulture
- Geriatric Social service
- Equine Studies

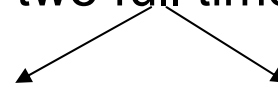




Expertise of Training

Pre-service:

Students of two full time study programmes



agricultural environmental

PEDAGOGY



In-service: Teachers, advisors, researchers in the green sector





PRIORITIES

Guiding pedagogical principles for pre-service and in-service students

GREEN PEDAGOGY

What are the ingredients?

- 🌱 A classroom community of inquiry that fosters the growth of three kinds of **thinking**: critical, creative and **caring**. (Ann Sharp: Mit-Welt Bildung)
- 🌱 Learning theories and didactic principles which ensure sustainable learning
- 🌱 Contents of Education for Sustainable Development (BNE)





Learning and Growth (Reich 2009)

constructive,
creative, social, situated, emotional
and individual learning

multi-
productive

participation

multi-
modal

variety of methods

multi-
perspective

heterogeneity





Competences-still meaningful?

- Basis: Yes, we can, we know, we want!
- Competences are „alternative“ key-qualifications
- Since 90s the dimension of society, i.e. the political focus is dicussed





Examples of learning arrangements

Cognitive apprenticeship and situated learning





Situated learning

- 🌿 Knowledge acquisition and problem-solving strategies are context-dependent (Klauer 2001)
- 🌿 Learning is social cognition to a great extent (Gruber, Mandl, Renkl 2000)

Cognitive apprenticeship (Collins, Brown Newman 1989)

- 🌿 Learning through instruction and construction
Instruction in step with actual practice
- 🌿 Cooperative learning
(modelling, coaching/**scaffolding**;
fading: articulation, reflection, exploration (Gruber 1999; Straka/Macke 2002)





All in one BOAT?

Training

Internationalisation

Further Education





Further Training

- Modular courses: e.g. Project management, Mixed-ability classes, Mentoring school internships
- Innovative teaching approaches to organic farming
- Pedagogy in boarding schools
- Renewable energy in agriculture
- GMO-free agriculture
- E-competence for entrepreneurs
- LENE-sustainable development of local commitment
- Leadership in agricultural schools

- plus short seminars

Up to now 92 trainings, 23 more to come until the end of 2011





Priorities

- Diagnosis and advisory activities
- Entrepreneurship
- Regional development
- Climate protection
- Green Pedagogy





What about the missing link?





International Relations

The College for Agrarian and Environmental Pedagogy promotes international relations by

- encouraging students to study and work abroad (Erasmus, work placements)
- offering lectures in English (CLIL) on a regular basis
- inviting international lecturers to teach
- being an active part in the ENTER network - a European association of educational institutions in the field of teacher training for secondary and higher vocational schools of agriculture, forestry, horticulture and related subjects.

Study Days held every two years (2012 in Bulgaria)

<http://www.enter.educagri.fr/>





ENTER-Study Days

- Similar goals as Study Visits → creative conferences (no speed!)
- Reflection of practices, defining the new challenges of education in each member system (planning ahead)
- Finding new ways of tackling the challenges (together we travel)
- Modelling experts (the snails make it on board with the cheetahs!)



- Open space – to float for a while and reduce stress



