



TVET Teacher Education Curriculum



Importance of TVET Teacher Education

- “[q]ualified and motivated teachers and instructors are key for effective learning and are at the heart of TVET quality” (UNESCO, 2015)
- It “is particularly evident in technical and vocational education and training, where TVET teachers have a distinctive role to play in improving the quality of education” (UNESCO-UNEVOC, 2014, p.4)
- If the quality of TVET lies in the effectiveness of its teachers, TVET teacher training becomes vital for the overall success of vocational education and training systems (co. ILO, 2014, p.42; UNESCO, 2014)



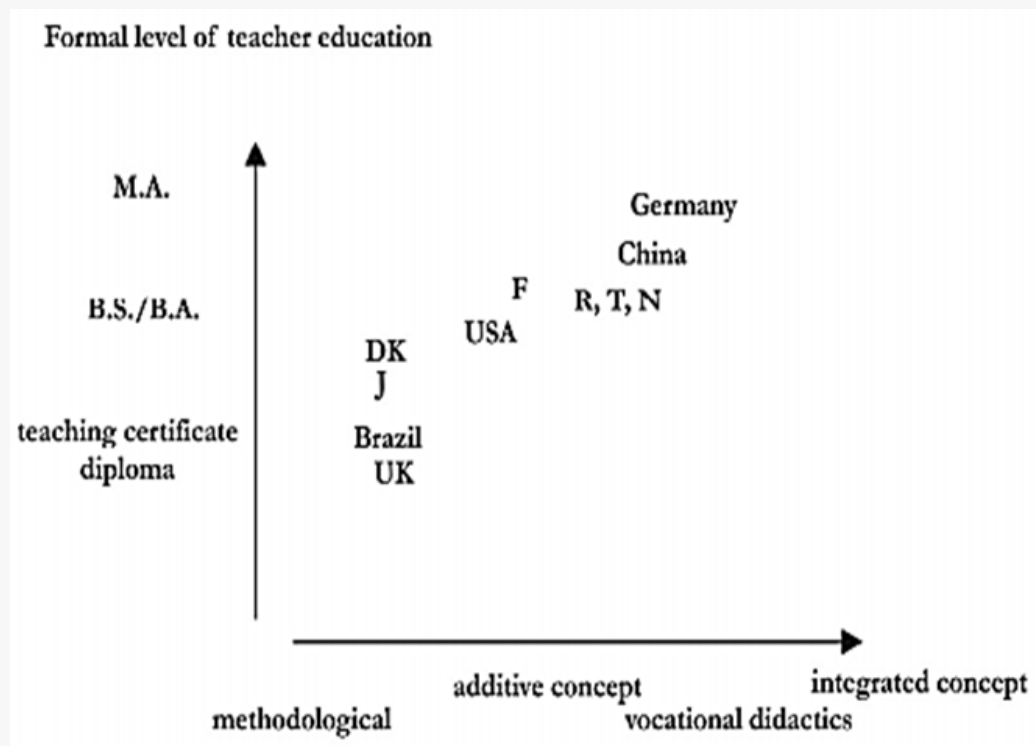
Professional Criteria for 'Good' TVET Teachers and Instructors

- extensive knowledge in one or more subjects or fields of learning
- high degree of functionality in ICT and technological processes
- general understanding and ability to share larger economic and social realities with students
- capacity to impart generic learning skills to students through their instruction and
- organization of learning processes
- ability to function collaboratively in a team
- research, reflection, and change as necessary in teaching practice (teacher as learner)

Source: ILO, 2010, p.19



Models of TVET Teacher Training



Grollmann & Rauner (2007), p.18



UNESCO Political Perspective

- „UNESCO and its Member countries consider teacher education as one of its principal priorities. ... Specially, it advocates for the development of ,policies and frameworks for professionalizing TVET staff, and develop and strengthen standards for all levels“ (UNESCO-UNEVOC 2012, p. 4).

→ Stand Recommendations



International framework curriculum for a master degree for TVET teachers and lecturers

UNESCO International Meeting on Innovation and Excellence in TVET Teacher Education

November 8-10, 2004, Hangzhou, China

Master Programme in

Technical and Vocational Education and Training

https://unevoc.unesco.org/fileadmin/user_upload/pubs/Hangzhou_International_framework.pdf



Complete study regulation

This includes:

- Module descriptions,
- Examination regulations,
- Internship regulations,
- And all other documents that are required by national authorities for the licensing of the program.



Aim of Standard Frame Work Curriculum

- define a set of quality criteria for the education of teaching and lecturing professional in initial and further education and training
- provide a basis for future international scientific co-operation
- provide a basis for the mutual exchange of students, lecturers and scientists
- provide a framework that can form a basis for the mutual approval of students' credits



Master degree course

- Entry requirements: degrees or equivalent competences to the Bachelor level
- 90 – 123 Credit Points
- 8 professional modules + thesis + professional studies

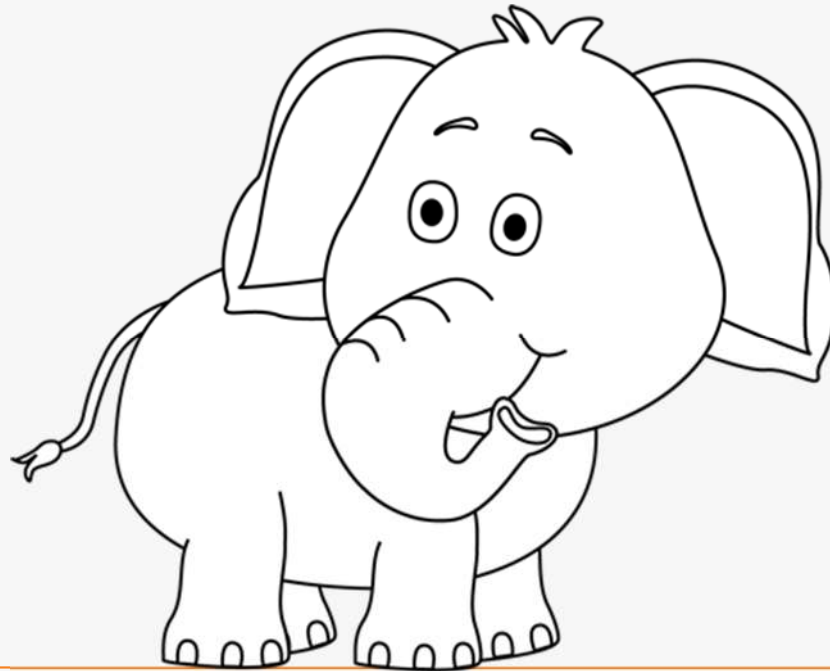


Modul No.	Modul Title	Credit Points
1	Foundations, theories and structures of education, TVET and HRD	12
2	Shaping TVET connected to the vocational discipline	9
3	Teaching and learning in exemplary fields of practice	9
4	Management und evaluation of TVET and workforce development	9
5	Vocational Discipline	6
6	Vocational Didactics in the Discipline	12
7	Area of specialization in vocational discipline	18
8	Area of specialization in vocational pedagogy	18
	Thesis	15
	Practical Studies - Planning and organisation of learning, teaching and training	15
	Total	123



RELEVANCE of International framework curriculum for a master degree for TVET teachers and lecturers

- A white Elephant?





Challenges of TVET Teacher Education (based on UNESO/UNEVOC 2012)

- Developing TVET Teacher Education through industrial/ business cooperation/ cooperation with the world of work
 - Difficulty of industry involvement in TVET Teacher Education (despite the fact both sides suffer disadvantages from failing to cooperate effectively)
 - TVET teachers themselves lacking enthusiasm of collaborate with industry (especially those with limited industrial experience)



Challenges of TVET Teacher Education (based on UNESO/UNEVOC 2012)

- Motivating TVET Teachers to develop linkages with industries
 - “knocking doors approach” is inefficient
 - Due to the lack of industrial support, industrial experience in basic TVET teacher education is difficult to put into practice



Challenges of TVET Teacher Education (based on UNESO/UNEVOC 2012)

- Pre-service TVET Teacher Education
 - developed Pre-service TVET Teacher Education systems are not common in many countries
 - Theory and practice balance is difficult to achieve
 - Applied didactics is generally “underdeveloped”
 - Development of vocational discipline is generally too narrow focused on academic disciplines (e.g. engineering)



Challenges of TVET Teacher Education (based on UNESO/UNEVOC 2012)

- Continuing of Professional Development of TVET Teachers
 - World of Work is dynamic, production structures and technologies change
 - → need to up-date expertise constantly



Challenges of TVET Teacher Education (based on UNESO/UNEVOC 2012)

- Developing research capacities
 - Research in TVET is dominated by none-TVET researchers
 - TVET teachers need a minimum of research expertise to meet challenges (e.g. Curriculum development)



Recommendations for TVET Teacher Development / Curricula

Reverse the Challenges:

- Include Cooperation with the World of Work
 - e.g. Internships, precognitions to start a TVET Teacher education program, teaching factories
 - Program must include how linkages with world of work can be developed
 - e.g. Models, good practices from other countries
- Module(s) on TVET research methodologies need to be included (e.g. Occupational analysis)



Recommendations for TVET Teacher Development / Curricula

- Pre-service TVET teacher education has to become a must, further training is a add-on (Policy Dimension)

But

- Make further training of TVET teachers compulsory (Policy Dimension)

And

link it up.



Final Remark

High requirements need to be in the salary scheme.