Current Issues and Status of TVET Teacher Training in the Asia Pacific Region

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Introduction

- Multidimensional purposes of TVET
- Human resource development to meet country's development agenda
- Role of TVET teachers
Major influences on TVET teacher training

1. UNESCO TVET development agenda
   • helping youth and adults develop the skills they need for employment, decent work and entrepreneurship
   • promoting equitable, inclusive and sustainable economic growth
   • supporting transitions to green economies and environmental sustainability
2. Development of the comprehensive skills strategies by countries in the region
   • The need to create comprehensive skills development and training policies that include initial and continuous TVET to meet the needs of the economic development and countries’ aspirations
3. A shift to demand-driven TVET
   • To meet the needs of the labor market.
   • The human resource development paradigm brings a more functional (‘non-pure-educational’) approach to skills development.
   • Context-related world of work competences.
Major influences on TVET teacher training

4. Skills for green economic restructuring

• Skills required for work in a greener economy have been introduced into TVET through national policies and plans.


• Changes in existing jobs and introduction of new jobs should be reflected in TVET curriculum.
Major influences on TVET teacher training

5. Changing content of TVET

• Expansion of Competency-based training
• Extended incorporation of generic components within TVET curricula
• Increased enrolment in particular specialisation due to structural changes
• Increased interest in green skills inclusion in training programs
• Introduction of on-Job training components
Major influences on TVET teacher training

4. Change in TVET enrolments means the changing demands for TVET
   • E.g. Decreased demand for traditional TVET graduates (Republic of Korea & Japan); Rapid industrialization of Viet Nam’s economy results in the increase of TVET enrolments (Viet Nam)

5. Increased supply of employer-led training
   • Employer-led training brings the benefits of self-regulating and self-financing; however, it is selective with low access to the training for workers in small- and medium-sized enterprises and low levels of formal training.
   • South Asian enterprises tend to pay less attention to skills development of their workers, compared to their counterparts in East Asia where fast growing economies requires skilled human resources.
Models and approaches towards TVET teacher training in the region: Initial Training

• Practitioners trained at TVET institutions by a Teaching and Learning unit of a TVET provider

• Practitioners trained at a workplace by a Teaching and Learning unit of an enterprise;

• Students at the university or other higher degree institution: Formal training that includes content knowledge, vocational skills and pedagogy

• Students at the university or other higher degree institution: training on pedagogy for those who had a degree/training for a particular occupation
Models and approaches towards TVET teacher training in the region

- Concurrent model: teacher education is offered at a university (e.g. normal universities in China and Philippines). It represents three areas of competences to be learnt by pre-service teachers in parallel: main subjects (vocational disciplines), vocational pedagogy, and vocational skills. Industrial training that offers a combination of hands-on practice and good pedagogical knowledge, technical know-how and real working environment is needed.

- Consecutive model: represents Bachelor’s degree in technical or vocational discipline followed by vocational pedagogy university training programs. This is similar to those teachers recruited from non-education universities (learning only engineering or vocational courses), but they have to take pedagogy classes afterwards.

Models and approaches towards TVET teacher training in the region: In-Service Training

- Short courses (teachers’ choice or institutional requirements)

- Structured programs over the period of time (usually with once per week attendance of classes)
Models and approaches towards TVET teacher training in the region

Training workshops or short courses with regard to specific issues. Examples:

• The World Bank project on capacity building for Lead Teacher Training Universities (LTTUs) in Vietnam, 2017-2018. It conduct a series of face-to-face training workshops over a 10 month period, which aimed to support management teams of eight Lead Teacher Training Universities (LTTUs) in Vietnam to build capacity for planning the implementation of Enhancing Teacher Education Program (ETEP).

• Teacher Mentoring and Peer Learning Program (TMPLP) for Asia-Pacific region - UNESCO-UNEVOC Greening TVET curriculum and skills. A four day training workshop, which provided opportunities for government officials, TVET leaders and teachers to reflect on their current teaching practices and to effectively apply ‘greening’ concepts, knowledge and skills into the vocational and professional education system and the curriculum.
TVET teacher competencies: ASEAN

• **Changes in TVET** require teachers to apply content knowledge and appropriate teaching and learning methods to prepare their student for the world of work.

• Teacher need to prepare themselves for a **constantly changing environment**.

• Establishment of the ASEAN community and related reforms, such as creating common competency frameworks or increasing the mobility of students and the workforce, **require new competencies for teachers**.

• These competencies need to be defined in **common standards for TVET teachers and university programs** for TVET teacher education.
TVET teacher competencies

- The ASK competency model (attitude, skills and knowledge), as one of the most common and accepted frameworks, was applied to develop the competency standards draft.
- This competency standards describe what a TVET teacher should be able to do and what related skills, knowledge and attitudes are needed?

A competency framework draft

- This draft of a competency framework consists of **three modules** addressed through **15 competencies**:
  - (1) Module I: Planning and Preparation: six competencies
  - (2) Module II: Implementation: six competencies
  - (3) Module III: Evaluation: three competencies
## Module I Planning and Preparation

**A TVET Teacher is able to:**

### 1. Identify students’ background

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
<th>Attitudes</th>
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</thead>
<tbody>
<tr>
<td>(a) Psychological</td>
<td>(a) information collection and</td>
<td>(a) willingness to</td>
</tr>
<tr>
<td>(b) cultural</td>
<td>analysis</td>
<td>communicate with students</td>
</tr>
<tr>
<td>(c) administrative</td>
<td>(b) interpersonal skills</td>
<td>(b) accepting individual differences of</td>
</tr>
<tr>
<td>(d) social</td>
<td>(c) interview skills</td>
<td>students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(c) empathy to understand students’</td>
</tr>
<tr>
<td></td>
<td></td>
<td>situation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(d) respecting students’ ideas and</td>
</tr>
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<td></td>
<td></td>
<td>background</td>
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### 2. Design a lesson plan

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
<th>Attitudes</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) teaching schedule</td>
<td>(a) classroom management</td>
<td>(a) creativity and flexibility</td>
</tr>
<tr>
<td>(b) number of students</td>
<td>(b) using IT, computers and software</td>
<td>(b) pragmatism</td>
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<tr>
<td>(c) chronology of subjects</td>
<td>(c) choosing suitable curriculum and</td>
<td>(c) diligence and carefulness</td>
</tr>
<tr>
<td>(d) location and environment</td>
<td>syllabus</td>
<td>(d) self-discipline to prepare in time</td>
</tr>
<tr>
<td>(e) learning requirements</td>
<td>(d) selecting appropriate content</td>
<td></td>
</tr>
<tr>
<td>(f) frame curriculum</td>
<td>(e) time management</td>
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</tbody>
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### 3. Prepare, design and choose learning content

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
<th>Attitudes</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) subject expertise</td>
<td>(a) material searching</td>
<td>(a) discipline to follow requirements and</td>
</tr>
<tr>
<td>(b) up to date subject content</td>
<td>(b) communication</td>
<td>regulations</td>
</tr>
<tr>
<td>(c) stakeholder requirements</td>
<td>(c) applying standards and setting them into practice</td>
<td>(b) cooperativeness in designing teaching strategy and methods</td>
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<tr>
<td>(d) knowledge on standards</td>
<td>(d) choosing appropriate teaching content</td>
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The Australian Professional Standards For Teachers

Three domains of teaching:

- Professional Knowledge (Standards 1 and 2)
- Professional Practice (Standards 3, 4 and 5)
- Professional engagement (Standards 6 and 7)

<table>
<thead>
<tr>
<th>Domains of teaching</th>
<th>Standards</th>
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<tbody>
<tr>
<td>Standard 1:</td>
<td>1. Know students and how they learn</td>
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<td>Standard 2:</td>
<td>2. Know the content and how to teach it</td>
</tr>
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<td>Standard 3:</td>
<td>3. Plan for and implement effective teaching and learning</td>
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<td>Standard 4:</td>
<td>4. Create and maintain supportive and safe learning environments</td>
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<td>Standard 5:</td>
<td>5. Assess, provide feedback and report on student learning</td>
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<td>Standard 6:</td>
<td>6. Engage in professional learning</td>
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<td>Standard 7:</td>
<td>7. Engage professionally with colleagues, parents/carers and the community</td>
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Professional Engagement

- Teachers model effective learning. They **identify their own learning needs and analyse, evaluate and expand their professional learning** both collegially and individually.

- Teachers demonstrate **respect and professionalism in all their interactions** with students, colleagues, parents/carers and the community. They are **sensitive to the needs of parents/carers and can communicate effectively** with them about their children’s learning.

- Teachers value opportunities to **engage with their school communities within and beyond the classroom** to enrich the educational context for students. They understand the links between school, home and community in the social and intellectual development of their students.
Conclusion: Implication for TVET teachers training

1. Competency-based curriculum for TVET teacher training can serve as a basis for programs development.

2. Competency-based modules can be used by different TVET teacher training models. A number of them should reflect a distinctive nature of TVET. Modules can be combined based on specific needs of a particular program.

3. These units should include current TVET trends, use a reflective approach and include both common units relevant to the region and specific ones appropriate to a country’s context.

4. TVET teacher training programs should go beyond competency-based training, thus TVET could meet its multifunction requirements imposed by societies and economies and address issues as green economic restructuring and sustainable development.