Trends of Company Learning To Support In-service TVET Teachers

May 4th, 2018

Arnauld de Nadaillac,
E-mail: nada_arn@anc.in.th
www.anc.in.th
1. Introduction
2. TVET teachers standards
3. Trends of learning and development in companies
4. Proposals for TVET teacher training
5. Conclusion
From ...What to develop? To... How to develop?

1. TVET

In Europe, Asia,...many reports and documentations on:
✓ Pre-service teacher training content and method
✓ In-service teacher training content

But......few references and documents on what learning process is more suitable for in-service teacher training: how to do? What set of activities? How to integrate with work? How to adapt to new environment?

2. Companies

In 2004, Rob Brinkerhoff, professor at Western Michigan University: 80 to 85 percent of training is not applied:
✓ Slightly less than 20 percent of learners never apply what they learn in a training program
✓ Another 65 percent try to apply what they learned, but revert back to their old ways.
TVET Teachers Standards

Learning is based on Competency Standards

Many TVET teacher standards: by countries, OECD, ILO, UNESCO,..

Example EU, GIZ-Recovet....

Teachers need to adapt to an integrated and technological environment, the innovative, creative, social skills to develop and a new generation of TVET students requesting autonomy and permanent access to knowledge and networks.
Trend for L&D in companies 1: Individualization

- **Coaching** of the staff made by his/her hierarchy or an external provider

- **Mentoring** system to develop experience sharing between old and young staff.
Trend for L&D in companies 2: Use of technology

- **E-learning** modules proposed or compulsory, stand alone or blended
- **Mobile learning** using smartphone applications available anytime anywhere
- **Mass Online Open Courses (MOCC)** providing mainly free access to high level content
- Constant access to **internet** for videos, blogs, podcasts, browsers.
Trends of Learning and Development in Companies

Trend for L&D in companies 3: Teamwork

- **Action learning** activities within teams to support learning and problem solving

- **Experience sharing** through internet network, communities of practice
Overall Trend for L&D in companies: Integration
Proposals for TVET Teacher Training

TVET Teachers Context
(especially in developing countries)

- High teaching load
- Low salary when they work in the public sector then need to get other funding sources
- Less pressure on results compared to company staff
- Long experience which has strengthened teaching habits

Could have issues of motivation for in-service training
Example 1: Modular learning process

- Short training ending by action plan
- Implementation of action plan in the schools with support of hierarchy
- Workshop with presentation of results
- Module certificate

If no action plan = very little chance of implementation
Proposals for TVET Teacher Training

Example 2: Project Based Learning

Training with teacher - coaches from several schools to build new teaching methods

Coaching of teacher-coaches in each school

Individual or team action plan by teachers to implement the new methods

Workshop of the coaches to share and present results

+ e-learning

When need to develop many teachers: use coaching
Example 3: Mobile Learning

- In 2017, in Thailand, German cooperation, Quizzbizz company, MOE of Thailand
- More than 150 vocational school teachers:
  - Trained on mobile learning
  - Created their own micro-learning content and applied new methods to transfer teaching objectives, learning materials and knowledge in small pieces
- More than 1000 questions related to technical subjects where created during the trainings and in various test-fields
- More than 10,000 students participated successfully
Proposals for TVET Teacher Training

Others

✓ **Technical assignment in companies**
  ✓ **Conditions to succeed**: precise assignment like to prepare a manual, train internal trainers, prepare teaching materials,....

✓ **Community of practices:**
  ✓ **Conditions to succeed**: precise number of people, precise planning of meeting, assignments to present and share, organization and coach
Conclusion

Policy Level Recommendations

✓ Define **motivation drivers** for in-service learning: financial or non financial reward, career path, respect, recognition in front of others, sense of belonging to a community, higher responsibility, participation to innovative projects,..

✓ Stop calling “In-service teacher training” to call it... **Continuing Professional Development** (from CEDEFOP, EU) or *in-service teacher development*

✓ Develop new flexible policies to support learning through two means:
  ✓ **Microlearning** or SLATAWAD (Social Learning Any Time, Any Way, Any Device)
  ✓ **Macrolearning**: more traditional learning approaches bringing new knowledge but based on experience sharing, project implementation and integration of learning sessions and practice.
Conclusion

Arnauld de Nadaillac,
E-mail : nada_arn@anc.in.th
www.anc.in.th