



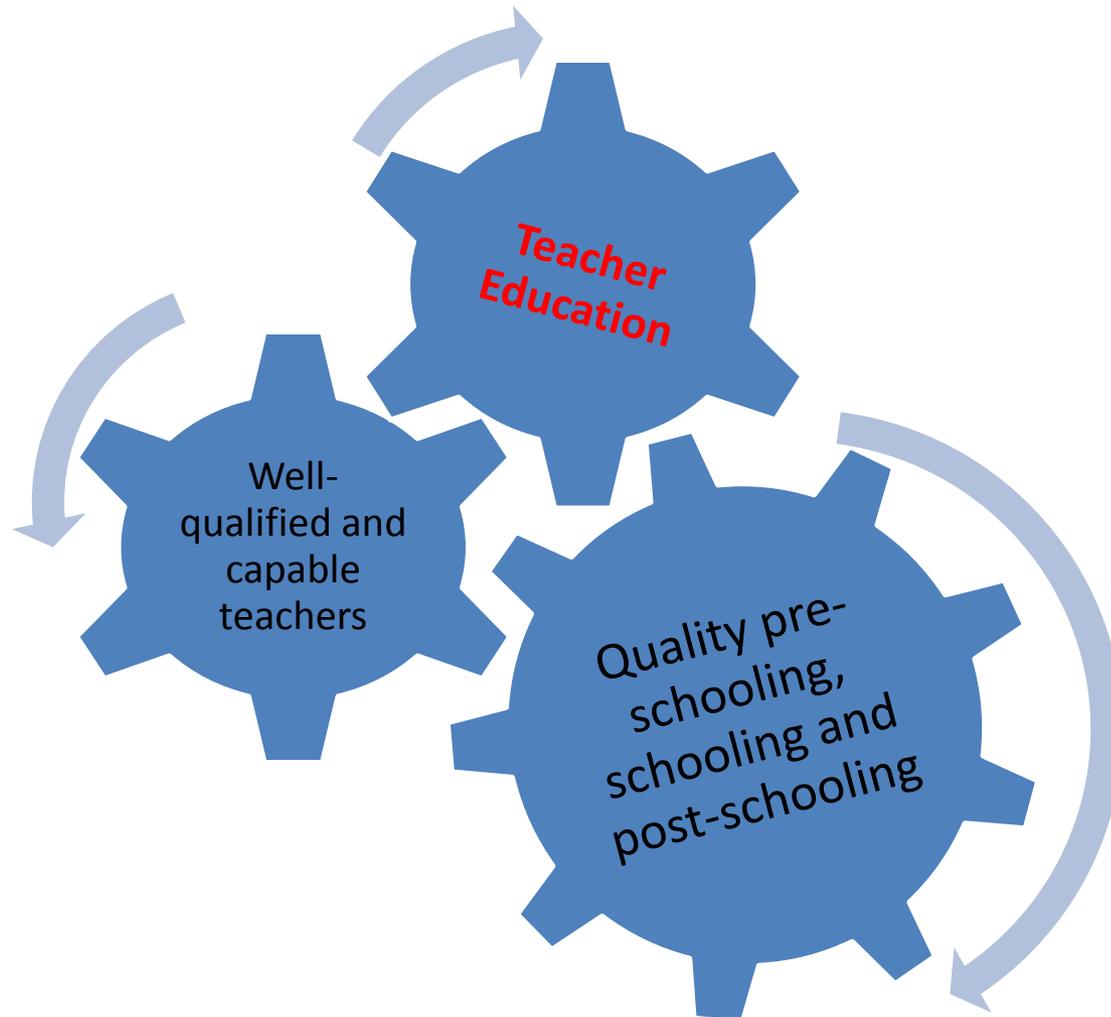
higher education  
& training

Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA

# **Developing Technical and Vocational Teachers (for schools of skills and other technical and vocational education and training contexts)**

SAOU School Principal's Symposium  
6 September 2016

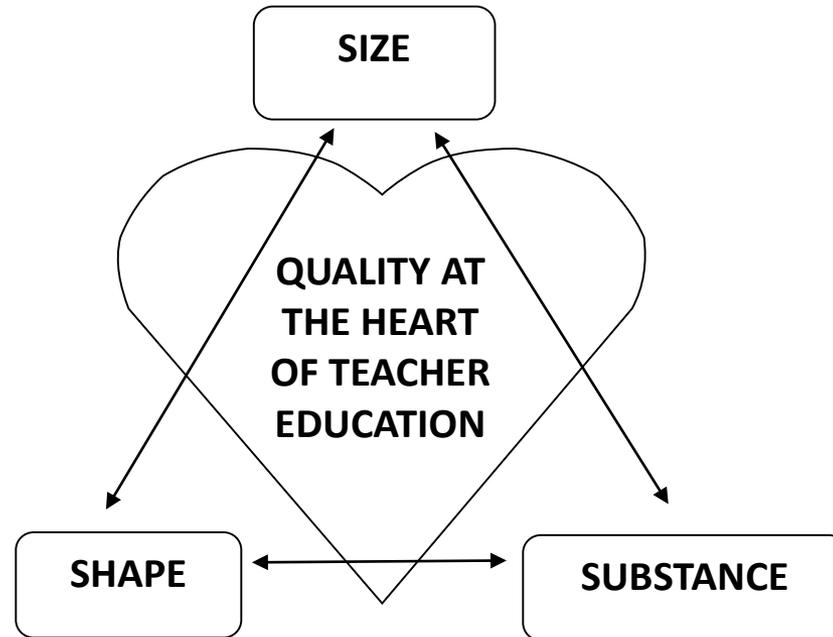
**Teacher Education holds a central place in the education system – probably the most important lever (gear) to effect change if it can be effectively harnessed – reason for special focus placed on it by DHET**



# A Holistic and Integrated View of Teacher Education

**Quality Goal 1:** A system that is able to provide adequate numbers of new teachers to teach in South Africa is in place.

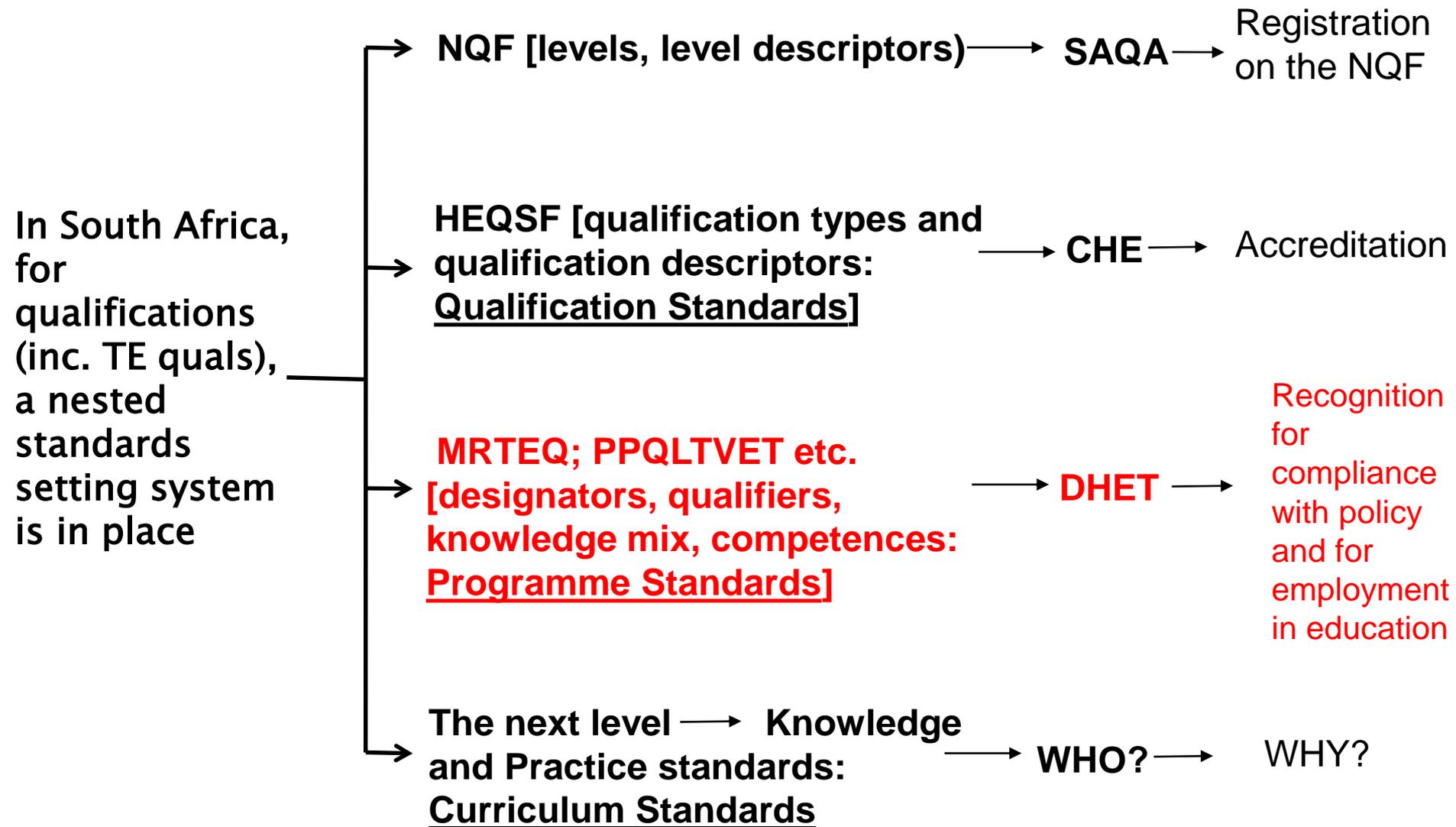
**Quality Goal 2:** A system is in place that produces sufficient numbers of quality teachers and who hold subject specialisations/ disciplines that are aligned to the needs in the-system.



**Quality Goal 3:** A full range of high quality teacher education programmes are in place and are delivered in a manner that produces teachers who are able to function effectively as new teachers in diverse South African contexts.

Interest is in developing capable teachers for the range of education sub-sectors and not just mainstream schooling – which has been the predominant focus in the past...

# The DHET has a policy setting role



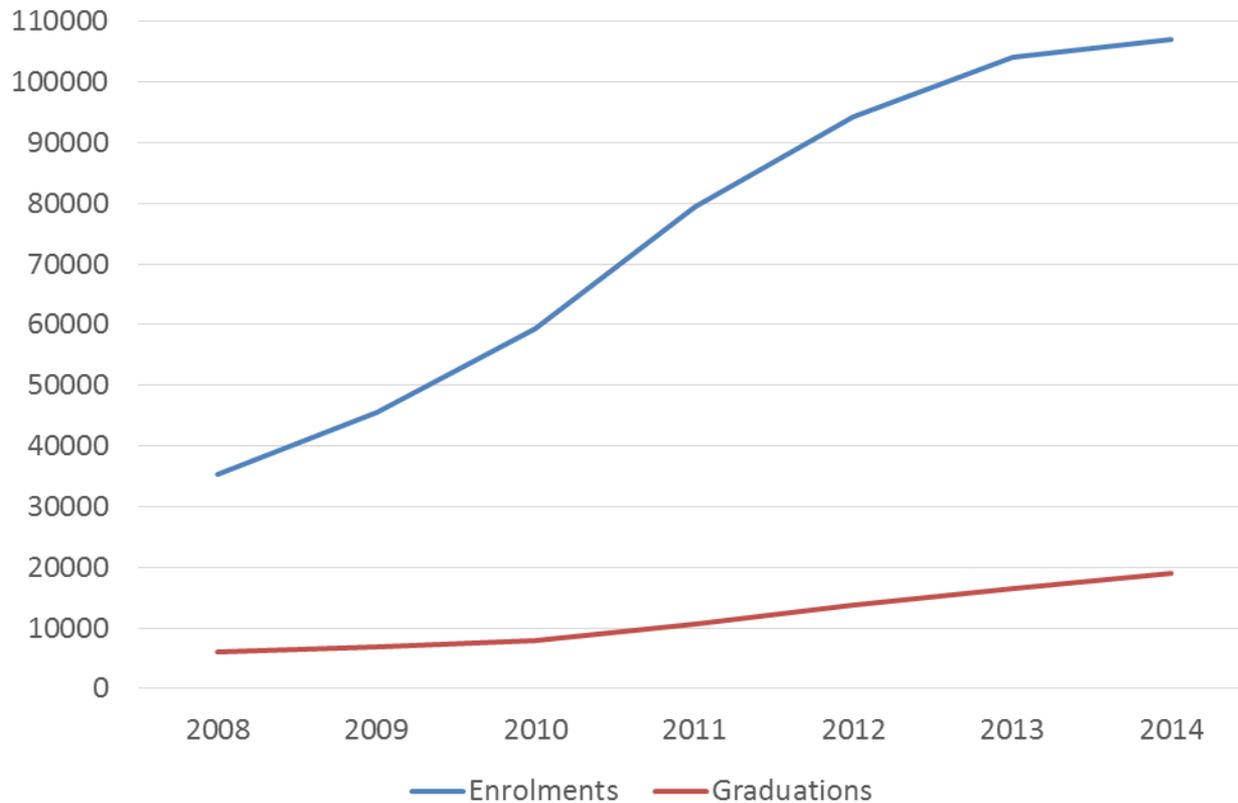
# A regulatory role

- **National Teacher Education Programme Evaluation Committee**
  - Reviews **university teacher education programmes** for compliance with the Policy on Minimum Requirements for Teacher Education Qualifications (2015) and signals REQV recognition in line with Policy on Criteria for the Evaluation and Recognition of Qualifications for Employment in Education (2000).
  - Chaired by DHET and includes representation from DBE, SACE, ETDP SETA.
  
- **Teaching Qualifications and Policy (sub) Directorate**
  - Evaluates **individual teachers qualifications** (complex local ones and all foreign ones) for recognition for employment in education in line with Policy on Criteria for the Evaluation and Recognition of Qualifications for Employment in Education (2000) and allocates an REQV.
  - Trains provincial officials in the evaluation of qualifications.

# A capacity–building role

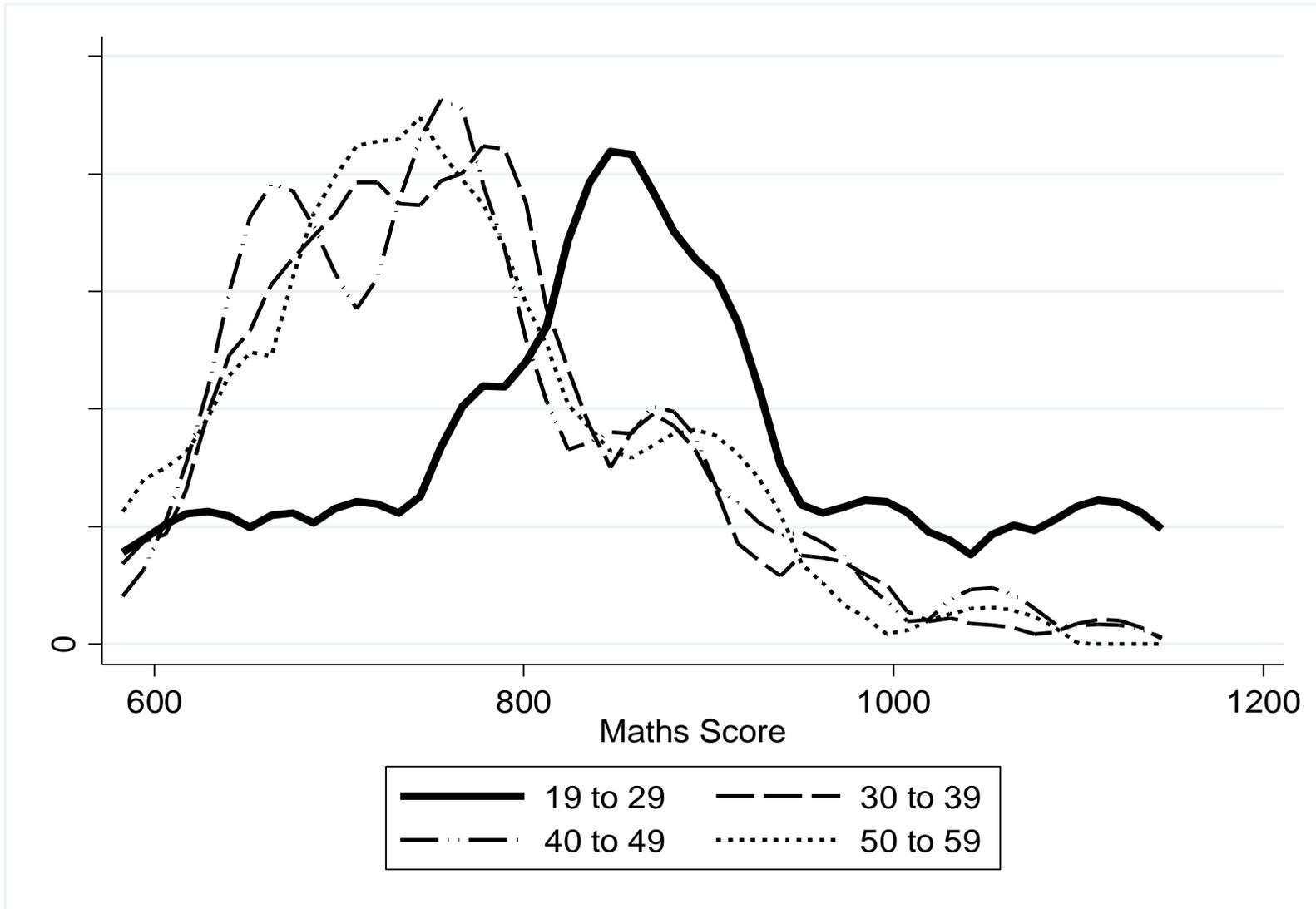
- **Supporting universities to put the capacity in place to offer good quality teacher education programmes**
  - Infrastructure build programme – close to R1bn invested in teacher education infrastructure at universities.
  - Teacher education prioritised and a scarce skill in enrolment planning processes – massive increase in enrolments and graduates.
  - Implement targeted programmes:
    - Strengthening Foundation Phase Teacher Education Programme
    - Teaching and Learning Development Capacity Improvement Programme

# GROWTH IN TEACHER EDUCATION: ITE H/C ENROLMENTS AND GRADUATES



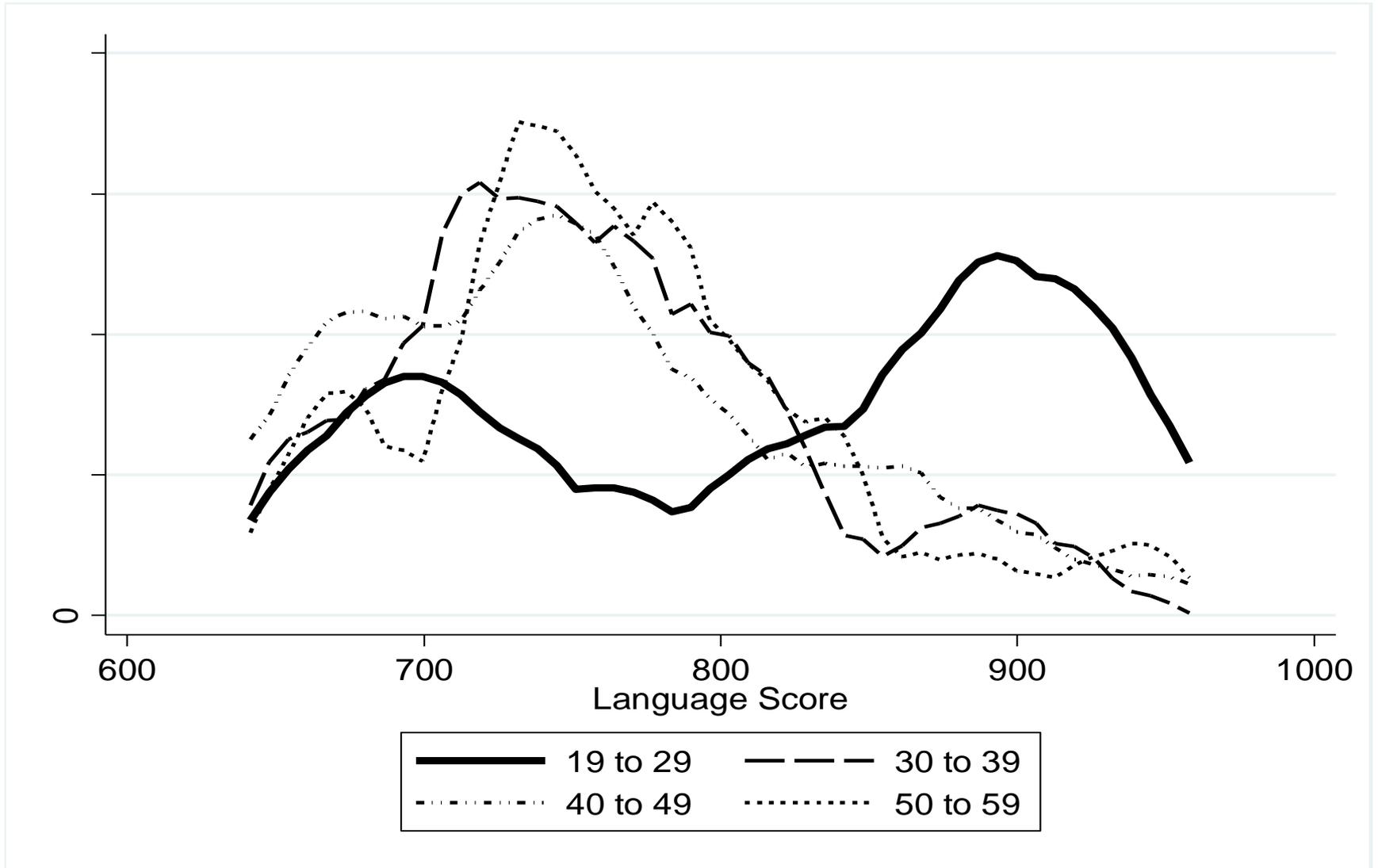
	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
<b>HC enrolments</b>	<b>35 275</b>	<b>45 474</b>	<b>59 434</b>	<b>79 435</b>	<b>94 236</b>	<b>104 144</b>	<b>106 981</b>
<b>Graduates</b>	<b>5 939</b>	<b>6 855</b>	<b>7 973</b>	<b>10 593</b>	<b>13 702</b>	<b>16 496</b>	<b>19 077</b>

# Teacher mathematics score by age group....



Source: SACMEQIII, 2007, referenced in P Armstrong PhD thesis

# Teacher language score by age group



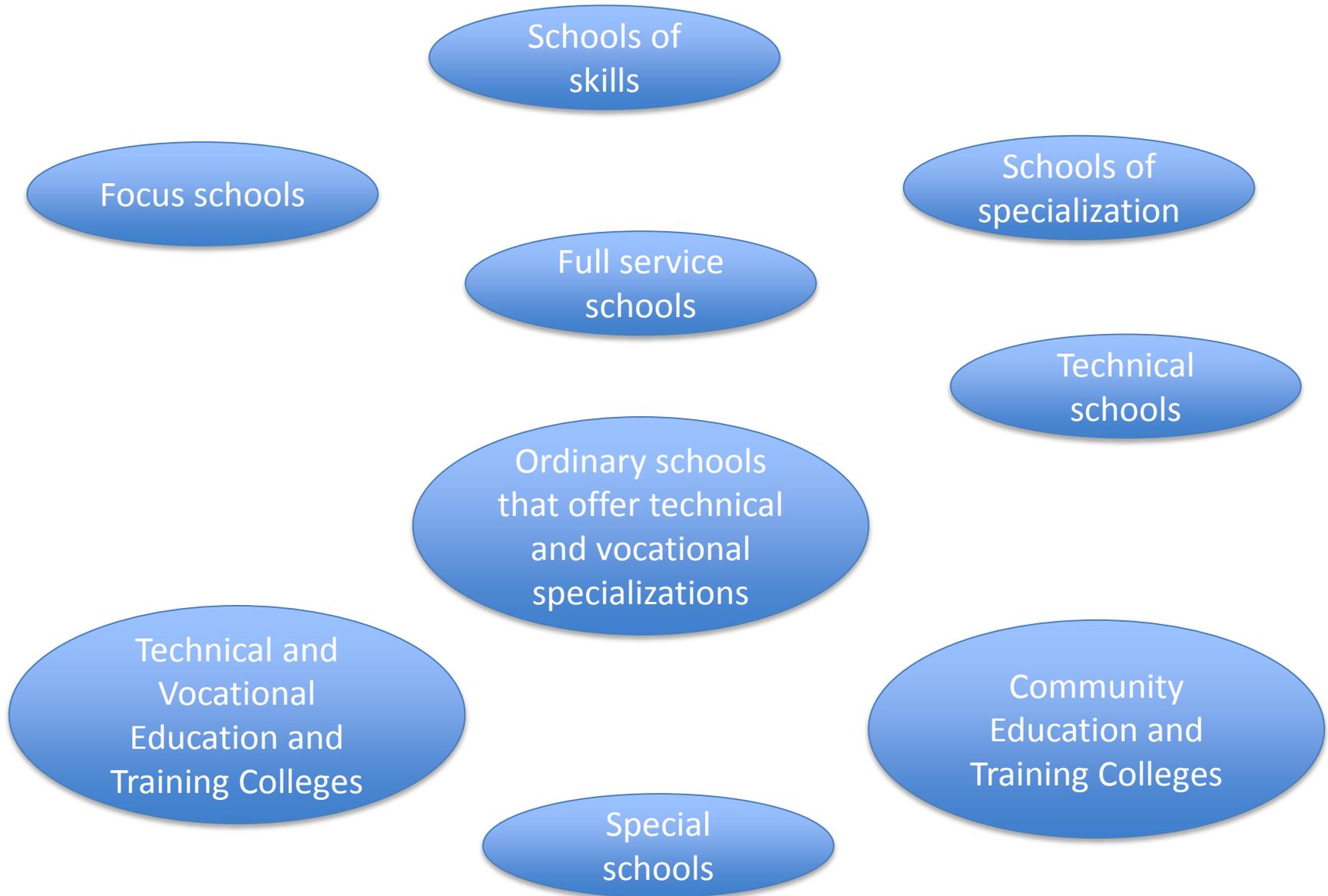
Source: SACMEQIII, 2007, referenced in P Armstrong PhD thesis

*We have also come to a realisation that for a significant percentage of learners, namely those with moderate or severe intellectual disability, or other barriers to learning are more inclined to a technical skills and vocational track.*

*In this regard, together with the Department of Higher Education and Training (DHET), we have started with the process of curriculum alignment for Technology and Technical Subjects between and among the Senior Phase, FET and TVET colleges. The reason for this alignment is to avoid duplication of programmes and learning content.*

Extract from Keynote Address by the Minister of Basic Education, Mrs Angie Motshekga, MP, at the Opening of Curtis Nkondo School of Specialisation held in Gauteng, Monday 9 May 2016

# Technical and vocational teachers teach in....



# **Teachers in technical and vocational teachers need to deliver specialized curricula....**

## **Example: Curriculum in Schools of Skills**

General subjects: Languages, Mathematics, Life Skills, Creative Arts and Natural Sciences and Technology.

Vocational subjects: Ancillary Health Care, Art and Crafts, Automotive Repair and Maintenance, Automotive Spray Painting, Automotive Body Repair, Basic Welding and Metal Work, Basic Sheet Metal Work, Beauty and Nail Technology, Bricklaying and Plastering, Early Childhood Development, Hairdressing, Housekeeping, Hospitality Studies, Maintenance, Mixed Farming, Needlework and Clothing, Office Administration, Upholstery, and Woodworking.

## **Example: The new Curriculum Assessment and Policy Statements for the Technology and Technical Subjects**

- Civil Technology specialising in (woodworking, construction and civil services).
- Electrical Technology specialising in (power systems, digital systems and electronics).
- Mechanical Technology specialising in (Automotive, fitting and machining and welding).
- Technical Mathematics and
- Technical Sciences.

**And they need to be responsive to** specialised and differentiated learning needs of learners in technical and vocational contexts.

# **The Policy on Professional Qualifications for Lecturers in Technical and Vocational Education and Training**

# The PPQTVET is part of a broader nested standard setting framework

NQF [levels, level descriptors]

→ HEQSF [qualification types and qualification descriptors]

→ **PPQTVET** [designators, qualifiers, knowledge mix, competences → Programmes]

→ Curriculum– Knowledge and practice standards  
responsibility of institutions, possibly through  
collaborative development of programmes.  
eg Adv Dip TVT

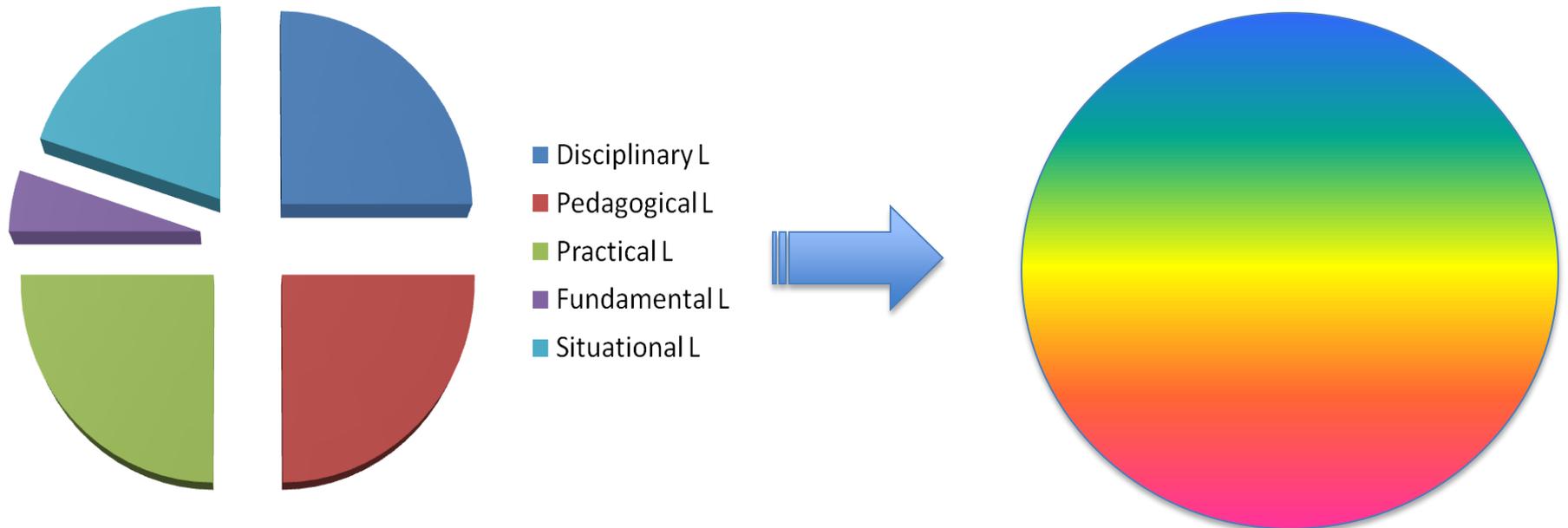
# What does this policy do?

- Selects a set of qualifications from the HEQSF for use in TVET lecturer/teacher education, and to be offered by higher education institutions.
- Establishes minimum standards for these qualifications.
- Maps existing (and historical) qualifications onto the new qualification framework, and so provides access and articulation routes in and through the new framework.

# Principles ....

- Minimum standards defined in terms of a specified **knowledge mix**, specifically related to the **purpose** of the qualification.
- **Integrated and applied knowledge** is the umbrella organising concept
- Knowledge positioned actively as **learning**
  - **Disciplinary learning** (teaching specialisation, foundations of education)
  - **Pedagogical learning** (general and specific)
  - **Practical learning** (learning in–and–from practice)
  - **Fundamental learning** (language competence, ICTs, academic literacies)
  - **Situational learning** (self, situations, contexts and environments)
- **Basic competences** for newly qualified TVET lecturers

# Knowledge Mix = Relative weightings afforded to the various types of learning in order to achieve the purpose of the qualification

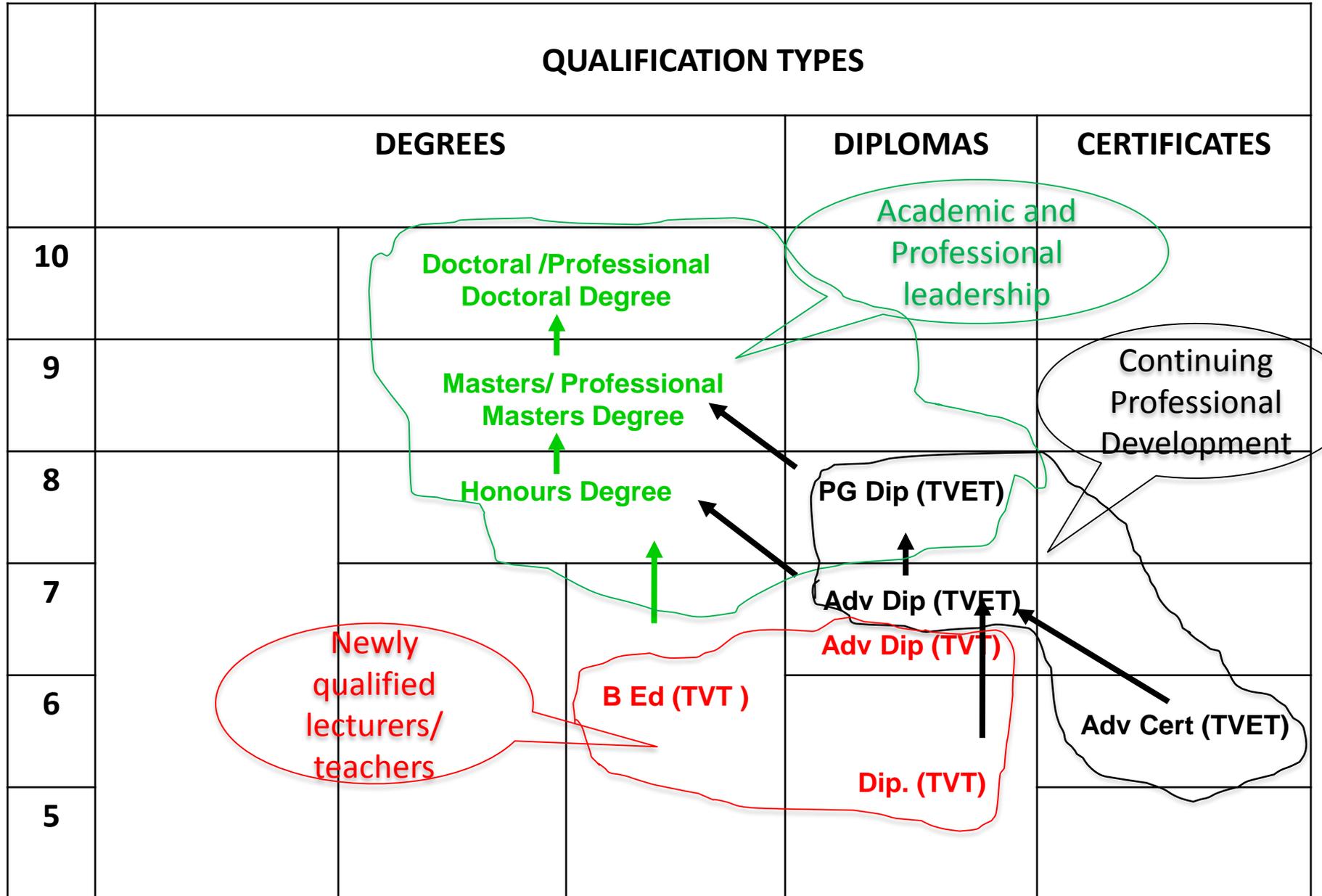


# Practical/ Work Integrated Learning (WIL)

## ➤ VITAL AND COMPULSORY COMPONENT OF TVET LECTURER/TEACHER QUALIFICATION PROGRAMMES

- Learning the technical skills associated with the specialisation through structured experience and learning **in the field (industry)**.
- Learning in-and-from practice involving the **study of practice** and **learning to practice** across different practices across contexts (classroom, simulators, workplace)  
(note: this is not conventional workplace practice -**is about teaching**)
- Learning about the broad requirements of the workplace
  - Lecturers of different specializations will require different combinations and quantities of these....

# Initial professional (red) and post-professional (black) qualifications and postgraduate qualification pathways (green) for TVET lecturers



# Emerging issues

- Developing capacity at universities.
- What does it mean to develop a vocational pedagogy that is responsive to the diverse contexts in which technical and vocational education is taught?
- Developing partnerships within universities, and between universities and other role-players, importantly with industry.
- Developing a viable WIL platform
- Developing a responsive but responsible and common approach to RPL.
- Working with students from diverse academic backgrounds on the programme.
- Developing delivery modalities that suit working students

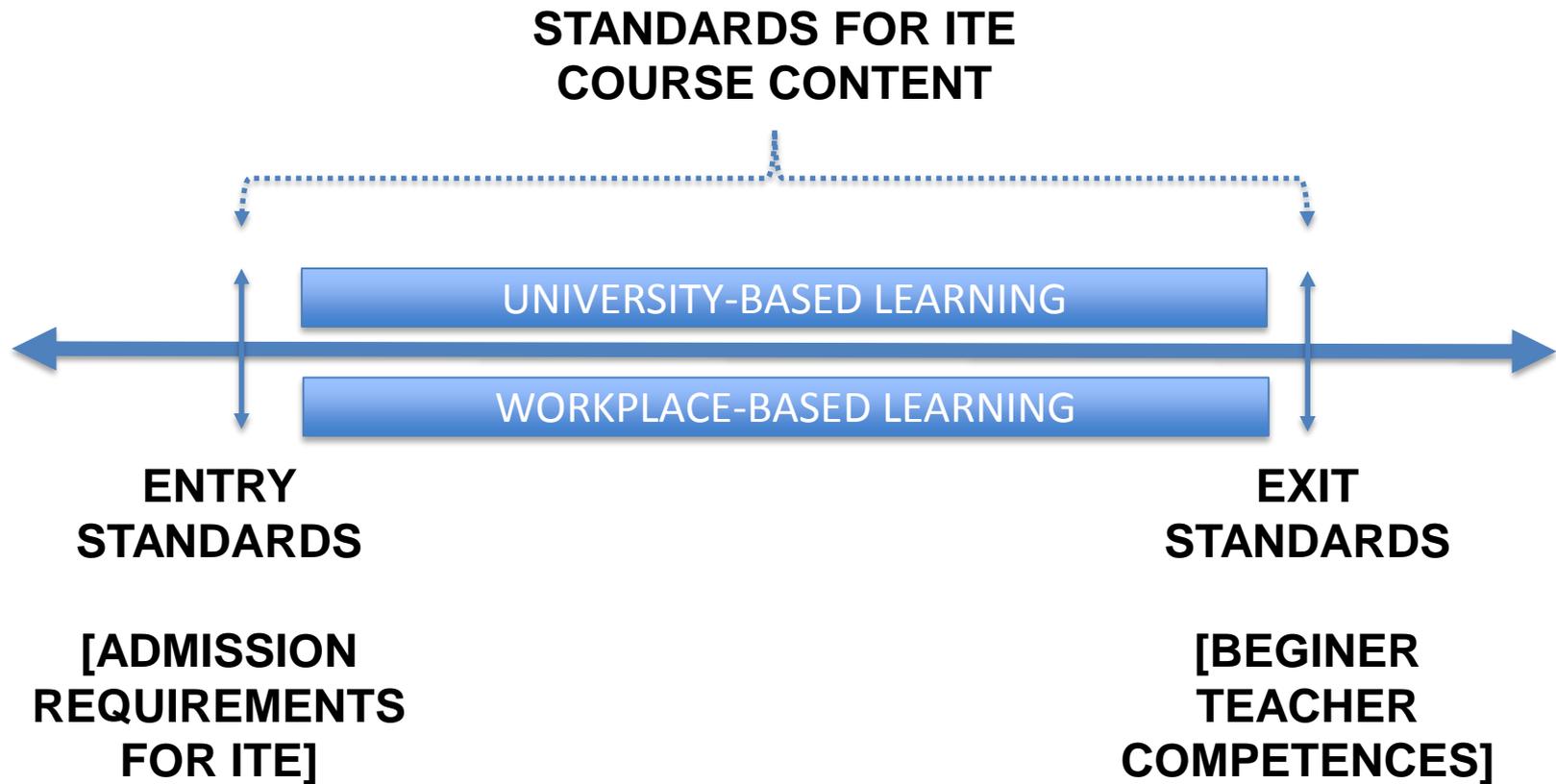
# A response: The College Lecturer Education Project (CLEP)

- Support universities to develop and offer professional qualifications for TVET lecturers/teachers.
- Support universities to develop high quality teacher education materials.
- Support a few carefully-selected collaborative research projects that investigate TVET teacher/lecturer education issues that are of national and strategic importance.
- Develop a platform to support the work-integrated learning component of teacher/lecturer education programmes.
- Support the development of new academics focussed on TVET education at universities.
- Organise national dialogue events focussed on TVET lecturer/teacher education.
- Seed the development of an academic journal focussed on teaching and learning in the Post-School Education and Training sector.
- Being implemented as part of the DHET's Teaching and Learning Development Capacity Improvement Programme (TLDCIP) – about R75m allocated to implement CLEP over next 5 years

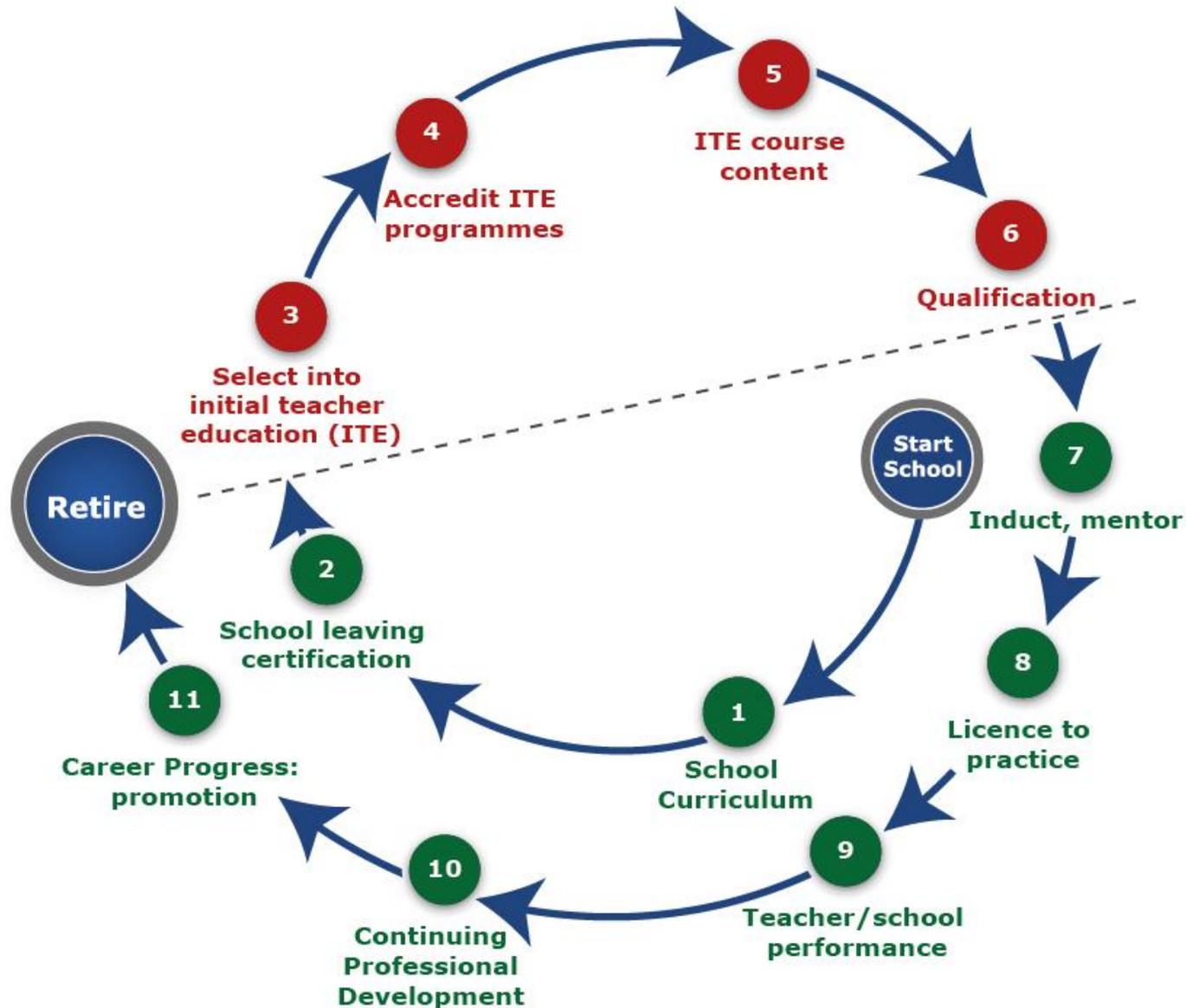
# A response: The Teacher Education for Inclusive Teaching (TEFIT) Project

- Develop a set of professional standards for inclusive teaching which can be used for a variety of purposes, including to guide the development of teacher education programmes, courses, modules and materials.
- Collaborative projects to develop open source materials that will support the delivery of the inclusive teaching component of initial teacher education programmes.
- Collaborative research projects which investigate priority issues of national importance which impact on the development of inclusive teaching competence for new teachers.
- Inclusive teaching national dialogue events.
- Support the establishment of at least three university-based centres of specialisation, one each with a focus on education for the visually impaired, education for the hearing impaired, and education for the intellectually impaired, that will have the function of training specialist teachers and other professionals who work/ will work in special needs contexts, including special schools, special schools resource centres and full-service schools, and of leading research in these areas in order to inform policy and practice.
  - Approximately R45m over the next four years

# Standards Framing Initial Teacher Education



# Teacher Education and Teaching: Inter-dependent systems





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# Thank You

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