**CURRICULUM CONTENT DOCUMENT**

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| **Course Name**: BEING A TVET LECTURER (1.3.1) |
| **Associated core learning area**: TVET studies and its foundations (disciplinary learning)  How does it link to this learning area?  Relevant and applicable to TVET studies and its foundations.  How does it link to other areas of the programme as a whole?  Links to all other courses in the programme, but especially *Vocational pedagogy* (3.1.1), *Philosophical perspectives*/*Thinking constructively about vocational education and training* (1.1.1); and *Educational psychology for TVET* (1.2.1) |
| **Key questions** (that the course raises, or sets out to answer) / **Key messages**:   1. What exactly *is* a TVET lecturer? What are society’s expectations of a TVET lecturer? What contribution can TVET lecturers make in society? Is the occupation of being a TVET lecturer a vocation? What particular rewards and opportunities does it offer? 2. What are the generic demands and challenges made of TVET lecturers? e.g. the dual role of vocational educator and occupational expert, the need to educate for employability, and to educate for a *lack* of formal employment in some cases (i.e. for self-employment in the given field). 3. What are the particular demands/challenges made of TVET lecturers *in South Africa*? e. g. shortage of human, financial and other resources (especially up-to-date teaching resources), issues of diversity and equality, the legacy of TVET in SA (2 and 3 may overlap a lot; many of the problems we face in SA are in fact similar to ones faced globally) 4. What are the qualities needed to meet these challenges? 5. What constitutes *professionalism* in vocational education and training? 6. How do I develop in my own learning and career path as a TVET lecturer? Life-long learning, opportunities for promotion or “branching out”, continuous professional development and further qualifications – reskilling, upgrading 7. How do I learn to *become* a TVET lecturer, to grow into the role if I am new to the job? Particular challenges for beginner lecturers and how to deal with them. |
| **Outcomes**:  When you have completed this course, you should be able to demonstrate:   * a deepened understanding of the roles, responsibilities and rewards attached to being a TVET lecturer, including that of being an agent of social change, as a basis for reflecting on your own practice * an awareness and understanding of the generic demands facing TVET lecturers, of the particular challenges facing TVET institutions in South Africa, and the knowledge, skills, attitudes and values required to meet these * an awareness of career and learning options and pathways for TVET lecturers * an awareness of what constitutes professionalism in education and training, and the ability to impart such principles and values to TVET students * an awareness of the particular issues and challenges involved in *becoming* a TVET lecturer in the initial years of this career (directed at those new to the profession, and at preparing more experienced lecturers to take on a mentorship role). |
| **Main topics**:   1. The role and contribution of a TVET lecturer, and the rewards of being one 2. The generic demands made of TVET lecturers, and the particular challenges in TVET in South Africa 3. Qualities needed to meet these challenges 4. Professionalism in vocational education and training 5. The TVET lecturer as a life-long learner 6. Becoming a TVET lecturer (for those starting out, mentors and future mentors) |
| ***Some* of the sub-topics**: (arrange under main topics)  **Please note that the points below (and others indicated by the other sections of this CCD, but not mentioned here) need to be “filled out” by knowledgeable content writers, using plain text and diagrams, to enable the materials developers to design materials, resources and activities.**   1. The role and contribution of a TVET lecturer, and the rewards of being one:   What particular function does the TVET lecturer serve in society, that no-one else does – what does society expect of him/her?  *Serving* society, or helping to *transform* society, or both?  Is the occupation of being a TVET lecturer a *vocation*? Explore what this means. If it is a vocation, what makes it thus?  What particular *rewards* does the occupation of lecturing in TVET offer?  The role of TVET *institutions* in a changing South Africa (past, present, future).   1. Challenges:  * Teaching, learning and assessment in TVET: Poor success rates, underperformance * The challenges related to the dual role of vocational educator and occupational expert * Challenge of re-establishing strong relations with industry (employability) – work collaboration * The changing role of TVET institutions in a changing South Africa (past, present, future) * Resources available (monetary, infrastructure, inequality across colleges, etc.) * Negative attitudes towards TVET colleges * Building bonds with local communities (include awareness of indigenous knowledge) – community projects e.g. in the building industry.  1. Qualities needed to meet these challenges:  * Facilitation skills * Good reading, writing, speaking and questioning skills (independent thinking) * The imagination to design quality, challenging projects for the students * Innovative teaching and creativity * Ability to improvise and “think on one’s feet” (reflection in practice) * Resourcefulness and the ability to solve problems, e.g. inadequate, or lack of up-to-date, teaching/learning resources * Professionalism (see below) * Ability to recognise and unlock the potential in students (from different backgrounds) * Ability to inspire students to feel confidence and take pride in their occupational identity (partly by being a role model); to produce students who seek to become “craftsmen” * Self-awareness * Ability to keep in touch with the workplace, with the needs of employers, up to date with the relevant technology, and responsive to the real world of work and the context of the students.  1. Professionalism in vocational education and training, including:  * A focus on the interests of the students, and secondly, society, including the   local community   * An awareness of agency (the human ability to make a difference/produce   an effect)   * Ethical conduct * Skilled in non-routine, non-straightforward, complex situations; able to   make choices and decisions in such situations   * Professionally educated * Professionally competent * An internal (not merely compliant) commitment to good practice, high   standards   * Keeps her/himself informed on relevant developments (in theory, practice,   perspectives, developments, the economy), hence the need for…   1. The TVET lecturer as a lifelong learner 2. Becoming a TVET lecturer (optional, for novice lecturers, and for those seeking to prepare themselves to take on a mentorship role). |
| **Single summative assessment (detailed assessment grid to be provided):**  You are approached by the editor of the TVET Times to contribute an article on professionalism in technical and vocational education and training. Your summative assessment task is to produce this article.  Do not limit your focus to the content in Unit 4; draw on ideas related to the role of the TVET lecturer, the challenges and rewards of being a TVET lecturer, and the qualities needed to meet these challenges (in other words, in the preceding three units).  In addition, be aware that most students will refer to the same elements of professionalism. Therefore your article will be distinguished by the depth of understanding of these elements that it reflects, and by the originality and illustrative crispness of the examples you provide. |
| **Breadth and Depth**: (How wide should be the scope; do we really want to include “everything”? How deeply into the main issues should we take the learners?)  This course has close links with several other courses in the programme. Roles and responsibilities, for example, which are covered in greater depth in other components in the programme will be dealt with broadly in this course rather than in depth.  However, this course deals in greater depth than other courses with some of the challenges and issues facing TVET, with the qualities needed to meet these challenges, and with the issue of professionalism. |
| **Suggested weighting within a full programme** (Possible number of credits out of 120 – this is not fixed, and is irrelevant if the course is offered as a stand-alone short course) / **Suggested time allocation**:  6 credits (60 notional hours) |
| **Knowledge and Practice standards**: (Based on the SACE Professional Teaching Standards for teachers, 2018: <https://www.sace.org.za/assets/documents/uploads/sace_65860-2017-10-13-SACE%20Professional%20Teaching%20Standards%20LR.%202.pdf>  What all lecturers need to know and be able to do in order to teach the course proficiently, providing learners with knowledge-rich learning opportunities?)  Students should have a critical understanding:   * of what it takes and what it means to become, and to practise as, a TVET lecturer; * of the demands, challenges and issues facing the TVET system; and * of how lecturers can deal effectively with these demands, issues and challenges.   Students should also be enabled to, *inter alia*:   * involve themselves in ongoing personal, academic and professional growth through reflection, reading, study, research, and participation in professional development activities; * participate in professional development activities organised by their subject associations, professional learning communities and teacher unions; * conduct themselves in ways that earn the respect of those in the community and uphold the dignity of the teaching profession; and * involve themselves in educational debates and provide thoughtful comment on educational issues that affect them.   The course also provides some guidance and induction for novice lecturers and for more experienced lecturers who may take on a mentorship role. Students who are more experienced lecturers should be able to provide supportive environments for the induction and mentoring of colleagues who are new to their school, as well as pre-service and newly-qualified teachers. |
| **Videos and/or animations** (5 in all: 1 x 3 mins; 3 x 3-4 mins; 1 x 5 mins)**:**   1. **The role of the TVET Lecturer:** Make own video, illustrating most of the 14 points (good and bad) raised in Reading 1. Content: How TVET lecturers see themselves; society’s expectations of TVET lecturers; demands and challenges, both generic and in the South African context (approx. 5 minutes):   Requirements: Excerpts from real interviews (as in SAIDE’s “Being a Professional Teacher” <https://www.youtube.com/watch?v=U58EFAwnKpw> [CC BY], with some experienced/leading TVET lecturers, a few articulate TVET students, and a selection of employers with informed opinions on training, employability (try to get some diversity of opinion), plus some scenes of teaching. Scripted connecting narrative (voice-over – host hidden during the body of video, but seen at the beginning and end of the video). Take a few extra shot of three or so of the “bad” for use in Video 3, to introduce continuity with that video (on continuing professional development).   1. **Meeting the challenges** (3 minutes max.): Similar formula to video 1. 2. **Professionalism, Part 1:** Look for existing OER to adapt - there should be many, if we keep the video generic, i.e. about professionalism in education. But it should not simply be obviously based on school teacher examples. Otherwise, make own video (approx. 5-6 mins). Based on the MOOC from the Commonwealth Education Trust on Coursera: <https://www.coursera.org/learn/professional-teacher/lecture/PIxzX/teaching-as-a-profession-characteristics-of-a-profession-and-a-professional> , especially lectures 1 and 2. “Talking head” plus slides (just the words of the presentation on a *transparent* background located alongside a prolonged take of the narrator, not obviously a Powerpoint presentation (see for **example “Being** Professional in a Teaching Context” <https://www.youtube.com/watch?v=b97Kh0ngMr8> ). 3. **Professionalism, Part 2:** Make own video (approx. 5 mins). Start with a few brief takes linking with Video 1 (poor teaching). Identify 2 lecturers who (a) have a reputation for successful teaching and (b) have some history of engaging in (preferably) two or three different types of CPD (see Reading 9). Interviews with these two lecturers, intercut with a few scenes of their teaching, with either voice-over commentary or bridging comment of a “talking head” (like SAIDE’s *Being a Professional Teacher* video – see reference in Video 1 above). 4. **Video 5: Starting out (for Activity 6 – 3/4 minutes):** Look for existing OER, e.g. search You Tube and make a selection, approx. 3 mins each, dealing with issues confronting first-time appointed/novice lecturers (though there may be nothing set in a TVET context). e.g. Search in YouTube: *The first lecture* (University of Sydney); *Good Teaching vs Bad teaching* (Hong Kong Virtual Education)   Probably a video of about 5 minutes will need to be made for this course. Scripted to highlight five or six common issues encountered by novice lecturers in South Africa. Could intersperse animation between interviews with three or four lecturers who have recently entered the profession, and two or three who have now gained a few years’ experience.  The video should not draw any simplistic conclusions or suggest one-size-fits-all remedial action/solutions, which would tend to suggest that the makers feel there are “pat” answers to all the learners’ experienced difficulties. These need to be worked through in reflection questions and mediating text, and with the help of a sound reading resource.   1. **Video 6: Mentoring** (3-4 minutes): Look for existing OER to adapt, preferably set in a TVET/ Vocational/FET or at least college context. May have to find a good video on mentoring in educational settings and re-shoot using similar themes or sequences. Should deal with issues relating to mentorship, setting out six or seven key principles of mentoring, or considerations – or “marks of an effective mentor”. Does not need to be comprehensive – other elements can be dealt with in the text or readings, or in activities. |
| **General notes on the course materials** (in no particular order)   1. The Advanced Diploma TVT (Adv Dip TVT) courses should be designed as resource-based. However, the resources should not simply be seen as “add-ons” or “extras”. Two ways in which they can be introduced to students:    * Embed hypertext links to resources (readings, official documents, videos) in passages of text.    * Include self-assessment or reflection tools in the course in which students’ responses to a small number of limited-choice questions activate the presentation of links to particular selections of resources suitable to the individual students’ needs or interests. These selections do not need to be completely different, tailor-made selections, and may overlap to a considerable extent, but where the number of available or easily-produced OERs allows some degree of personalization, this technique should be employed (once or twice in a course). 2. The text-based and graphic resources should be downloadable and in a printable format. However, the resources should not be in pdf format, as this would not allow for re-mixing or any form of adaptation; in other words, they will automatically be equivalent to a “No derivatives” licence. Where audio or video resources are really crucial to completion of the course, consider, respectively, summarised transcripts or simplified comic-like representations of the video using screen-grabs and subtitles or captions. 3. Videos should not be either simply “talking heads + monologue”, or video representations of what is essentially a powerpoint presentation. Videos should focus on subjects such as processes, real-life situations, in-location interviews or focus groups. 4. Standardised signposting is to be used throughout courses, so that the look and feel of Adv Dip TVT materials will all be instantly recognizable. 5. The DHET and EU logos should appear on the lower left and right corners respectively of the opening screen of all videos and animations created for the project. 6. Chat rooms (synchronous) and discussion forums (asynchronous) play an important role in the Adv Dip TVT courses, especially as many of the students *are themselves lecturers with a lot of experience*, even if they have lacked professional qualifications as TVET lecturers. 7. The learning outcomes, and possibly the key questions, need to be introduced in a way that locates them as central to the course. All learning activities and assessments, as well as the resources, need to be visibly linked/aligned to the LOs. |