Beyond the Cert IV:

VET teacher-training programs

Higher education VET teacher education programs

- The value of a supervised practicum
- Developing the theoretical and analytical resources for reflection and improvement in practice
- Implications for higher education providers of VET teacher education programs
Learning the *practice* of teaching

- **The teaching practicum**
  - Seeing and experiencing modelling of teaching strategies
  - Learning to know what and how to ‘notice’ the dimensions of teaching and learning from a pedagogical perspective
  - Developing skills to give, receive and act upon constructive feedback
  - Working within a safe community of professional practice

- **Resources for reflection and improvement**
  - Moving from the ‘good’ and ‘bad’ to the ‘why’ and ‘how’
  - Being able to analyse the interactions of the learning, the teaching and the contexts in which these occur
  - Having the theoretical and analytical tools to imagine alternative pedagogies

K. Yasukawa, *Refocussing on Teaching & Training in VET* Conference 2015
Being a credible VET teacher-educator in universities

- ‘Industry’ experience and knowledge
  - A good role model of a teacher practitioner
  - Understanding of the ‘big picture’ about issues and debates in education, and the specific issues and debates in VET
  - Appreciation of the impact of external factors – eg policies, on the work of VET practitioners
  - Awareness of the diversity of what we call ‘VET teaching and training’

- Retaining currency and credibility
  - Supervising teaching practicums
  - Researching in VET policy and practices
  - Engagement in professional associations
  - Delivering professional development workshops
  - Networking with other higher education VET teacher educators

K. Yasukawa, ‘Refocussing on Teaching & Training in VET’ Conference 2015