

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

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