TVET Lecturer Development: An innovative delivery model amongst KwaZulu Natal TVET Colleges

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The 2014 White Paper on Post School Education and Training

Highest priority: **TO STRENGTHEN AND EXPAND TVET COLLEGE SYSTEM**

- Considerations of the white paper:
  - Improved teaching and learning,
  - Education and social justice,
  - Short-term and medium-term interventions to reach long term vision
Improved teaching and learning

- Teaching the critical factor in the performance of learners, certification and throughput

- The magnitude and quality of Teacher development will to a great extent determine the future success and stability of TVET colleges and generally skills development.
Education and social justice

- There needs to be an input on the huge gaps that exists between targets and where colleges are in terms of qualified staff.

- As colleges expand, their capacity to enroll for the desired targets needs to be considered in line with its capabilities.
Short-term and medium-term interventions to reach long term vision

“to create an expanded, effective and integrated post-school education and training system, we also emphasise the need to strengthen our institutions as the building blocks of that system”
The short, medium and long term interventions need to...

- take into account competencies that are needed to be an educator in the vocational education sector
- Consider the reality of a need for in-service training
- Take socio-economic status of the colleges, campuses and lecturers into account.
How best can we deliver development training to TVET lecturers that is both effective and accessible?
The KZN Case

- Total Number of TVET Lecturers – 5122
- From industries – 198 (N3 + Trade test)
- NPDE qualification – 258
- One-year Higher Diploma in Education – 29
- One-year National Higher Diploma – 16
- One-year National Teacher's Diploma – 34
- National Diploma in Occupationally Directed Education Training and Development – (23)
- School leaving certificate – 1385
KZN Lecturer Qualifications

- Total lecturers: 5000
- From Industry: 100
- Teaching: 4000
- School leaving: 100
The Reality

- A considerable number of lecturers have below NQF level 5 qualifications;
- A substantial number have no teaching qualifications;
- And a very small number have TVET directed qualifications.
BRIDGING THE GAP

Quality teaching

Subject content knowledge  Pedagogy  Industry/practical knowledge
The NPDE – VT Model

A model that ensures effective and accessible lecturer professional development in TVET colleges to ensure quality teaching.
Year One

Semester One
- Foundations of FET 1 EDAE 128
- Foundations of FET 2 EDAE 202
- Practical teaching 1 EDAE 132
- Practical teaching 2 EDAE 206

Semester Two
- Communication 1 EDAE 126
- Communication 2 EDAE 200
- Instruction and Learning 1 EDAE 129
- Instruction and Learning 2 EDAE 203

Year Two

Semester One
- Curriculum Design and Assessment 1 EDAE 130
- Curriculum Design and Assessment 2 EDAE 204
- Professional Practice 3 EDAE 301
- Professional Practice 4 EDAE 401

Semester Two
- Administration and Classroom management 1 EDAE 131
- Administration and Classroom management 2 EDAE 205
- Numeracy 1 : EDAE 127
- Numeracy 2 : EDAE 201
NPDE - VT

- **Who were the recipients?**
  - TVET college lecturers

- **Who delivered it?**
  - TVET college lecturers
  - UKZN TVET masters researchers and lecturers

- **How was it delivered?**
  - Mixed mode – contact sessions and distance
Essential characteristics
Mixed mode delivery

- Distance and contact sessions
- Weekly Saturday full day class
- Bi-weekly subject contact
Delivered at sites throughout the province

- Accessible delivery sites – mostly campus based
- Wide geographical access particularly with regard to rural campuses and colleges
Development of TVET community of practitioners

- Developed trainers of trainers
- Shared training needs of different colleges
- Developed leadership and agency among trainers with effect in developing institutional capacity
- Responded to the current gaps in the system - the huge number of existing lecturer are not qualified
- Good content knowledge and practice
A young dynamic and very committed team from a range of colleges throughout the province

- Buthelezi Phelelani: Mnambithi FET College: Ezakheni Campus
- Buthelezi Zanele: UKZN Staff: Studying for PhD: Vocational Ed
- Dlungwana Thobeka: HOD: Elangeni FET: Ndewе
- Gounden Deno: Majuba FET College Lecturer
- Gyanath Hemi: Majuba FET College Lecturer
- Hlope Princes: Mthashana FET College Lecturer
- Quta Thembisa: Umgungunlovu FET College Lecturer; Plessisleaf
- Khanyile Senzo: Coastal FET College Lecturer: Umbumbulu
- Khumalo Xolani: Mnambithi FET College: Escourt Campus
- Memela Sthembiso: Majuba FET College Lecturer
- Mkhize Letu: UKZN: Studying for MA: Vocational Ed
- Mkize Thabani: Umgungunlovu FET College Lecturer
- Mncwango Andile: Majuba FET College Lecturer
- Msibi Alice: UKZN: Studying for MA: Vocational Ed
- Mugabe Jacob: UKZN: PhD Distance Education
- Nene Manqoba: Coastal FET College Lecturer: Umbumbulu
- Ngcobo Khulekani: Majuba FET College Lecturer
- Nkosi Trevor: Mthashana FET College Lecturer
- Sibiya Eric: Elangeni FET College: Campus Manager: Botha's Hill
- Singh Kamil: Majuba FET College Lecturer
- Zulu Vuyani: Elangeni FET College: Campus Manager: Ndewе
- Zuma Skumbuzo: Mthashana FET College Lecturer
A lecturer from Majuba and Mgungundlovu College debate how best to teach a module to fellow lecturers
Created a new model of Staff Training which is **Transformative and relevant**
Exposure to theoretical debates in vocational education

Capacity Building through training, mentoring and support

Training in year two co-ordinated by the tutors themselves ...

“Trainers of Trainers”
Relevant

- Agency Formation
- Developed materials specifically for FET Lecturer training (14 Modules)
- More than a tutor for a university qualification
- Support over holidays (between college lecturers)
- Lesson observation (practice teaching module)
- Coaching, mentoring, support during breaks

“During the one hour break his students gathered around him to share difficulties they were experiencing in their classes, mainly questions related to electrical engineering practicals”

“At 4pm we did not want the class to end. Student from Umfolozi TVET College”
Majuba College enrollment stats
Community of Practice
Extending beyond the province
Eastern Cape during holidays

Kulekani Ngcobo
A lecturer teaching LO was identified as a qualified Maths graduate and went on to write 3 Units for the Numeracy Module.

“They are our colleagues we have to assist them too.”

Tembisa Quta (Mngungunlovu College)
Her students from Coastal and Elangeni TVET Colleges: “She is such a good teacher. She is our role model”
Impacting on College Management

Princess Hlope:
Promoted to Campus Manager: KwaGqikazi Campus, Mthashana College

Xolani Khumalo
Senior Manager: Mnambithi College: Escourt Campus

Thobeka Dlungwana
Promoted to Campus Manager at Ndewe Campus, Elangeni
IMPACTING ON CAREER DEVELOPMENT

PERSUADING A CAREERS IN EDUCATION BY REGISTERING FURTHER. (CONFIDENCE IS GAINED)

LECTURES WHO WERE NOT PREVIOUSLY IN THE EDUCATION SECTOR FIND INTEREST IN A TVET CAREER.

RETAINING SUBJECT MATTER SPECIALISTS AND LECTURES WITH EXTENSIVE INDUSTRIAL EXPERIENCE (INCREASE IN REQV LEVELS)
RELEVANCE IN DELIVERY

TVET LECTURERS

National Examiners

TVET post graduates

TVET MANAGERS

Industry experienced Lecturers
HIGHLIGHTS AND EXPERIENCES

- ENTHUSIASM
- SHIFT IN MENTALITY (FROM QUANTITY TO QUALITY)
- COMMITMENT (PARENTS TRAVELLING LONG DISTANCES EVERY WEEKEND FOR TWO YEARS LEAVING FAMILIES BEHIND.)