

INDUSTRY-BASED WIL FOR COLLEGE LECTURERS: LESSONS LEARNT FROM INTERNATIONAL RESEARCH AND EMERGING LOCAL PRACTICE

by

Andre van der Bijl

OUTLINE

- Policy on WIL for college lecturers
- Information from reading
- Existing policies
- Factors to consider

RECENTLY INTRODUCED POLICY MEASURES FOR TEACHER EDUCATION

- Minimum requirements for teacher education qualifications (MRTEQ) (2011)
- Draft national policy framework for lecturer qualifications and development in FET colleges (2008)
- Policy on professional qualifications for lecturers in Technical and Vocational Education and Training (2013)
- Policy on Qualifications in Higher Education for Adult Education and Training Educators and Community Education and Training College Lecturers (2014)

WIL ELEMENT IN TVET AND ACET QUALIFICATIONS

Work Integrated Learning

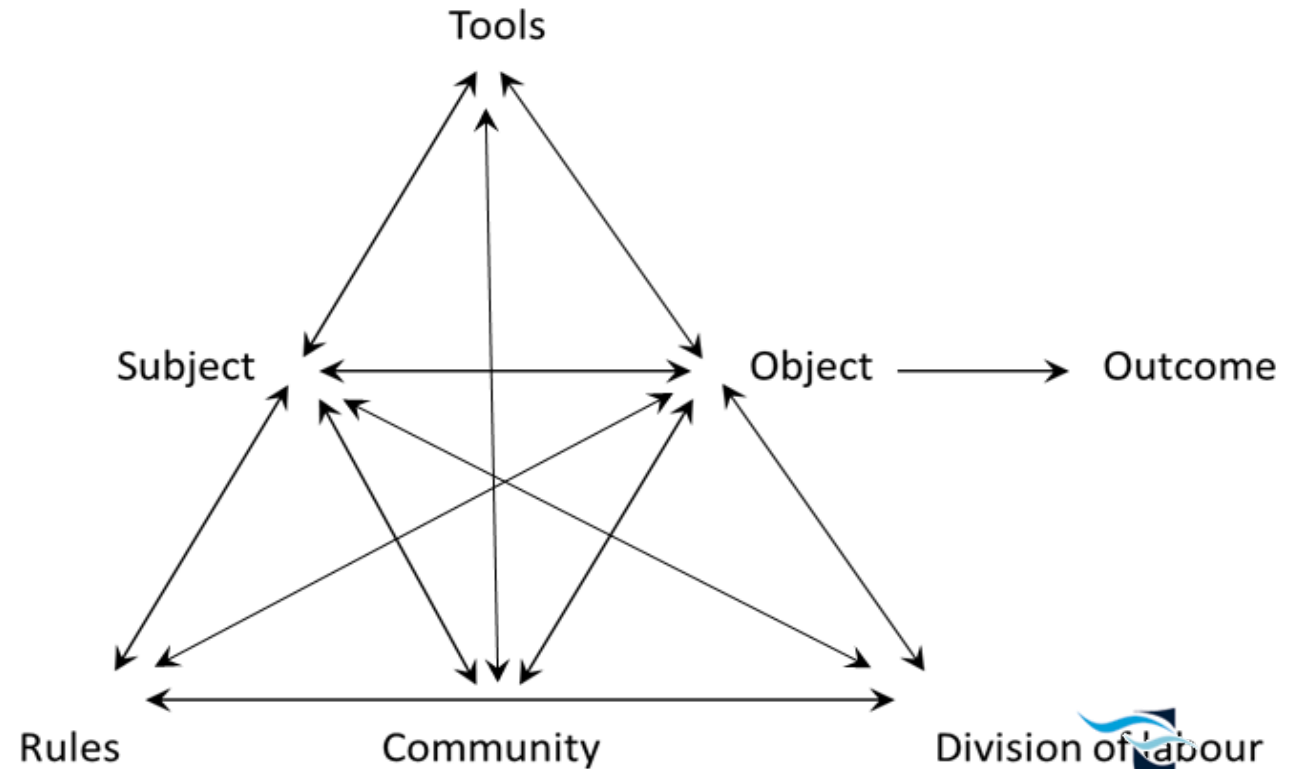
- Learning *from* and *in* practice
- WIL to focus learning & placement of students
- WIL in qualifications:
 - School teachers - teaching practice
 - TVET lecturers - teaching practice & industry experience
 - ACET practitioners - teaching practice & workplace experience
 - Advanced Diploma/Post Graduate Diploma in Education - Qualifications or next generation of WIL specialists

WIL FOR LECTURERS/VET TEACHERS

- Students - Preparation for the 'world of work'
- Lecturers/teachers
 - Reorientation & redirection
 - Bergami - theorise and develop curriculum
- Engeström - Activity Theory

ENGESTRÖM - ACTIVITY THEORY

- Boundary zones & boundary objects
- Importance of appropriate (and protected) WIL experience



EXISTING POLICY

TIPS (Teacher Industry Placements)

- U.K. – 1980s
 - Various OFSTED reports & related articles
- Australia - VET in schools
- Some indicators
 - Success questionable
 - Social struggle (within institutions and with *industry*)
 - Not industry WIL, not Teaching Practice
 - Lecturer placements is complex
 - WIL is different for different competency sets/industrial sectors/level of placement

KEY CHARACTERISTICS OF LECTURER INDUSTRY PLACEMENTS

- Clear identification of purpose
- Lecturer/placement match
- Placement choice
- Management, monitoring and assessment of placement experience
- Status of lecturer in the workplace

PLACING EDUCATION STUDENTS & LECTURERS IN *INDUSTRY*

- *Industry* setting must be carefully chosen and industry partner must be led
- Aims, objectives and outcomes (of WIL) to be clear, measurable and recordable
 - Preparation
 - Placement
 - Post placement implementation
- Industry WIL needs to inform and augment teaching and classroom practice
- Industry WIL needs to direct and/or redirect
- Industry WIL focus needs to be on personal (student/lecturer) competency development needs IN the classroom FOR the workplace

THE FEAR

- Placement without management & control
- Replaced by a new 'flavor of the day'