



NAMIBIA TRAINING AUTHORITY

DRAFT

VET EDUCATOR POLICY

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DRAFT VET EDUCATOR POLICY

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ABBREVIATIONS AND ACRONYMS

NTA	Namibia Training Authority
VET	Vocational Education and Training
CBET	Competence-Based Education and Training
CPD	Continuing Professional Development
ETSIP	Education and Training Sector Improvement Programme
NCHE	National Council for Higher Education
NIED	National Institute for Education Development
NQA	Namibia Qualifications Authority
NQF	National Qualifications Framework

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GLOSSARY

Accreditation

The process in which an institution's academic and professional programmes are certified by the Namibia Qualifications Authority and/or National Council for Higher Education as accrediting institutions having fulfilled the National Qualifications Framework (NQF).

It can also serve as an accountability measure to provide greater assurance to beneficiaries that teachers graduating from an institution have received an appropriate education, to be successful in the classroom.

Continuous Professional Development (CPD)

This is the means by which professionals maintain and enhance their knowledge and skills. CPD involves the process of tracking and documenting the skills, knowledge and experience that VET educators gain, both formally and informally, at work, beyond any initial training. It is a record of what you experience, learn and then apply. CPD is essential to support a person in his/her current role, as well as helping such a person with career progression. CPD is all about upgrading knowledge, skills and capabilities to remain effective and compliant with current known practices.

Educator Professional Development

Describes a process along a continuum of learning and development that educators undergo from initial pre-service training, induction and continuing professional development.

Learning Community

A learning community is the existence of collaboration among members of the school, the community and other stakeholders, who are united for a common purpose and strive to share understanding, knowledge and skills to strengthen their practice and increase student results. Learning communities are guided by a set of shared values, which include social and collective responsibility for student learning, caring for the members and the environment; a shared vision and supportive conditions.

Learning Outcomes

Are statements of what a student or trainee is expected to know and/or do irrespective of the context of learning.

Pedagogical/Didactical Competencies

These are training-related competencies. VET Educators are expected to have a good command of pedagogy, including proof of competency or relevant training, theory of learning, and/or understand teaching and learning approaches. They are expected to know how to design training programmes and courses, and carry out training needs analyses. The continuing shift towards learning outcomes in training requires trainers to be aware of this approach and be able to apply it in their work. Furthermore VET educators / trainers are expected to design or develop training schemes and materials.

Pedagogical competencies also include skills related to the practical implementation of training, including time planning, distribution of content, creating a positive and inclusive

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learning environment, observing and understanding group dynamics, group management, and selecting methods appropriate to specific learner abilities and needs, including special education needs.

Assessment of trainee progress, Trainee Assessment Portfolio (TAP)/Progress Monitoring-Control Chart/Schedule, and learning/training outcomes are growing in importance and are becoming an important part of the VET educator/trainer's work. Educators/ trainers should be aware of summative and formative assessment methods, principles of assessments, be able to choose the most appropriate assessment methods for the training delivered and learning objectives, as well as provide feedback to learners on their progress and develop further learning.

Professional Board

An established independent structure that oversees, amongst others, the professionalisation of teaching and arbitrate on matters pertaining to the registration of teachers.

Qualification

This refers to a formal outcome of an assessment process conducted, whether it is a full qualification, credits or exemptions. It is also referred to as certification. It is an official recognition of learning. A qualification confers official recognition by a recognised awarding body or authority.

Recognition of Prior Learning

Is a process by which prior learning is given value. It is a means by which prior learning is formally identified, assessed and validated. The key terms associated with RPL are 'prior' and 'process'. Prior entails i.e. learning already achieved; and process entails 'i.e. the distinct stages of identification, assessment and certification.

Registration

A process by which an education institution seeks approval with the existing quality assurance bodies, in order to be accorded the legal status to operate in a given context.

Situational Learning

Refers to the real activities of daily living where learning occurs relative to the teaching environment. The following are examples of situational learning: activities field trips/ or excursions where students actively participate in an unfamiliar environment and cooperative education and internship experiences in which educators/ trainers are immersed and physically active in an actual work environment

Technical Competencies

These are defined as competencies; this implies that VET Educator/ Trainers possess a qualification in a specific field or occupation in which they train (they are qualified and experts in their respective fields or occupations).

Transversal Competencies

Such competencies are an integral part of training arrangements and classroom management. They help trainers to support the learning process (e.g., social and

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interpersonal competencies, conflict management, multicultural awareness, critical thinking skills, communication skills, ICT skills).

VET Educators

These are professionals that provide training in VET institutions and workplace environments to trainees, institutional trainees, learners and apprentices.

They are:

- Qualified trainers of apprentices or learners in apprentice schemes;
- Skilled workers who oversee the practical training of trainees in VET institutions or the workplace as tutors, mentors and supervisors;
- Teachers and/or trainers conducting practical classes in VET institutions, e.g. in VET laboratories or workshops/classrooms;
- Full-time in-company trainers in larger companies. This includes a comparatively small group of in-company trainers who perform training tasks as a major part of their occupational role – full-time or part-time - and a comparatively large group of employees, whose occupational roles include a particular training-related function (owner, general manager, supervisor, skilled worker);
- Skilled workers or owners of Small and Medium Enterprises (SMEs) performing training-related functions, e.g. induction of new employees to the company and/or the training of other employees;
- VET educators /trainers in pre-vocational school contexts; and
- External trainers who usually work as freelancers, or for training providers.

VET Educator Training Provider

Is any entity/institution accredited by the NQA and NCHE that offer NQF-registered VET Educator qualifications.

Work-Integrated Learning (WIL)

Refers to types of student/learner/trainee employment experiences that are usually organised by their institutions. These are related to their field of study and geared towards making connections between classroom learning and on-the-job practice. In the context of the VET Educator Policy, it refers to a notion in which VET educators, through a coordinated process, are expected to acquire skills through work-based learning, work experience, practice/practicum, clinical placement/practice, community-based learning/project, co-operative education, service learning, professional skills programme, work/job shadowing, work-experience, vacation work, internship, apprenticeship, sandwich course, industry project, cadetship, traineeship, enterprise project and experiential learning.

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1. Purpose

The Vocational Education and Training Educator Policy is designed to equip the VET training profession with qualified, competent and dedicated professionals/practitioners who possess the required knowledge, standards and competencies to deliver quality training.

The policy provides a framework for not only improving the quality of VET educators in Namibia in terms of knowledge, standards and competencies, but to also guide the employers of VET educators on the very important aspects that underpin the VET trainer profession, such as Continuing Professional Development, learning community and work integrated learning. Developed on the premise of the National Framework for Educators in Namibia, the VET Educator Policy has as its purpose the following:

- Provide for the professionalisation of VET educators and the enhancement of the status of VET educators;
- Provide for the education and training of VET educators through various pathways, from initial pre-service training to continuing professional development; and
- Ensure that VET educators engage in the creation of learning communities.

2. Objectives

Vocational Education and Training is aimed at providing a solid base to trainees, so as to enable them to become active citizens in a democratic society and become productive contributors to the economy. VET educators play a pivotal role in ensuring that trainees in the VET system achieve quality training outcomes, irrespective of where the training is being held/conducted. The national VET Educator Policy articulates the Namibian governments commitment to recognise, professionalise and support the development of competencies such as technical/subject-related, company-specific, pedagogical-didactical and transversal competencies. More importantly, it is aimed at the development of common standards for VET educators in Namibia.

The policy therefore serves as the basis to:

- Determine and specify qualification requirements for VET educators/trainers;
- Define the minimum sets of competencies for VET educators;
- Define VET educators to which this policy applies;
- Define the articulation arrangements with current educator qualifications being offered in the country;
- Define the parameters of VET educator subscription to the National Educators Professional Board, responsible for the governance of the teaching profession in Namibia;
- Ensure VET educators/trainer competence development is embedded in national legislation and financial incentives/strategies/social partners;
- Install incentives through the Vocational Education and Training Levy to involve and support companies in the competence development of trainers;
- Open up formal education for the training of VET educators/trainers and the validation of their non-formal and informal learning.

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3. Legislative Base

The National Vocational Education and Training Policy complies or subscribes to the following legislation and regulations:

- 3.1 Namibia Vision 2030 - Policy Framework for Long-Term National Development,
- 3.2 Namibia Qualifications Authority Act, Act 29 of 1996
- 3.3 Vocational Education and Training Act, Act 1 of 2008
- 3.4 Namibia Vocational Education and Training (VET) Policy, 2005
- 3.5 Education Act, Act 16 of 2001
- 3.6 Higher Education Act, Act 26 of 2003
- 3.7 Regulations Setting-Up the National Qualifications Framework for Namibia (Namibia Qualifications Authority Act of 1996)
- 3.8 Regulations for the Accreditation of Persons, Institutions or Organisations (Namibia Qualifications Authority Act of 1996)
- 3.9 Regulations for the Registration of Vocational Education and Training Providers (VET Act of 2008)
- 3.10 National Policy on Recognition of Prior Learning, 2014
- 3.11 Vocational Education and Training Policy on Recognition of Prior Learning, 2014
- 3.12 Employment Equity Act, Act 29 of 1998
- 3.13 Labour Act , Act 11 of 2007
- 3.14 National Framework for Educators Policy, 2014

4. Principles and Values

To achieve the vision and mission of the Ministry of Education, the VET Educator Policy shall subscribe and be guided by the following principles and values as articulated in all the national educational agendas:

4.1 Access

All VET educators have the right to access quality teacher education programmes offered by training institutions that are registered, and whose programmes are accredited by quality assurance regimes.

4.2 Quality

To assure the public that institutions have met rigorous standards and excellence in curriculum implementation. To ensure that all educator training programmes shall be accredited and fulfill established national professional standards for VET professionals/practitioners.

4.3 Equity

VET institutions shall strive to employ qualified professionals/ practitioners in accordance with their subject and phase specialisation, across all phase levels equitably, both in rural and urban areas.

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4.4 Democracy

VET educators shall be accorded opportunities to contribute towards the advancement of education through curriculum development, education policy formulation, monitoring and evaluation of programmes and conditions of service. VET educators shall also enjoy the right to belong to trade unions of their choice to guard and protect their professional interests.

4.5 Learning Community

Namibian educational institutions are expected to operate as learning communities in which educators share a common vision, promote collaborative learning internally and externally with the broader community, foster partnerships and collective responsibility, share resources and care for members and the environment, in order to achieve meaningful educational outcomes.

To cater for the different interests of their members, educational institutions shall create diverse learning communities, such as professional learning communities, critical friend groups, communities of practice, action research teams lesson study groups, etc.

4.6 Continuing Professional Development

VET educators, both novice and experienced, shall participate in a continuum of CPD opportunities to enhance their knowledge, skills and attitudes in order to better their classroom practice with the aim to improve student learning. The quality of student learning depends largely on the quality of teachers.

4.7 Accountability

VET educators shall uphold the norms and codes of conduct and discharge their duties with integrity and efficiency in a transparent manner.

5. Policy Statements

In line with the National Framework for Educators Policy the VET Educator Policy is premised on four main themes – Educator Management, Educator Professional Development and Educator as a Member of a Learning Community and Monitoring and Evaluation. Each of these themes has a number of sub themes which are addressed in the policy.

5.1 Educator Management

5.1.1 Professional Board

A Professional Board shall, amongst others, govern the practice of the members of the teaching and training profession and serve as the final authority on matters of professional certification and continuing registration (Namibia Qualifications Authority, 2006).

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Further, the Board shall set parameters for qualification and technical requirements of VET educators, initial VET educator training; CPD, registration of training institutions, the reward system and compensation, career progression and the restoration of public confidence in the VET teaching profession.

The Board shall ensure that VET educator candidates are registered as enrolled VET educators at the inception of initial VET educator training, and then registered as practicing VET educators after graduation, immediately after successfully completing induction into the VET education profession.

Furthermore the Professional Board will keep parameters that ensure continuous application of Work-Integrated Learning (WIL) by VET educators.

5.1.2 Supply and Demand

The Namibia Training Authority (NTA) as a custodian of vocational education and training, working in close cooperation with the VET Teacher Education institutions, shall ensure adequate supply of qualified VET Educators at all phase levels of Vocational Educational and Training Education in line with the demands of the VET Education profession. The Namibia Training Authority shall avail resources to ensure availability of more qualified VET Educators to sustain provision of quality education and training to the Namibian child.

The NTA shall ensure adequate supply of educators to provide professional support services to training, teaching and learning.

5.1.3 Conditions of Service

The NTA in collaboration with the Professional Board and the recognised union for Educators shall engage with relevant authorities and stakeholders to ensure those trainers/trainers' conditions of service remain attractive and competitive in order to attract and retain qualified VET Educators in service. This collaboration applies to institutions that are under the control of the Namibia Training Authority and those that are registered and accredited educators who subscribe to the Professional Board.

5.1.4 VET Educators Professional Qualification and Development

In terms qualification and competence requirements, it is expected that VET educators should have studied at applied sciences universities or at pedagogical universities. The qualification requirements for VET educators will include an appropriate:

- University degree or an appropriate polytechnic degree.
- National Certificate in Vocational Education and Training, Level 4.
- National Higher Certificate in Vocational Education and Training, Level 5.
- Bachelor of Education in Vocational Education and Training, Level 7.

Post-professional qualifications for VET Educators shall be:

- National Diploma in Vocational Education and Training, Level 6
- Advanced Certificate in Vocational Education and Training, Level 6
- Advanced Diploma in Vocational Education and Training, Level 7

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- Postgraduate Diploma in Vocational Education and Training, Level 8
- Bachelor of Education Honours in VET, Level 8
- Masters in Vocational Education and Training, Level 9

It should be noted that postgraduate academic qualifications such as the B.Ed Hons, M.Ed and PhD, and professional masters and doctoral programmes, appropriately focused, are also qualifications that are available to VET educators who are interested in pursuing an academic/research or further professional development trajectory.

Apart from the qualifications specifically described in this policy, VET educators may, at any stage of their career, and in accordance with their own professional and career development and personal interests, also complete other approved and accredited qualifications provided for in the NQF, and offered by accredited and registered higher education and VET institutions.

For instance, this can include undergraduate degrees, diplomas and certificates, as well as postgraduate qualifications in appropriate fields of study, ranging from engineering to business studies or education.

In particular, postgraduate qualifications in education at NQF Levels 8, 9 and 10 have been described in the NQF, and these qualifications, with an appropriate focus on technical and vocational education, can also be used for further postgraduate development of VET educators, administrators and other professional support staff.

5.1.5 VET Educator Competence and Technical Requirements

VET educators delivering and assessing VET programmes and courses must meet the following requirements:

- At least three years of relevant work experience in the field in which they are expected to train;
- Hold a qualification which is one level higher than the level at which they are expected to train;
- Hold relevant vocational competencies at least to the level being delivered or assessed;
- Demonstrate current industry skills directly relevant to the training/assessment being undertaken;
- Vocational Education and Training (VET) knowledge and skills;
- Vocational knowledge and skills relating to their relevant industry, and
- Trainer/assessor knowledge and skills.

6. VET Educators Continuous Professional Development Requirements

Opportunities for training, industrial release and staff development should be made available to increase the vocational skills and knowledge of VET educators, and broaden the areas in which individual trainers are qualified and competent to teach/train and assess.

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6.1 Educator Professional Development

All VET educator education/training institutions, including their programmes, shall be registered and accredited by established quality assurance regimes, namely, the NCHE and NQA. All educator development programmes must be subjected to thorough review within a period specified by the institution.

Educator professional development is categorised into distinct phases, i.e. initial teacher professional development and continuing professional development. Initial VET Educators Professional Preparation (Pre-service Education and Training) refers to initial teacher preparation into the teaching profession.

6.2 Attracting the best candidates

The NTA shall implement strategies to attract suitable (in terms of knowledge, aptitude and character) candidates to the teaching profession. Provision of scholarships shall be made available to prospective VET teacher candidates through the National Training Fund.

The measures to be taken shall include, amongst others:

- Marketing of the VET teaching profession, e.g. through career fairs, road shows and multi-media advertising campaigns;
- Publicity for high-performing VET educators and the awards/rewards issued to them;
- Incentives such as study bursaries in response to the demand, and
- Identification of VET trainees who show the potential for VET teaching, while still in training.

6.3 Rigorous Selection Processes for Candidates

The education institutions shall set high entry requirements into VET programmes. Specific requirements may be set in terms of linguistic abilities and specific subject knowledge.

Institutions shall implement aptitude tests, individual interviews and other assessments to select the most suitable candidates.

Education institutions shall implement a system of Recognition of Prior Learning as part of the entry requirement into teacher education programmes.

6.4 Quality of Educator Development Programmes

VET education institutions shall ensure that VET teachers/educators develop, under supervision, a range of requisite skills in teaching.

All initial teacher education programmes shall comply with the minimum academic and professional requirements for beginner teachers to be able to teach the school curriculum effectively in different environments. The minimum academic and professional requirement for VET educators shall be one level higher than the expected level to which he/she is expected to train.

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6.5 Continuing Professional Development

CPD provides the success of improved teaching practice, which is the key to student learning and ensure overall quality improvement in the education system. Support to teachers through CPD is not just about more training, but a continuum of opportunities for teachers to become better at their classroom practice.

CPD should focus on three critical areas of professional development: content knowledge (deep understanding of their disciplines/subjects); pedagogical knowledge (particularly subject specific instructional strategies); and pedagogical technology content knowledge (knowledge for integrating ICTs in teaching).

6.6 Induction and Mentoring

All novice VET educators shall undergo induction and mentoring at the education institution where they are appointed during a one-year probationary period. Novice teachers shall be exposed to a two-year induction and mentoring programme.

6.7 Registration

After satisfactory completion of the two-year induction period, novice (intern) educators shall be eligible for registration as professional educators.

6.8 Continuing Updating of Educators' Skills and Competencies

VET educators shall engage in continuing professional development opportunities to update their knowledge, skills and attitudes through various programmes.

6.9 Continuing Upgrading of Educators' Skills and Competencies

VET educators shall engage in continuing professional development opportunities to upgrade their knowledge, skills and attitudes through participation in formal programmes leading towards improved qualifications in their fields.

The NTA and other stakeholders (private and public) shall invest in various forms of CPD related programmes to improve the quality of teaching and learning.

6.10 Educator as a Member of a Learning Community

A learning community is a partnership of all members of an educational institution, the community and other stakeholders, that are united for a common purpose to create a caring and conducive work and learning environment that strives for success.

VET educators shall share best practices through various ways, including but not limited to, peer coaching, action research, meetings, open days, focus groups, mentoring, case studies, seminars and lesson study. Education institutions and their members shall

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collaborate with the community and other stakeholders to create a caring, conducive work and learning environment through:

- Sharing knowledge, skills and resources;
- Making learning processes visible and articulated;
- The use of knowledge and platforms within the community (indigenous knowledge, cultural art forms and traditional life skills); and
- Community service.

Educational institutions shall partner with the community in managing and utilising the resources and the environment in which they exist in a sustainable way, through collective responsibility. Educational institutions and their members shall share resources internally and externally to foster good learner achievement through networking. Educational institutions shall establish partnerships with other learning institutions both from within and outside of their community. Educational institutions shall also embrace collaboration with all stakeholders who are involved in the development and welfare of both the individuals and the community.

To cater for different interests of their members, educational institutions shall create diverse learning communities such as professional learning communities, critical friends groups, communities of practice, action research teams and lesson study groups, etc.

Institutions of learning shall develop and implement various support systems to ensure the wellbeing of members to function at their fullest potential. Institutions of learning shall also ensure safety of their members at all times and fulfil a corporate (social) responsibility role in the development of the community in which they exist.

7. Roles and Responsibilities of VET Educators

This policy is aimed at ensuring that VET educators:

- Develop curricula and planning course content and methods of instruction;
- Determine training needs of students or workers and liaise with individuals, industry and other education sectors to ensure provision of relevant education and training programmes;
- Present lectures and conduct discussions to increase students' knowledge and competence;
- Instruct and monitor students in the use of tools, equipment and materials and the prevention of injury and damage;
- Observe and evaluate students' work to determine progress, provide feedback, and make suggestions for improvement;
- Administer oral, written or performance tests to measure progress, evaluate training effectiveness and assess competency;
- Prepare reports and maintaining records such as student grades, attendance rolls, and training activity details;
- Supervise independent or group projects, field placements, laboratory work, or other training;

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- Provide individualised instruction and tutorial or remedial instruction;
- Conduct on-the-job training sessions to teach and demonstrate principles, techniques, procedures, or methods of designated subjects.

8. Responsibility

The Operations Department of the NTA is responsible for the adherence to and implementation of this policy.

9. Review

The NTA is responsible in evaluating this policy against changing needs, innovative development and effectiveness.

This policy will be revised every three (3) years, or as soon as any of the information within the policy becomes invalid or amendable.

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