



Newsletter

CVA-ACFP Newsletter November 2014

NEW! NEXT DACUM I PUBLIC WORKSHOPS in 2015

- January 26-29 2015, St-John's, NL
- March 9-12 2015, Montréal, QC (en français)
 - March 16-19 2015, Winnipeg, MB
 - April 13-16 2015, Vancouver, BC
 - May 25-28 2015, Calgary, AB
 - May 25-28 2015, Ottawa, ON
 - September 21-24 2015, Halifax, NS
- September 28-October 1st 2015, Whitehorse, YK
 - November 2-5 2015, Regina, SK
 - November 2-5 2015, Moncton, NB

For more information on DACUM : [here](#)

IN FOCUS : VET Teachers and Workplace Trainers

ARTICLES and PAPERS

Finland. In-Service Teachers' Learning Through Integrating Theory and Practice

Vocational education aims to prepare competent workforce for the needs of continuously changing work life. The challenge of Finnish school-based vocational education has been in creating such learning environments that promote learning professional knowledge demanded by work life. The research covers the role of Finnish vocational teachers' authentic work placement periods in developing competences from the viewpoint of sociocultural learning. During the work placement period, a teacher furthers his or her competences by working in goal-oriented and planned ways in the work communities of enterprises or in the public sector of their fields. The purpose of the present qualitative case study is to increase the understanding of the role of authentic work placement periods in vocational teachers' competence. Experiences of teachers representing different subjects were studied during their work placement periods. The results show that work placement period supports the development of teachers' competences and provides prerequisites for work-based vocational education.

Tags : 2014 November Newsletter Focus Teachers; Analysis; Finland; In English; Paper; Source: Sage Open; Target group: Teachers TVET; VET - vocational education and training;

The Netherlands. The Nature of Study Programmes in Vocational Education: Evaluation of the Model for Comprehensive Competence-Based Vocational Education in the Netherlands

The model is an instrument for analysing the alignment of study programmes with the defining principles of competence-based vocational education (CBE) and clarifying programme teams' intentions, i.e. the extent to which they wish to achieve higher levels of implementation of the different principles. This article presents the results of two studies, the aim of which was to identify adjustments the teachers felt were necessary to make the CCBE model a valid instrument for assessing the actual and desired "competentiveness" of their study programmes.

Tags : 2014 November Newsletter Focus Teachers; Analysis; Article; CCBE model - comprehensive competence based vocational education model; Competences - based education; Curriculum - policy making; In English; Source: Vocations and Learning; Target group: Teachers; the Netherlands; VET - competence-based vocational education; VET - comprehensive competence based vocational education model (CCBE model); VET - development;

Nigeria. Impact assessment of cluster in-service training programme for electrical teachers in secondary schools in Niger state, Nigeria

This study determined the impact of the Cluster in-service training programme on the teaching skills of Electrical/Electronics teachers that participated in the training scheme in Niger State, Nigeria. Specifically, the study determined the impact of the programme on the teaching skills of the Electrical/Electronics teachers; how well the programme components were being implemented; and ascertained the constraints of the programme.

Tags : 2014 November Newsletter Focus Teachers; Assessment - training programme; Evaluation - training; Field: Teaching profession; In English; Nigeria; Paper; Source: Adamu M. Jebba; Target group:

Teachers Electrical/Electronics; Training - programs evaluation;

USA. [Why Do Teachers Quit?](#)

If 40 to 50 percent of teachers leave the classroom within the first five years their career, that means that 50 to 60 percent of teachers stay. Who are they? Where are they teaching? What is keeping them?

Tags : 2014 November Newsletter Focus Teachers; Article; In English; Source: The Atlantic; Target group: Teachers; Teachers;

[Instructional Design Collaboration: A Professional Learning and Growth Experience](#)

High-quality online courses can result from collaborative instructional design and development approaches that draw upon the diverse and relevant expertise of faculty design teams. In this reflective analysis of design and pedagogical practice, the authors explore a collaborative instructional design partnership among education faculty, including the course instructors, which developed while co-designing an online graduate-level course at a Canadian University.

Tags : 2014 November Newsletter Focus Teachers; Analysis; In English; Instructional design; Paper; Source: Journal of Online Learning and Teaching;

DOCUMENTS

Canada. [Certification and workforce integration: experiences of internationally educated teachers](#)

This report describes the findings from a series of six (6) focus groups conducted throughout Canada to identify the barriers to certification and workforce integration of internationally educated teachers.

In French - Canada. [Agrément et intégration dans le marché du travail :l'expérience des enseignantes et enseignants formés à l'étranger](#)

Tags : 2014 November Newsletter Focus Teachers; Canada; Foreign workers; In English; Report; Skills - certification; Source: CMEC - Council of Ministers of Education of Canada; Target group: Foreign workers; Target group: Teachers; Teachers;

India. [Building Trainers' Skills in Vocational Employability](#)

The study identifies the issues, challenges and gaps that hinder performance and hence the growth of trainers in the vocational training domain.

Tags : 2014 November Newsletter Focus Teachers; Assessment - report; Assessment - skills; Employability; In English; India; Skills - assessment; Source: National Skill Development Corporation; Target group: Trainers;

Thailand. [Secondary Teacher Policy Research in Asia](#)

The knowledge and skills needed for Thailand to succeed is changing. There is demand

for reform of the traditional teaching-learning process and supportive policies for teachers are needed to provide an environment conducive for improving access to quality education. Thailand strives to increase both the quality of existing education services and to expand education to reach universal secondary education.

Tags : 2014 November Newsletter Focus Teachers; Document; Education - secondary; Educational policy; In English; Skills - assessment; Source: UNESCO; Target group: Teachers; Thailand;

Africa. [Quality assurance of teacher education in Africa](#)

Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively in the classroom, school and wider community. Although ideally it should be conceived of, and organized as a seamless continuum, teacher education is often divided into these stages: • Initial teacher training / education (a pre-service course before entering the classroom as a fully responsible teacher); • Induction (the process of providing training and support during the first few years of teaching or the first year in a particular school); • Teacher development or continuing professional development (CPD) (an in-service process for practicing teachers)

Tags : 2014 November Newsletter Focus Teachers; Africa; Document; Education - teachers; Field: Teaching profession; In English; Source: UNESCO; Target group: Teachers; Teachers;

European Union. [Qualifications frameworks in Europe: modernising education and training](#)

European and national qualifications frameworks are making it clearer how different qualifications, levels and types of learning relate to each other.

Tags : 2014 November Newsletter Focus Teachers; Briefing note; Curriculum; Educational policy; European Union; Field: Teaching profession; In English; Qualification framework; Source: Cedefop - European Centre for the Development of Vocational Training; Trends; VET - vocational education and training;

Latin America and the Caribbean. [Great Teachers : How to Raise Student Learning in Latin America and the Caribbean](#)

The book sets out the three priority lines of reform needed to produce great teachers in LAC: policies to recruit better teachers; programs to groom teachers and improve their skills once they are in service; and stronger incentives to motivate teachers to perform their best throughout their career. In every area, the book distills the latest evidence from inside and outside the region to provide practical guidance to policymakers in the design of effective programs and sustainable reforms.

Tags : 2014 November Newsletter Focus Teachers; Analysis; Book; Education - teachers; In English; Latin America; Source: World Bank; Target group: Teachers; Teachers; the Caribbean;

[Is the Supply in Demand? Exploring How, When, and Why Teachers Use Research](#)

This report explores both the types of educational research teachers find useful for advancing their instructional practice and the ways they access the research currently

available.

Tags : 2014 November Newsletter Focus Teachers; Education - teachers; In English; Report; Source: American Institutes for Research; Target group: Teachers; Teachers;

Teachers and trainers for the future – Technical and vocational education and training in a changing world

In the field of teacher training and professional development, the increasingly multi-functional roles and responsibilities of teachers and trainers have led to new learning approaches with greater autonomy for programme decisions and outreach to the world of work. In parallel, the need for greater involvement of teachers and trainers in professional development decisions has become clear. Criteria for —good teachers that respond to increased expectations include strong knowledge bases and a range of teaching competencies for enhanced teaching practice and learning outcomes.

Tags : 2014 November Newsletter Focus Teachers; In English; Report; Source: ILO - International Labour Organization; Target group: Teachers; Training; Trend - VET; VET - trend;

UNESCO. ICT Teacher Effectiveness

The ICT Competency Framework for Teachers is aimed at helping countries to develop comprehensive national teacher ICT competency policies and standards, and should be seen as an important component of an overall ICT in Education Master Plan.

Tags : 2014 November Newsletter Focus Teachers; Curriculum; Document; Education - policy; Field: ICT; Framework; ICT - Information technologies; In English; Policy - educational; Source: UNESCO; Target group: Teachers; Teaching standards; Training - ICT;

A Framework for Designing Learning Environments

This short guide provides a framework that is composed of four models.

Tags : 2014 November Newsletter Focus Teachers; Framework; Guide; In English; Infographic; Instructional design; Model - teaching; Source: Big Dog and Little Dog's Bowl of Biscuits;

Teacher Education and Development Study – Mathematics

An international comparative study on teacher education with a focus on the preparation of teachers of mathematics at the primary and lower-secondary levels.

Tags : 2014 November Newsletter Focus Teachers; Analysis - comparative; Education - teachers; Field: Mathematics; In English; Source: Government of Canada/Council of Ministers of Education; Target group: Teachers; Target group: Teaching students;

Virtual conference on vocational pedagogy: teaching and learning in Technical and Vocational Education and Training, 12 to 26 May 2014

The objective of the two-week virtual conference on Vocational Pedagogy on the e-Forum was to explore vocational pedagogy – what it is, why it matters and how teachers can put it into practice.

Tags : 2014 November Newsletter Focus Teachers; Conference report; In English; Report - conference; Source: UNESCO-UNEVOC; VET - pedagogy;

OTHER

14 Bloom's Taxonomy Posters For Teachers

Bloom's Taxonomy is a useful tool for assessment design, but using it only for that function is like using a race car to go to the grocery—a huge waste of potential.

Tags : 2014 November Newsletter Focus Teachers; Bloom's Taxonomy; En bref; In English; Poster; Source: Teach Thought; Target group: Teachers; Taxonomy; Teachers; Tools;

How to motivate TVET teachers to build linkages with industries

This exchange tries to understand how TVET teachers should be encouraged to establish linkages with industries. While members agreed on the importance of teacher-industry linkages, the motivation of the teacher to build these linkages should be intrinsically driven.

** Needs a one-time free registration to access the Forum*


Tags : 2014 November Newsletter Focus Teachers; Forum thread; In English; Source: UNESCO-UNEVOC; Target group: Teachers TVET;

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The Canadian Vocational Association was created to promote and foster education and training which leads to occupational competence.