Professional Development Framework for TVET Practitioners

Version 2

October 2024

Contents

Introduction

This Professional Development Framework is part of the TVET Professional Development Toolkit for the Pacific.

The Toolkit includes:

- a bank of online learning resources for TVET practitioners
- a Professional Development Framework for TVET practitioners (this document)
- the Capability Mapping Tool for TVET practitioners.

Background

The Professional Development Framework (PD Framework) was developed in 2023 to support the mid-term review of the Toolkit resources and the development of the Capability Mapping Tool.

The Framework is a synthesis of:

- trainer qualifications used in the Pacific region
- Samoan National Professional Standards for TVET Trainers
- Australian VET Practitioner Capability Framework
- The expertise of the project stakeholder group.

The PD Framework was validated and updated with the TVET Toolkit Stakeholder group in 2023 and 2024. There is opportunity to continue development of the Framework to align with the emerging capability demands of the TVET workforce in the Pacific region.

In the future, the PD Framework may be used to:

- guide workforce development of TVET practitioners at an organisational and sectoral level
- prioritise further resources to develop for the Toolkit
- provide the basis for micro-credentialling.

Structure of the framework

The PD Framework classifies the capabilities relevant to the roles of TVET practitioners and groups these into domains.
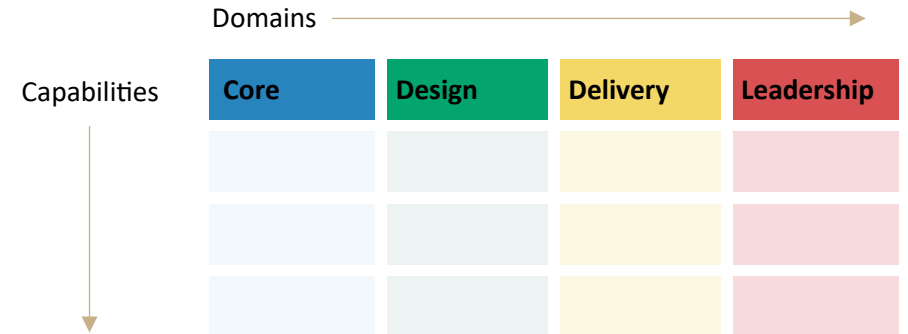
The capabilities within each domain are defined across three levels. This structure implicitly suggests a sequence of professional development for a TVET practitioner throughout their career. The three levels may therefore be used to guide formal, informal, and non-formal learning based on a practitioner's current experience and existing expertise.

Across the levels, capabilities become more nuanced, are applied in different contexts, and require greater levels of complexity. It is assumed that capabilities from level 1 and 2 are inherent at the level/s above.

When applied, capabilities are not discrete and there is overlap between capabilities across domains. For example, a TVET practitioner will use different aspects of their communication and collaboration capabilities as they:

- design and facilitate learning and assessment experiences
- collaborate to support programme development
- engage with industry stakeholders.

Overview of the framework

Core	Design	Delivery	Leadership
Maintain and build current vocational skills and knowledge	Design learning experiences	Provide a safe and engaging learning environment	Mentoring and coaching
Collaborate and communicate	Develop learning resources	Facilitate learning experiences	Engage with industry
Use digital technology	Design assessments	Evaluate courses and programmes	Promote the benefits of TVET
Engage in professional learning	Validate assessments	Conduct assessments	Lead programme and course design
Understand TVET frameworks and relevant legislation	Embed language skills growth in learning programmes	Mark and result assessments	Lead programme delivery
Understand and apply adult learning theory	Embed digital skills growth in learning programmes	Connect learners with wrap-around supports	Manage programmes and courses
Understand and apply professionalism and business ethics	Embed literacy skills growth in learning programmes	Support foundation skills learning in a vocational context	Arrange professional development activities
Understand and apply work health and safety requirements	Embed numeracy skills growth in learning programmes		
Understand and use inclusive practices and cultural competence			

Level descriptors

Level 1 - Early-career TVET practitioner	Level 2 - Competent TVET practitioner	Level 3 - Experienced TVET professional
Responsible for planning, teaching, and assessing **sessions.**	Responsible for leading, planning, teaching, and assessing **courses.**	Responsible for coordinating, planning, teaching, and assessing **programmes.**
Enters this level competent in vocational area relevant to training interest.	Enters this level competent at the equivalent level 1 capabilities.	Enters this level competent at the equivalent level 1 and 2 capabilities.
Focuses on foundational capabilities related to: • competency-based training and assessment • working with adult learners • using digital technologies • inclusion and diversity.	Focuses on deepening capabilities across all domains and beginning to consider areas of specialisation, such as: • online learning • compliance • foundation skills learning.	Focusses on developing leadership capabilities in: • programme design and delivery • area of specialisation • leading a team • coaching and mentoring early career practitioners • industry engagement.
Broadly aligned with capabilities that may be learned through a level 3 programme as per the Pacific Qualifications Framework.	Broadly aligned with capabilities that may be learned through a level 4 programme as per the Pacific Qualifications Framework.	Broadly aligned with capabilities that may be learned through a level 4 programme as per the Pacific Qualifications Framework.
The Capability Mapping Tool, suggests a refinement to the sequence of learning by breaking up the Level 1 capabilities into three stages of development: • Training in TVET • Assessment in TVET • Embedding foundation skills development in TVET.		

Core domain capabilities

Capabilities	Level 1	Level 2	Level 3
Maintain and build current vocational skills and knowledge	· At least 2 years industry experience · Relevant vocational qualification · Participate in industry events, networks, advisory panels, etc. · Read newsletters and articles, online forums, etc	· Participate in return to industry placements biannually (if not still working in industry)	

Collaborate and communicate	· Collaborate with your work team, managers, learners, industry, and other stakeholders to support learning and assessment outcomes
	· Write session/lesson plans, presentations, brief session/lesson summary reports, professional email messages
	· Communicate orally with confidence and empathy to:
	  · deliver training sessions
	  · facilitate group sessions
	  · engage 1:1 with learners
	  · participate in meetings
	  · speak up about safety and diversity and inclusion concerns
	  · engage with industry
	  · collaborate with colleagues
		· Collaborate on course development
		· Write course plans and schedules
		· Write workbooks and trainer guides
		· Write evaluation report for courses
			· Collaborate effectively with team members and industry stakeholders on programme design
			· Write evaluation reports for programmes
			· Write grant applications
			· Communicate orally with confidence and empathy to:
			  · mentor/coach less experienced trainers
			  · chair meetings/workshops
			  · lead professional development
			  · lead collaboration and design meetings

Use digital technology *see COL: Digital and professional teacher competency standards for blended TVET*	· Operate basic digital devices and software (use computers and/or mobile devices safely, use digital technology for communication, internet searching, creating basic digital documents and presentations, file management) *	· Use spreadsheets to collect, calculate and present digital data*	· Use technology to support learners* · Recommend ways to use digital technology to enhance learning · Use an LMS for online/blended delivery · Use technology to review performance*
Engage in professional learning	· Know where to find relevant information · Participate in formal, informal, and non-formal learning opportunities	· Use self-study learning techniques · Plan, monitor and review own learning · Continue to develop skills in digital learning · Develop mentoring and coaching skills	· Keep up to date with relevant research · Use technology to maintain professional currency*

Understand and use TVET frameworks and relevant legislation	· Be familiar with legislation and standards/frameworks related to:
	  · TVET sector
	  · Vocational area
	  · Privacy and confidentiality
	  · Work health and safety
	  · Discrimination
	· Competency based training
	· Programme structures (programmes, courses, micro-credentials, skillsets, etc)
		· Implement workplace policies and procedures	· Participate design of workplace strategic plans, operational plans, and policies and procedures

Understand and apply professionalism and business ethics	· Professional personal presentation · Maintain privacy and confidentiality of information related to learners, colleagues, and industry stakeholders · Identify and declare conflicts of interest · Objectivity in TVET		
Understand and apply adult learning theory	· Principles and assumptions of adult learning · Experiential and problem-based learning · Strengths-based approaches	· Human development theories	· Schema based processing · Evidence based practice and research
Understand and apply work health and safety requirements	· Identify hazards · Assess risks · Identify ways to minimise risks · Clearly explain WHS principles relevant to industry area · Apply first aid · Maintain trainer wellbeing · Promote health and wellbeing of learners	· Identify industry best practice work health and safety and integrate into learning and assessment programmes	· Collaborate with industry stakeholders to influence work health and safety best practice
Understand and apply inclusive practices and cultural competence	· Understand how gender, disability, and social, ethnic, cultural, and religious backgrounds influence learning · Understand a variety of inclusive teaching practices · Support learners to follow individual learning plans · Collaborate with support staff and external agencies (when available)	· Design and adapt courses to apply a variety of inclusive teaching practices · In collaboration with the learner, develop individual learning plans as needed	· Design programmes and courses with the flexibility to meet a diversity of audiences

Design domain capabilities

Capabilities	Level 1	Level 2	Level 3

Design learning experiences
* COL: Digital and professional teacher competency standards for Blended TVET
	· Write session/lesson plans using a range of learning strategies and appropriate resources for individual lessons and a sequence of lessons
	· Ensure lessons meet the needs of the diversity of learners
	· Work within resource and infrastructure constraints
	· Consider and contribute ideas for innovative training practice
		· Design engaging courses to meet:
		  · national competency standards
		  · industry requirements
		· Apply good practice scaffolding, structuring, and sequencing to support successful learning outcomes
		· Develop a delivery schedule
		· Apply knowledge of adult learning theory
		· Apply knowledge of diversity and inclusion by using universal design for learning (UDL) principles
		· Ensure course design meets work health and safety requirements for learners and trainers in alignment with available resources
			· Design engaging training programmes to meet:
			  · national competency standards
			  · good practice inclusion and cultural competence
			  · work health and safety requirements
			  · industry requirements
			  · government policies and strategies
			· Prepare a blended delivery plan*

Develop learning resources	· Develop session content such as diagrams, handouts, presentations, instructions, and quizzes · Adapt resources to meet the needs of a diversity of learners	· Foster critical thinking and problem solving as a part of the learning process · Develop workbooks, digital materials* and facilitator guides to support the learning programme	
Design assessments	· Develop assessment tools to meet national competency standards · Apply principles of assessment and rules of evidence · Provide written guidance to assessors such as model responses, resources required and any specific conditions that need to be met	· Design assessment approaches to assess all requirements of a course · Collaborate with others to develop assessment tools for a course · Apply knowledge of adult learning theory · Apply knowledge of diversity and inclusion	· Design digital assessments* · Design assessment approaches to assess all requirements of a programme · Collaborate with others and guide the development of assessment tools for a programme
Validate and moderate assessments	· Participate in pre-assessment moderation · Participate in post-assessment moderation		· Coordinate pre-assessment and post-assessment moderation with colleagues and industry stakeholders
Embed language skills growth in learning programme	· Identify the language skill demands of lessons · Identify the language skills of learners · Determine and plan for language learning outcomes for lessons · Development glossaries / word lists · Draw on existing language teaching resources	· Identify the language skills demands of courses · Determine and plan for language learning outcomes for courses · Embed language teaching strategies	· Identify the language skill demands of programmes · Develop a scaffolded approach to language skills learning throughout a programme · Develop a range of language learning resources
Embed digital skills growth in learning programmes	· Identify the digital skill demands of lessons · Identify the digital skills of learners · Determine and plan for digital skills learning outcomes for lessons · Develop clearly sequenced instructions from entry level · Draw on existing digital skills teaching resources	· Identify the digital skill demands of courses · Determine and plan for digital skills learning outcomes for courses · Embed digital skills teaching strategies	· Identify the digital skill demands of programmes · Develop a scaffolded approach to digital skills learning throughout a programme · Develop a range of digital skills learning resources
Embed literacy skills growth in learning programmes	· Identify the literacy skill demands of lessons · Identify the literacy skills of learners · Determine and plan for literacy skills learning outcomes for lessons · Draw on existing literacy teaching resources	· Identify the literacy skill demands of courses · Determine and plan for literacy skills learning outcomes for courses · Embed literacy teaching strategies	· Identify the literacy skill demands of programmes · Develop a scaffolded approach to literacy skills learning throughout a programme · Develop a range of literacy learning resources
Embed numeracy skills growth in learning programmes	· Identify the numeracy skill demands of lessons · Identify the numeracy skills of learners · Determine and plan for numeracy skills learning outcomes for lessons · Draw on existing numeracy teaching resources	· Identify the numeracy skill demands of courses · Determine and plan for numeracy skills learning outcomes for courses · Embed numeracy teaching strategies	· Identify the numeracy skill demands of programmes · Develop a scaffolded approach to numeracy skills learning throughout a programme · Develop a range of numeracy learning resources

Delivery domain capabilities

Capabilities	Level 1	Level 2	Level 3
Provide a safe and engaging learning environment	· Ensure learners' physical and emotional safety throughout the learning programme · Develop respectful relationship between learners · Supervise learners to ensure they follow work health and safety procedures using appropriate equipment · Ensure equipment is in safe working order		
Facilitate learning experiences *COL: Digital and Professional Teacher Competency Standards for Blended TVET*	· Use basic classroom and group management strategies · Encourage learners to actively participate and engage with other learners when possible · Demonstrate high expectations for all learners · Respect learners' individual needs and cultural backgrounds · Use a range of questioning and listening skills to respond to the needs of the learners · Lead small group discussions ensuring equal participation · Support learners to use critical thinking and problem-solving approaches to learning	· Conduct training in the workplace · Apply knowledge of adult learning theory · Manage complex group dynamics · Lead large group discussions ensuring a balance of voices are heard · Extend learners' critical-thinking and problem-solving skills using well-developed questioning techniques, case studies, and scenarios and an appropriate degree of self-directedness	· Facilitate online learning* · Model innovative and best-practice facilitation and training techniques
Evaluate courses, programmes, and their components	· Reflect on own practice · Seek feedback from learners · Analyse and report on reflections and feedback · Participate in assessment moderation	· Develop useful feedback questionnaires for learners · Critically review and report on courses to identify improvements to meet industry standards and compliance with TVET standards and share ideas with leadership · Seek feedback from employers on course outcomes	· Use records of learner outcomes to inform programme evaluation · Lead assessment moderation for courses and programmes to ensure compliance with principles of assessment and rules of evidence · Foster a culture of continuous improvement and encouragement within assessment moderation meetings · Report on programme evaluation for future course and programme design · Ensure diversity and inclusion strategies are employed as effectively as reasonably possible · Ensure work health and safety requirements are met in design and delivery of programmes
Conduct assessments	· Get ready for assessment · Use reasonable adjustment as required by individual learners · Assess practical skills · Apply principles of assessment · Conduct written assessment	· Understand and apply formative and summative assessment	· Guide the design of reasonable adjustments for individual learners · Conduct digital assessments*
Mark and result assessments	· Use assessor support, such as marking guides, model answers and rubrics. · Ensure rules of evidence are met · Give timely, constructive, and encouraging feedback to individual learners · Keep accurate and reliable records on assessment outcomes		
Connect learners with wrap-around supports	· Identify learner needs · Provide support within the programme · Link learner with other support in your organisation · Refer learner to other services	· Seek out support services for learners and share information with colleagues	· Use technology to support learners*
Support foundation skills learning in a vocational context	· Determine the language(s) to be used for instruction, discussion, and assessment. · Provide explicit training for learners' development of language, digital, literacy, and/or numeracy skills within lessons · Use specifically designed resources, as required.	· Facilitate the development of language, digital, literacy, and/or numeracy skills throughout a course to meet stated outcomes for learners using specifically designed resources.	· Facilitate the development of language, digital, literacy, and/or numeracy skills throughout a programme to meet stated outcomes for learners using specifically designed resources.

Leadership domain capabilities

Capabilities	Level 1	Level 2	Level 3
Mentoring and coaching	· Participate responsively in mentoring/coaching relationships	·	· Apply adult learning principles to the development of less experienced trainers · Understand mentoring and coaching approaches and apply the most appropriate approach to guide less experienced trainers to: · meet diversity and inclusion needs · meet work health and safety needs · provide wrap around supports · use engaging teaching and learning tactics and strategies · apply good assessment practice · interpret and act on formative assessment information · reflect on own practice · identify topics for professional development · Provide constructive feedback and support
Engage with industry	· Engage with employers to support and assess learners in their workplace, e.g. apprentices · Establish and maintain communication with relevant employers · Engage with industry to inform learning design · Participate in industry forums, networks, events, etc. · Engage with industry to keep up to date with changes such as new methods, products, equipment, and technology · Share learnings with colleagues	· Coordinate work experience placements · Promote programmes within industry	· Coordinate industry engagement to: · design learning courses and programmes · participate in assessment moderation · obtain feedback on current programmes and courses · ensure graduates are meeting the needs of the current labour market
Promote the benefits of TVET	· Promote the benefits of TVET for individuals, employers, and the community · Explain pathways into, through and from TVET		·
Lead programme and course design	· Collaborate with programme and course design teams as requested	· Take the lead in the design of courses to meet national competency standards	· Take lead in design of programmes to meet national competency standards · Share evaluation findings from previous related programmes to inform continuous improvements · Take responsibility for scheduling, meeting deadlines, and meeting quality standards · Work within resourcing and staffing constraints · Foster a collaborative culture within the design team · Invite design team to share innovative ideas to strengthen training
Lead programme delivery	· Collaborate with course and programme delivery teams as requested	· Implement courses	· Implement programmes · Foster a collaborative culture within the delivery team · Take lead in evaluation of training programmes
Manage programmes and courses			· Promote programmes and courses · Ensure equipment and materials used in training programmes and courses: · meet current industry standard · are in good working condition · are maintained regularly · are in sufficient supply before the start
Arrange professional development activities			· Identify professional development activities for less experienced trainers · Lead initiatives to ensure staff understand and comply with ethical, legal, and professional requirements