



TVET Academy for teachers and trainers

Promising Practice

Implemented by: Institute of Brunei Technical Education (IBTE)

Where: Brunei Darussalam

Status: Launched in June 2020

Summary: In realizing the nation's Aspiration in Vision 2035 on forming educated, highly skilled and accomplished citizens, the Institute of Brunei Technical Education has taken the initiative to establish the TVET Academy, offering teacher training programmes and professional development courses for staff to improve the quality of TVET in Brunei.

Overview

The Institute of Brunei Technical Education (IBTE) was established in 2014 and is an autonomous post-secondary educational institution that offers full-time and dual system apprenticeship programmes across its seven campuses. It also offers continuing education and training (CET) programmes for adult learners.

IBTE offers several levels of training:

(BDQF L2) Industrial Skills Qualification

(BDQF L2) Apprenticeship Certificate

(BDQF L3) National Technical Education Certificate

(BDQF L4) Higher National Technical Education Certificate

(BDQF L5) Diploma

The Institute aims to equip the nation's youth with the required skills and knowledge to promote economic growth. The vision of IBTE is to achieve 'a dynamic technical education institution embracing lifelong learning'. IBTE's mission is that of 'nurturing learners to be highly competent and socially responsible towards building a dynamic economy'.

Description

Providing training to TVET teachers

IBTE strives to be a community that pursues excellence in teacher training, continuous professional development (CPD), and academic research and development. The Institute took the decision to establish a TVET Academy with its main role being to equip teachers with knowledge and skills on instructional content and delivery.

Setting up the academy

The TVET Academy was established in November 2018 and a team of seven officers were appointed to assist in its planning, development and management. This was followed by design and preparation of programmes, curriculum, budget and planning for building renovations, academic policy and regulations, provision of the necessary documentation for accreditation of the programmes from Brunei Darussalam National Accreditation Council (BDNAC), as well as the working paper for the academy. Nine lecturers were appointed in 2020.

Designing high standard curriculum

The curriculum designed for the teacher training programmes is based on the Regional TVET Teacher Standards (RTTS) – developed by ASEAN Member States (AMS), with the support of SEAMEO VOTECTH and Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH. Dissemination of the academy's programmes enabled various government and private agencies to learn about the opportunities available. The official launch of the TVET Academy was held in July 2020 by Brunei's Deputy Minister of Education and the first CPD programme was offered in the same year.

Objectives

TVET Academy is the first of its kind in Brunei to offer teacher training programmes and CPD courses for TVET teaching staff with the aim of improving the quality of education and training. IBTE aims to:

- Provide and facilitate training on instructional content and delivery;
- Provide mentoring support;
- Coordinate and facilitate professional development courses;
- Conduct and coordinate academic research and development; and
- Offer sustained and integrated teaching support services.

The target groups of the academy are:

- Fresh graduates without teaching qualifications;
- IBTE instructors, or lecturers and teachers from private education institutions; and
- Industry personnel, or personnel from government institutions who have been employed in their trade or profession for some years and who are teaching in TVET.



Teacher trainees at the TVET Academy

Equipping TVET teachers with the necessary professional qualifications, work experience and pedagogical training

As part of Brunei's National Vision 2035, the nation is aiming to be globally known for its well-educated and highly skilled citizens, as one of the means to sustain and improve Brunei's economy and to upgrade the quality of life of Bruneians. One of the approaches to realize this is through the transformation of TVET, hence the establishment of IBTE, the launch of the white paper titled 'Upgrading Plan for Technical Education Brunei Darussalam 2013-2018' and the 'Institute of Brunei Technical Order 2014' in May 2014.

One of the concerns highlighted in the white paper was for the TVET system to ensure that the training of technicians and skilled personnel is competency-based, practical and hands-on. In addition, the teaching and learning environment provided needed to be improved to achieve better integration in the teaching of theory and practice. It was deemed necessary to create an experiential learning environment that would simulate the actual working environment.

Teaching instructors are instrumental in the provision of quality TVET. These should not only have the appropriate professional qualifications but, more importantly, the relevant industrial experience and pedagogical training. The white paper also proposes that development opportunities be made available for teaching instructors to improve their pedagogical and leadership skills.

Outcomes and impact

The expected outcomes of the initiative are:

- Closing skill gaps - Through the various CPD programmes offered, the academy aims to close the existing skill gaps of TVET teaching and non-teaching staff.
- Cultivating developmental leadership - Through the programmes' group-based tasks and assessments, teacher trainees would improve their interpersonal skills and hence be better prepared to support each other and stay positive in difficult situations.
- Preparing for the key concepts - The curriculum is rigorous and includes key themes such as lesson planning, ICT in teaching, assessments, teaching and learning methods, counselling, curriculum, research, and professional conduct. It is in line with the Regional TVET Teacher Standards' competencies and shapes teacher trainees to become certified, qualified and well-rounded professionals.

- Sharing good practices with other institutions/ organizations - Being in a group of teacher trainees from other institutions, participants share their own experiences and practices, learn from each other, as well as explore new practices within their entities.
- Staying updated with various teaching methodologies - The teacher training and CPD programmes enable teacher trainees to remain relevant professionals. This helps to improve the students' learning experiences in TVET institutions in Brunei.

Between 2020 and 2022, the academy catered for 5 cohorts, reaching a total of 129 teacher trainees. The completion rate for these cohorts stands at over 99%. During the same period, the academy also conducted 36 continuous professional development programmes.

Challenges

Gaining the trust of the public and potential applicants

One of the challenges faced was to gain the trust of the public and potential applicants. To address this, the academy designed the curriculum based on the RTTS and appointed experienced lecturers in TVET. Furthermore, it collaborated with schools and campuses under the Institute of Brunei Technical Education for teacher trainees' teaching practice.

Standing out from other institutions

Another challenge faced by the academy was to stand out from other institutions in the country that were offering teacher training programmes. This was addressed by offering teacher training programmes that focus on TVET and catering for anyone interested in becoming a TVET teacher. Elective courses that were not available anywhere else, such as student counselling, curriculum design and leadership in education, were also offered.

Catering for different target groups

A final challenge was the identification of the academy's target groups. TVET Academy acknowledges that potential applicants will possess various academic qualifications and backgrounds. Market research revealed that most of the academy's prospective learners do not have the requirements for the teaching qualification programmes. Hence, a bridging programme, named Foundation in Technical Education, was specifically designed for this group.

Insights

The use of regional or global TVET teacher standards in the institutions' curriculum helps to boost reputation and credibility, especially in the initial phases of operation. Continuous interaction and collaboration with different stakeholders help to create an ecosystem that enriches teacher development as this affects, and is affected by, changes in technology, economy and society.

TVET Academy is an example of an institution that creates an opportunity or a pathway for anyone interested in becoming an educator without discriminating based on their academic qualifications and backgrounds. Other institutions are encouraged to provide equal opportunities for anyone interested in becoming TVET educators.

Next steps

The institute is currently working on:

- Potential collaborations with other local and international institutions that offer teacher training programmes;
- Offering more flexible part-time teacher training programmes; and
- Creating signature programmes for continuous professional development.

Learn more

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