



Technical Session V : Presentation- 2

Skills for New-Age Vocational Teachers

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ABSTRACT

The debate over gaps between industry requirements of graduate skills and attributes of the current workforce ('Education to Employment' Mckinsey, report) and the World Economic Forum's 'Future of Jobs' report (2018) holds relevance for the TVET Sector. High levels of youth unemployment are not uncommon on account of a skills mismatch between skills of job seekers and skill requirements of the industry. Institutions are responding by offering a future focussed curriculum, balancing disciplinary and interdisciplinary/multidisciplinary learning. This includes not just disciplinary knowledge but also a focus on 21st century learning outcomes amongst TVET graduates. The hands-on, and industry informed aspects of vocational education are a natural advantage, however TVET needs to go beyond and develop learner capabilities for the 21st century needs, ways of working and demands. Twenty first century's ways of working requires the current and future workforce to be equipped in order to succeed in an increasingly technology-driven workplace, including communication, problem solving, and critical thinking, along with the ability to be agile and empathetic and possess a growth-oriented mind-set (WEF, 2019). While curriculum re-alignment catering to 21st century learning outcomes is much needed, teaching practice must also keep in step to meet the 21st century learning demands. In this regard, this presentation will share a perspective of a tech-enabled learning facilitator's role with a view to highlight future oriented skills and competencies. A Learning Facilitator wears multiple hats, which include design, delivery, curriculum evaluation, assessment, learner support as well as a coaching. The advent of technology in education, and in the workplace is forcing us to rethink these core functions. In Singapore, certain emerging skills and ways of working have been identified and efforts to materialise as professional development priorities. The teacher is no longer a transmitter of mere experience or content, rather teaching and learning ought to be informed by data and analytics driven insights. In this regard, the role of the teacher is that of a designer who facilitates learning from guided failure enabling learner capabilities for learning from failure, and developing resilience, Embodying self directed learning. The institutional setup and employment policies in Singapore buttress lifelong learning for vocational teachers, incentivizing upskilling, rewarding teaching innovation and mentorship. Support of this nature is a necessary condition towards preparing the TVET teacher for the future of learning.

Keywords: Vocational Education, Learning Facilitator, Incentivizing Upskilling, Curriculum Re-alignment

BRIEF CV

Ms. Nilanjana Saxena is a learning design professional, with experience on working on implementing innovative, research informed educational and training delivery solutions in a variety of settings. She started her career as a Chemistry teacher in India and Singapore. Her interest in education innovation took her to Australia where she read the Masters in Learning Sciences and Technology from the University of Sydney. Currently, she is working as a Learning Design Professional at a Higher Education Institution in Singapore. Among other things, she engages in Faculty and Trainer Development.

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