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STUDY ON TEACHING AND LEARNING PEDAGOGIES CAN BE USED IN VET

GIORGI ISABELA, teacher

Economic College „Virgil Madgearu'' from Târgu-Jiu, Romania

Abstract: This paper aims to relate the methods and techniques of teaching in Vocational Education and Training (VET) and their importance in creating a sustainable environment for economic and social development. Because the labor market is constantly changing and the workforce requires adaptation, it is imperative that the VET teacher find and choose the most effective ways of teaching and learning according to current needs and specific of qualification. Teaching is a creative act and the scenarist/the teacher has a crucial rol in the identification of techniques and methods to provide the desired results.

The teaching methods and techniques are widely described in the literature. Selecting one of these methods and/or combining them depends on the teacher's training and mastery.

Keywords: Vocational Education and Training (VET), Work-based learning (WBL), VET system

In Romania, in recent years, employers are increasingly complaining that they cannot find a properly qualified workforce for their organizations. This is due to the fact that society is constantly changing and education system cannot keep up in the same rhythm with these changes. In these circumstances, a new approach to VET is decisive to ensure an inclusive and sustainable environment for economic and social development.

Vocational Education and Training (VET) ensures skills development in a wide range of occupational fields, through school-based and work-based learning. It plays a major role in ensuring lower school dropout rates, achieving learning outcomes and facilitates the school-to-work transition. In a changing world of work, well-designed VET systems can play an important role in developing the right skills for the labor market, not only for youth but also for adults in need of up-skilling or re-skilling. VET systems differ strongly in how work-based learning is organized. In some schemes, including apprenticeships, VET students spend a large share of their time in the workplace, but even in programs that are frequently organized at schools, different types of work-based learning opportunities can be available for students.

Work-based learning (WBL) is often seen as a powerful vehicle for developing workplace skills and promoting productivity of the labor force. It offers the possibility to know the real

work environment, to interact with company stuff and workers, to see modern equipment and tools and observe live work techniques and responsibilities. Realizing the potential of work-based learning requires firms and trainees to engage in work-based learning that effectively increases productivity. The development of WBL systems often creates large challenges, in engaging the employers that must provide the work placements, in making apprenticeship attractive to young people who might otherwise pursue academic studies, and in delivering skills that are not only immediately valuable but support career development. The workplace is a powerful learning environment where technical skills can be learnt from expert practitioners using real-life equipment, while also acquiring key soft skills such as teamwork and communication. WBL offers students the opportunity to transition from school to work, while for employers it offers a means of recruitment. However, it can be challenging to engage employers. Quality requires good WBL design and supporting mechanisms. The length and sequencing of WBL are important. The equity risks of WBL also need to be managed. The paper considers different policy messages for schools and jurisdictions. Understanding the dynamics of the costs and benefits of WBL and ensuring that those are reflected in the design of WBL schemes is essential to ensure that firms provide high-quality WBL and trainees perceive WBL as an attractive career option. [1]

Work-based learning in school is an essential component of school-based VET. It makes a significant difference to the educational experiences and employment prospects of young people when it is well designed and developed.

Many studies have shown principles of good practice regarding VET reform. These principles that should guide the VET development strategy are:

- ***flexibility*** - it means implementation of various models of approach to VET at the local level, adapted to the local context, current but correlated with the standards and principles of good practice agreed at national level;

- ***system focused on the needs of students and employers*** - developing a system that focuses on providing opportunities for all young people, regardless of social status, to qualify for a profession that brings them long-term satisfaction and benefits. At the same time, employers must have a well-qualified workforce with well-assimilated skills that will ensure their labor productivity.

[1] https://www.oecd.org/education/innovation-education/vet.htm

- ***predictable and informed system related to the needs of the labor market*** - it is absolutely necessary to know the needs of the labor market and what kind of skilled workers are required. Therefore, a systematic evaluation of graduates' performance on the labor market and adaptation is needed.

- ***a participatory VET system*** – the development of a system which involves all stakeholders.

Countries across the world are searching for the ways in which they can best engage all students and considering how to develop the types of skills needed for success in the workplace and personal effectiveness as a future citizen.

The main goal of vocational education is enabling people to do things in the workplace - it is not enough to be able to write or talk about such things (as might be the case in more general education). This main goal consist in achieving the following results[2]:

1. **routine expertise** (being skilful);
2. **resourcefulness** (stopping to think and deal with the non-routine);
3. **functional literacies** (communication, and the functional skills of literacy, numeracy, and ICT);
4. **craftsmanship** (vocational sensibility; aspiration to do a good job; pride in a job well done);
5. **business-like attitudes** (commercial or entrepreneurial – financial or social – sense);
6. **wider skills** (for employability and lifelong learning).

In vocational pedagogy are involved various techniques and methods according to the subject being taught (eg. weldering, cooking or cutting hair) and the context in which teaching takes place (eg. a school, college or workplace). Most vocational learning methods are experiential – that is, they involve learning by doing. Vocational teachers are faced with a range of choices about selecting the most effective learning methods.

But what kinds of choices which will improve the quality of teaching and learning and so be more likely to create excellent workers?

Research has shown there are many different engaging methods from which to choose. The fallowing list indicates those vocational learning methods which have considerable value and which are relatively well-understood in many contexts. For each one there is significant

[2] https://cris.winchester.ac.uk/ws/portalfiles/portal/356280/63

research suggesting effectiveness in vocational education. The majority are broadly *learning by doing* or *experiential*, though may combine reflection, feedback and theory.

Vocational learning methods which work:

- ✓ learning by watching
- ✓ learning by imitating
- ✓ learning by practising or trial and error
- ✓ learning through feedback
- ✓ learning through conversation
- ✓ learning by teaching and helping
- ✓ learning by real-world problem-solving
- ✓ learning through enquiry
- ✓ learning by listening, transcribing and remembering
- ✓ learning by drafting and sketching
- ✓ learning on the fly
- ✓ learning by being coached
- ✓ learning by competing
- ✓ learning through virtual environments
- ✓ learning through simulation and role play
- ✓ learning through games.

Because the labor market is constantly changing and the workforce requires adaptation, it is imperative that the VET teacher find and choose the most effective ways of teaching and learning according to current needs and specific of qualification.

Teaching is a creative act and the scenarist/the teacher has a crucial rol in the identification of techniques and methods to provide the desired results.

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