

# TVET Teacher Training Programs and Institution in Korea

Presented by

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# contents

**I. Purposes of Study**

**II. Status of TVET  
Training Programs &  
Institution**

**III. Features & Merits of  
TVET Training System**

**IV. Problems & Issues  
of TVET training  
System**

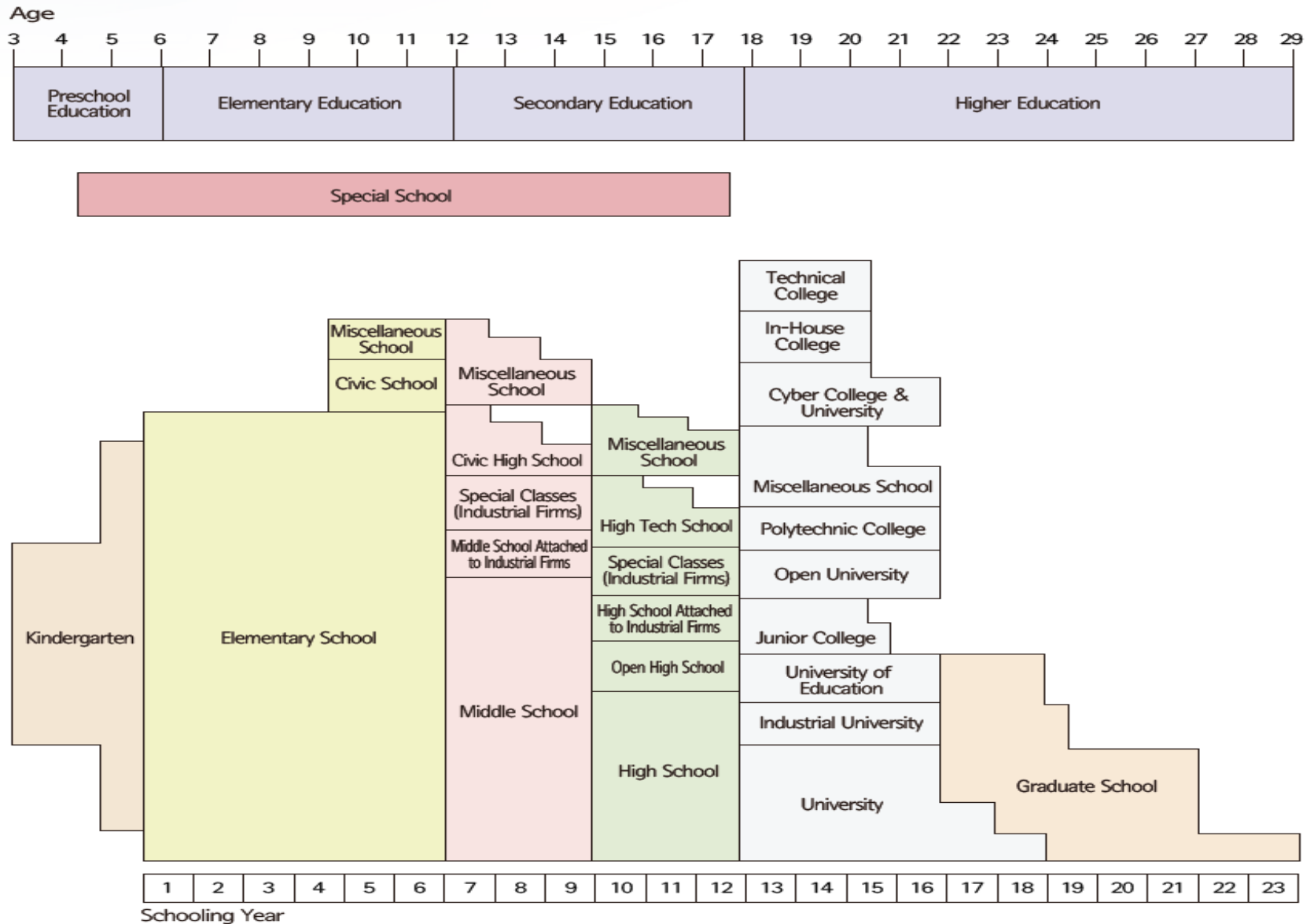


# I. Purposes of Study

1. To identify **current status of TVET** teacher training programs and institution
2. To identify **characteristics and merits of TVET** training system
3. to identify **problems and issues of TVET** training system

# II. Status of TVET Training Programs & Institution

## 1. School System in Korea



## 2. Vocational school System

- 1). Vocational Education controlled by MOE
  - **3 year Vocational high school: Technical, Commercial, Agricultural, Fishery & marine, Home-economic**
  - 2-3year Vocational college
  - 4 year Industrial University
- 2) Vocational Training controlled by MOLE
  - Vocational Training Institutes(mostly private & less than 1yr training)
  - 2 yr Polytechnic college

### 3. Teacher Qualification System in Korea

↙	Legal bases: The article 21 of elementary & secondary education law / the article 22 of nursery education law ↙					
	Item 1 (management) ↙		Item 2 (teaching) ↙			
kindergarten ↙	Director / vice-director ↙	Teacher (1 & 2 <sup>nd</sup> class) ↙		Assistant teacher ↙		
Elementary school ↙	Principal / vice-principal ↙	Teacher (1 & 2 <sup>nd</sup> class) ↙		Assistant teacher ↙		↙ ↙ Librarian teacher (1 & 2 <sup>nd</sup> class) ↙
Secondary school ↙	Principal / vice-principal ↙	Teacher (1 & 2 <sup>nd</sup> class) ↙		Assistant teacher ↙	Practical skill teacher ↙	
↙ Special school ↙	↙ Principal / vice-principal ↙	kindergarten ↙	↙ Teacher (1 & 2 <sup>nd</sup> class) ↙	↙ Assistant teacher ↙	↙ Practical skill teacher ↙	Health teacher (1 & 2 <sup>nd</sup> class) ↙
		Elementary school ↙				Nutrition teacher (1 & 2 <sup>nd</sup> class) ↙
		Secondary school ↙				Counselor (1 & 2 <sup>nd</sup> class) ↙

# 4. TVET Teacher Training System

- 1). One integrated training system including general and TVET teachers
- 2). Main pre-service training system
  - College of education, university
  - Teaching profession courses of university
  - Graduate school of education
  - Credit hours for qualification & graduation of university; at least 22 credits in the teaching profession and 50 or more credits in the majors and complete total 120-145 credits including the liberal arts
  - One month industrial site training required for TVET teachers)
  - None credit test: Teacher's aptitude & personal qualities test and First aid & CPR practice test

### 3) In-service Teacher Training System (Hierarchical qualification & training)

Teaching Qualification	Training criteria
2 <sup>nd</sup> grade teacher	Graduation of university
1 <sup>st</sup> grade teacher	Completion of 1 <sup>st</sup> grade teacher training program(180 hrs)
Vice principal	Completion of vice principal training program(180 hrs)
Principal	Completion of principal training program(360 hrs)



## 4). In-service Training Institution

- 4-1). National in-service training institute:  
more focused on national policies
- 4-2). 17 provincial in-service training  
institutes: more focused on curriculum &  
teaching methods
- 4-3). Special training institutes: approved  
by Government for special areas

### **III. Features & Merits of TVET Training System**

1. One integrated system of teacher training
2. Systematic in-service training programs to level up teaching qualification
3. Periodical teaching job training program based on periodical curriculum revision(usually 5yr)
4. ICT skill training for all teachers to universalize NEIS(National Education Information System)
5. Worksite skill training for all TVET teachers to apply NCS(National Competence Standards) based curriculum

## 6. 4 categories of teacher's qualities in Korea

1). Basic qualities and attitudes: 5 items

ex; A sense of calling for teaching.

2). Professional qualities: 10 items

ex; Methods and skills to teach knowledge or skill

3) Personality qualities: 7 items

ex; Respecting the students as people with their own goals and potentials

4). Democratic leadership qualities:

ex: Capacity to respect the individuality

## **IV. Problems & Issues of TVET training System**

1. Issues and problems on innovation of teacher training majors and courses to cope with NCS-based Curriculum and the 4th Industrial Revolution
  - NCS is to qualify practical abilities based on job analysis
  - Advancement in cutting-edge technologies including Robot, AI, Big Data, Nanotech, Biotech, IOT, 3D printing and autonomous transportation have enormous potential to change industries and jobs

## 2. Adoption of teacher qualification renewal system

- existing teacher qualifications are not valid for changes in industry and occupational skills
- Limitation of existing in-service teacher training programs
- Replacing existing certificates with new certificates that meet the requirements of the new age

### 3. Introduction of various measures to utilize industrial technicians as teachers

- Big gap between education and industrial demands
- Limitations of teacher training programs
- Impossible to teach without teacher's certificate by law
- For close cooperation between education and industries
- Contract based special employment
- As a part time instructors

## 4. Reinforcement of Practical Skills in Teacher Training and Recruitment Process

- Lack of practical skills of TVET teachers
- Trying to innovate training program at university
- Trying to innovate recruiting tests
- Reinforcement of skill training on the job training

## 5. Introduction of compulsory work-site training in in-service training system

- Worksite training was partly introduced but lacked in effectiveness.
- It was because of lack of coordination of industry, lack of time and budget, and inadequacy of training system.
- There are still a lots of claims to intensify worksite training.
- So difficult to ensure training places & good skill trainers for teacher training from industries