
CALL FOR PAPERS

JOVACET Special Edition

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You are invited to submit an abstract for JOVACET Volume 3, Issue 1, 2020, which will be a Special Edition with a specific focus on teacher education in technical and vocational education and training, to be published in September 2020.

Deadline for abstract submissions: **Friday, 14 February 2020.**

Abstracts should comprise a maximum of 700 words and be submitted in MS Word format via the journal website at www.jovacet.co.za or emailed to Dr Catherine Robertson at cathy@tcrobertson.co.za. Should you prefer to submit a full article, please limit the number of words to 8 000. The website will provide the style guide, which includes the abstract and list of references, or they can be provided by emailing Catherine Robertson.

This Special Edition will focus on the theme of *Professionalising technical and vocational education and training (TVET) teacher education*, outlined below. Contributors may share any recent research relevant to the theme and the TVET/adult learning sector. Therefore, submissions of abstracts or full articles are invited that respond to this call to share recent research, its conceptual framing and its findings, with a view to identifying areas of further research for exploration.

An element of vocational teacher education which has periodically surfaced since the 1990s, is the currency of skills and knowledge relative to industry requirements. For policy-makers, captains of industry and collaborating vocational higher educational institutions, industry experience is currently a prerequisite for effective vocational teaching. The value of industry

placements for individuals and organisations is commonly emphasised. As with other professions, continuous professional development (or CPD) in the form of teacher in-service programmes is ongoing, and forms an essential component of teacher development.

Industry placement is an international trend 'towards professionalising the VET teaching workforce as many countries try to increase the qualifications of the VET workforce and introduce CPD for teachers and trainers' (Wheelahan & Moodie, 2012:15–16). For critics, however, the argument with regard to industry currency is perceived as a tool of neo-liberal capitalism that contributes towards the subordination of the academic enterprise to business and the state. This subordination, or industry involvement of lecturer staff, 'has come to be justified largely in terms of economic growth and preparing students for the labour market' (Badat, 2009: 3). In some circles, industry involvement is perceived as a direct contradiction to the historical purpose of higher education. Industry involvement and demands on higher education, it is argued, could thus be detrimental to higher education in general and to students in particular.

Policy frameworks for lecturers in both technical and vocational education and training (TVET) and adult and community education and training (ACET), promulgated in South Africa in 2013 and 2015, require the placement at potential employers as a formal element of initial teacher education programmes for these types of teacher in South Africa. The introduction of the policy frameworks has resulted in the development of new teacher education programmes in the country and lively debates related to it.

Submissions should be of high quality and follow academic research/writing conventions in the social sciences. Specifications can be found on the JOVACET website or obtained from Dr Catherine Robertson at the email address above.

We look forward to receiving your submissions for the Special Issue in 2020!