

Vocational teaching at XYZ

The XYZ courses and programmes are delivered by staff with experience in various vocations. However being in the role of teacher requires very different skills and knowledge.

This summary is to support staff as they transition from “tradie” to “teacher”.

Tutors at XYZ should be aware of the strategies, philosophies and terms used in the education profession if they are to be effective at delivering high quality learning.

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“ ... there is no one way of teaching, or any approach that can be identified as 'best' practice.”

Cath Fraser (2016). Literature review - Becoming effective teachers for under-25 students: Using kaupapa Māori theory framework

Question 1: Who do we teach?

a) We teach Secondary School children, recent school leavers (teenagers living with family/whanau or independently), and older adults.

Therefore we must be familiar with the two different teaching focuses commonly used by PTE and polytechnic tutors: The use of “pedagogies” or “andragogies”.

Pedagogy literally means "leading children." Teachers talk about **pedagogies** as those routines and ways of teaching that are best suited to working with children. Generally, this means the teacher knows best about what is to be taught and how to teach it, taking into account children have very little prior knowledge or life experiences. The children are dependent on the teacher for every decision and all learning and keeping classroom behaviour on task.

Andragogy is a made up term to describe those routines and ways of teaching that are better suited for teaching adults. Malcolm Knowles (The Modern Practice of Adult Education (1970)), assumed that adults:

- move from dependency to self-directedness;
- draw upon their prior knowledge and life experiences for learning;
- are ready to learn when they assume new roles; and
- want to solve problems and apply new knowledge immediately.

Teaching that is **planned** and **delivered** with the adult learner in mind will consider that adults (as opposed to children) have strong feelings of independence, want to be treated respectfully as adults and personal goals linked to work aspirations and family/whanau responsibilities.

Adult learners likely:

- feel the need to learn certain things at certain times
- want some input into what, why, and how they learn
- want any new learning to allow for the learner’s prior knowledge and prior work/life experiences.
- want to be trusted to get assignments/homework done in a way that fits around other priorities in their lives
- want a cooperative and non-distracting learning environment
- appreciate the teacher taking time to get to know them
- appreciate a diagnosis of learning needs and interests that helps overcome barriers to learning and help motivate them to meet the learning outcomes

At XYZ we will use the term “**pedagogy**” to mean **any** teaching or assessment methods, routines or techniques that we use as educators **for planning what to teach** and **how to teach it**.

For example, we may use one set of pedagogies for working with the children in schools, and very likely a different set of pedagogies for teaching our adult learners.

We may even use a mix to cater for the maturity and needs of our learners; some techniques we borrow for teaching children may be best for managing some classroom behaviours, while some adult teaching techniques might be helpful to build trust and a feeling of whanua/family.

b) We teach a diverse range of students who may identify as Māori or tangata tiriti

If we are to make students feel welcome and safe we need to make sure our learner-centred practices are inclusive of

- **tangata whenua** (“people of the land” – students who identify as or feel affiliated with being indigenous Māori) and
- **tangata tiriti** (a more general modern term for New Zealanders of non-Māori origin).

A number of XYZ’s practices are designed to reflect the concepts of Te Ao Māori as a learner-centred framework to support learner success.

We feel we affect the principles of Te Tiriti o Waitangi by the way we interact with, support, and encourage our learners, sentiments that are also reflected in our core Value statements.

We encourage our learners to succeed, and we respect the individual for who they are.

At XYZ we try to educate and train the learner as a whole person, not just the bit that shows up on campus for the day.

Our Learner Wellbeing & Engagement Plan uses to the following concepts which are based on best practice and methodology for people working in the education space:

Te Whare Tapa Wha

- Te Taha Tinana – Physical wellbeing
- Te Taha Wairua – Spiritual wellbeing
- Te Taha Hinengaro – Mental & Emotional wellbeing
- Te Taha Whanau – Family & Social connection
 - Whenua – Land and roots

Using this foundation model for wellbeing, Te Whare Tapa Wha reflects the value of the individual and their culture, effectively putting the learner at the centre of everything we do.

As tutors we can meaningfully integrate aspects of Te Ao of Māori using the resources in the Tutor Professional Development channel in MS Teams (see page 10).

Look for opportunities to use

- karakia to start meetings and lessons as appropriate
- te reo Māori greetings and sign-off in emails and communications
- te reo Māori signage
- te reo Māori vocabulary integrated into natural conversations and wall posters
- culturally appropriate practices in everyday settings

Question 2: What does it mean to be “learner-centred” when we plan to teach?

As teachers we are the subject matter experts; we know the knowledge and have the skills we want our students to have mastery of.

We need to plan the delivery of learning using a stepping stone approach; specific chunks of knowledge are taught one after the other to permit learners to comfortably and without unnecessary stress get closer to meeting various learning goals and master the learning outcomes.

We must also plan the timing of assessment opportunities along the way that let the learner check if they are on track to completing the course successfully but also signal when high stakes final assessments are due in for marking. A learner-centred teaching approach recognises that learners want to have some control over their learning and assessment.

Learners want a genuine caring response from tutors; a sense of humour is valued and entirely appropriate. This fits with the description earlier of using appropriate teaching andragogies (adult teaching methods). Grumpy, abusive or bullying tutors are not safe to be with students and tutors must seek assistance from the Leadership team or Education Lead to change this behaviour.

A learner-centred approach views learners as active agents. They bring their own knowledge, past experiences, cultural backgrounds, education, and ideas – and this impacts how they take on board new information and learn. Tutors attitudes to learners have significant impact on student success!

A learner-centred approach requires teachers to change the way they teach to suit individuals and continuously adjust their teaching to meet students’ needs.

Learner-centred teachers use pedagogies that increase the students’ own motivations to be successful. Adult learners have chosen to enrol in your courses for a reason...this is not a compulsory State Education school classroom that by law they must attend! They chose your course voluntarily!

Learner-centred teachers are those that help their students to

- adjust to a new and different learning environment
- include appropriate cultural routines and language (eg, karakia, mihi, te reo Māori signage)
- envision what successful learning looks like – visible development
- develop their critical-thinking and self-reflection skills
- learn how to set and achieve their goals
- develop their literacy and numeracy skills as required for Level 1 – 3 courses.

Learner-centred teachers are those that give students

- well-managed and safe (physically and culturally) learning environments
- the chance to express their ideas in their terms while respecting the opinions of others
- low stakes activities that permit failure and the chance to learn from mistakes
- the safety to question the teacher about the learning process; content and assessment

The last point above might mean you allow your adult learners some freedoms and opportunities to learn content out of sequence and in their own time at their own pace and negotiate what assessments are due when to accommodate other priorities in the students’ lives.

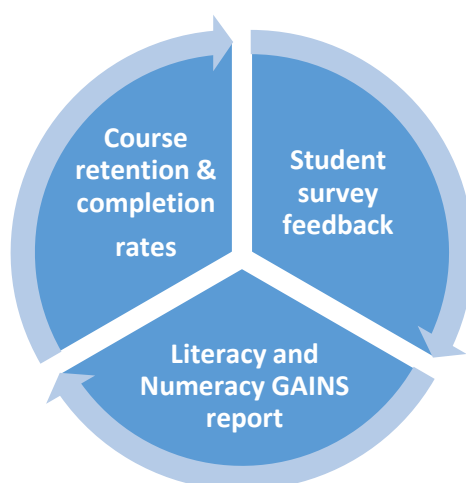
Certain forms of teaching work well within a student-centred model:

- Task based learning e.g. case based discussions, scenarios for students to discuss
- Projects e.g. letter writing, case write ups, work placement portfolios
- Role play situations
- Experiential learning e.g. “hands on”/ practical activities, in the field or work place
- Reflective learning e.g. reflective accounts, case discussions
- Group discussions
- Presenting to/ teaching peers
- Self-instructional learning e.g. preparing topics, suggesting activities to try
- Problem based learning
- Self-paced online instruction and interactive materials

Assessment of learning that is student-centred could include

- Practice quizzes
- Literacy and Numeracy for Adults Assessment Tool (LNAAT) testing for Foundation courses and Level 1 - 3 courses.
- Professional conversations and external supervisor feedback
- Self and peer assessments – identifying next steps to revisit learning or move on
- Log books and portfolios
- Formative assessment to identifying hidden learning needs
- Informal “checking in” with students to monitor engagement and negotiate next steps in learning and assessment or reassessment

The planning cycle that is student-centred will include changes in response to:



All of the above increase the student’s own autonomy and responsibility for learning AND increase the likelihood that students will successfully complete your course!

Question 3: What teaching perspective is dominant when we plan to teach?

As tradies we are the subject matter experts; we have the skills and knowledge we want our students to have mastery of.

As teachers we can take advantage of education research that conveniently provides some justification for the decisions we make about **how** we teach.

This research is called the **Teaching Perspectives Inventory**. The tool used is an online survey.

The research suggests that regardless of the level taught, **there are just five (5) main approaches or perspectives teachers use** when they think about their students and how best to teach them.

At XYZ we tend to use the Apprenticeship perspective as the dominant perspective.

The **Nurturing** perspective is a second dominant perspective.

As explained on the TPI website (see appendix 1 later in this document), the description for taking an **Apprenticeship** and a **Nurturing** perspective makes a lot sense in plain everyday language, and allows XYZ tutors to justify the thinking around the decisions made about **how** they teach.

In reality we will use the other perspectives as appropriate at certain times in our teaching, but the TPI tool provides an easy way for you to understand your intentions and actions as a teacher.

Take the TPI survey to discover your dominant perspective and secondary supporting perspective.

You will also receive a score that indicates how consistent you are with your **intentions** to teach and the **actions** you actually take.

NOTE: Answer the survey questions with a specific class of students in mind! You can come back later to retake the survey with a different group of students you want to focus on. You will likely find different outcomes thinking about teaching a group of school students compared to older adults, so be clear in your mind what students you are thinking about when responding to the questions in the survey.

Link: [Teaching Perspectives Inventory](http://www.teachingperspectives.com/tpi/)

<http://www.teachingperspectives.com/tpi/>

Keep your results (they will be emailed to you) for inclusion in your reflective journal. In your journal

- What did you find out about your beliefs, actions and intentions for teaching?
- How consistent were they?
- When is it appropriate to use other perspective such as Transmission or Developmental?
- Do you use just one perspective all the time or do you tend to move between perspectives (eg, in a single teaching session/ over a week / over the course)?
- What will you do differently as a teacher based on the TPI results?

Question 4: How will I know I am on the path to becoming an expert teacher?

At XYZ we acknowledge teaching staff bring knowledge, skills, positive attitudes and experience of their vocational disciplines.

1. To begin with, tutors with no formal teacher training or awareness of appropriate pedagogies may identify themselves as being at the **Competent** stage of their professional teaching journey.

Generally, at this stage, tutors are learning the basic **routines** of good planning and teaching. They may be increasing their confidence to try different routines or become more familiar with the culturally inclusive practice and terms used in education (eg, summative and formative assessment, sufficiency of evidence, assessor judgments, and the use of te reo and tikanga Māori).

2. After some time and experience of using different pedagogies, tutors should have become knowledgeable and skilled users of the routines of teaching. They may no longer feel they are “surviving” but are thriving and identify with being at the **Experienced** stage of their professional teaching journey. Less effort is required to use the routines of teaching. Instead the tutor puts more effort into building appropriate relationships with students that grows mutual respect in the group.

Courses are up to date and well organised. In general feedback from student surveys indicate students are more willing to trust the tutor and want to complete work to a high standard for them. Students report they feel safe taking risks to learn something new, knowing they will be supported to learn from mistakes. Students say the tutor values their opinions and respects them. They report that the tutor takes a genuine interest in trying to understand the other aspects of their lives that might affect their learning at XYZ and looks for alternative ways to teach to meet specific needs.

3. With the confidence to experiment, tutors have a range of techniques in their teaching tool kit. An **Expert** tutor recognises there is no single correct way to teach. Courses are up to date, well organised, and highly engaging. Time is set aside to be a student themselves learning from readings, observing other tutors, and putting into practice ideas borrowed from professional development opportunities. This tutor is seen as a valuable resource for others. Comfortable with the complexity of teaching and on-going changes in the education system, this tutor imagines solutions to new problems and is willing to try new ideas and methods and share successes with others.

An expert tutor knows some knowledge expires or becomes out of date, so it takes effort to maintain expertise.

Competent	Experienced	Expert
<ul style="list-style-type: none">• Routines	<ul style="list-style-type: none">• Routines• Relationships	<ul style="list-style-type: none">• Routines• Relationships• Resourcefulness

We have asked tutors to use a reflective journal to help identify where they are in their transition from “tradie” to “teacher” and to participate in various professional development activities.

Please add to or highlight these as you see fit!

Competent

- Uses year planner to sequence teaching and assessment activities in a logical sequence to map content knowledge and skills to the course Learning Outcomes.
- Uses Lesson Planning tools (on paper or digital) to ensure content and skills are taught in each teaching lesson/session an organised logical way that will make sense to the learners and build their confidence to complete the formative and summative assessment tasks
- Summative assessments have been pre-moderated before the course starts (quality assurance)
- Summative assessments have been post-moderated by another staff member before returning final marks to students (quality control)
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- Knows students' names and maintains a friendly approachable manner
- Student feedback and course evaluations are used to improve course delivery and assessment practices with support from more experienced tutors

Experienced

As for Competent plus:

- [illegible]

Expert

As for Competent and Experienced plus:

- [illegible]

You can use your reflective journal to map your progress against the indicators as you transition from “tradie” to “teacher”.

Appendix 3: Teaching Perspectives summarised

TPI - Teaching Perspectives Inventory summaries <http://www.teachingperspectives.com/tpi/>

Your graph generated by your answers to the survey questions represents is your 'good teaching' profile for the class you were thinking about at the time. At XYZ we generally use the **Nurturing** and **Apprenticeship** perspectives as our dominant perspectives. We do not use Social Reform, so this is not included in the descriptions below.

Keep in mind that these five perspectives are **not** mutually exclusive perspectives. Common sense requires that no one can operate from all five simultaneously, since they represent contrasting and sometimes competing views of teaching.

On your profile sheet you also have sub-scores for Beliefs (B), Intention (I), and Actions (A) within each perspective. These sub-scores will further help to identify your philosophy of teaching by highlighting whether your views within a perspective are grounded (differentially or equally) in what you believe, what you intend to accomplish, or what educational actions you undertake in your teaching settings.

Apprenticeship: Effective teaching is a process of socializing students into new behavioural norms and ways of working. Good teachers are highly skilled practitioners of what they teach. Whether in classrooms or at work sites, they are recognized for their expertise. Teachers must reveal the inner workings of skilled performance and must translate it into accessible language and an ordered set of tasks which usually proceed from simple to complex, allowing for different points of entry depending upon the learner's capability. Good teachers know what their learners can do on their own and where they need guidance and direction; they engage learners within their 'zone of development'. As learners mature and become more competent, the teacher's role changes; they offer less direction and give more responsibility as students progress from dependent learners to independent workers.

Nurturing: Effective teaching assumes that long-term, hard, persistent effort to achieve comes from the heart, not the head. People become motivated and productive learners when they are working on issues or problems without fear of failure. Learners are nurtured in knowing that (a) they can succeed at learning if they give it a good try; (b) their achievement is a product of their own effort and ability, rather than the benevolence of a teacher; and (c) their learning efforts will be supported by both teacher and peers. Good teachers care about their students and understand that some have histories of failure resulting in lowered self-confidence. However they make no excuses for learners. Rather, they encourage their efforts while challenging students to do their very best by promoting a climate of caring and trust, helping people set challenging but achievable goals, and supporting effort as well as achievement. Good teachers provide encouragement and support, along with clear expectations and reasonable goals for all learners but do not sacrifice self-efficacy or self-esteem for achievement. Their assessments of learning consider individual growth as well as absolute achievement.

Transmission: Effective teaching requires a substantial commitment to the content or subject matter. Good teaching means having mastery of the subject matter or content. Teachers' primary responsibilities are to represent the content accurately and efficiently. Learner's responsibilities are to learn that content in its authorized or legitimate forms. Good teachers take learners systematically through tasks leading to content mastery: providing clear objectives, adjusting the pace of lecturing, making efficient use of class time, clarifying misunderstandings, answering questions, providing timely feedback, correcting errors, providing reviews, summarizing what has

been presented, directing students to appropriate resources, setting high standards for achievement and developing objective means of assessing learning. Good teachers are enthusiastic about their content and convey that enthusiasm to their students. For many learners, good transmission teachers are memorable presenters of their content.

Developmental Effective teaching must be planned and conducted "from the learner's point of view". Good teachers must understand how their learners think and reason about the content. The primary goal is to help learners develop increasingly complex and sophisticated cognitive structures for comprehending the content. The key to changing those structures lies in a combination of two skills: (1) effective questioning that challenges learners to move from relatively simple to more complex forms of thinking, and (2) 'bridging knowledge' which provides examples that are meaningful to the learner. Questions, problems, cases, and examples form these bridges that teachers use to transport learners from simpler ways of thinking and reasoning to new, more complex and sophisticated forms of reasoning. Good teachers adapt their knowledge to learners' levels of understanding and ways of thinking.

5 Simple Steps For Interpreting Your TPI Profile

Examine your "good teaching" profile sheet/graph: The height of each of the five vertical bars on your profile represents how strongly you hold each of the 5 perspectives. Remember that all teachers embody all five views, but in varying degrees.

1. Note the Height and Range of Your Overall Scores: Scores on the profile sheet can range from a minimum of 9 to a maximum of 45. Do your scores overall generally fall in the 40s? Or the 30s? Or 20s? Are your individual perspectives strongly held? Moderately held? Weakly held? Do you know anyone who holds stronger views on teaching? What might this suggest?
2. On which perspective is your score the highest? Lowest? Are there marked (step-like) differences among your scores, some high and others low? Or is your profile somewhat 'flat', with smaller differences between your highs and lows? Keep in mind that to agree with some items meant that you must logically disagree with others--you cannot agree with everything. As you were completing the TPI, did you keep a single, specific class in mind?
3. Identify Your Dominant, Back-Up, and Recessive perspectives: Do one or two of your perspective scores fall at or above the upper line labelled 'Dominant'? Which ones? Most people have at least one (occasionally two) dominant perspectives that represent strongly held views on their roles and functions as educators.
4. Check for Internal Consistency: Examine the sub-scores labelled B, I, and A (near the top of each bar). Your score on each of your five perspectives is comprised of three sub-scores: a Belief sub-score, an Intention sub-score, and an Action sub-score. These sub-scores are indicators of how much agreement exists between what you do (Actions), what you want to accomplish (Intentions), and why you feel that is important or justified (Beliefs). High internal consistency (sub-scores within one or two points of each other) means that your Beliefs, Intentions, and Actions all corroborate each other.
5. Examine any Internal Discrepancies: If your B, I, A sub-scores differ by three or more points, inconsistencies may exist that you should consider. Where your sub-scores differ by 3, 4, 5 or more points, look to see where the differences occur. Within which Perspective? Between which sub-scores: Beliefs and Actions? Between Intentions and Actions? Between Actions and Intentions? What

might explain these differences? Job constraints? Philosophical inconsistencies? Non-clarity about departmental expectations?

In your reflective journal note if the scores on your profile sheet are consistent with how you see yourself.

Do they make overall sense to you? Are there any unexpected insights? Do your scores help you clarify how you see yourself as a professional educator?

Is it now clearer that there are multiple and legitimate views on what constitutes 'good teaching'?

Reconfirm or Check for Change: Remember, you can always take the TPI a second and a third time! Look for changes that may occur after professional workshops, departmental discussions, critical self-reflection, or other important events.

Appendix 4: Competent tutor routines

At XYZ the tutors have listed some of the basic routines of teaching that might help new tutors.

Start of a lesson: getting students on site or into class

- Get to class ahead of the students and have all resources and learning activities organised.
- Be aware of the emergency procedures for fire, earthquake, lockdown and what to do in a medical emergency or accident situation.
- Have a regular routine for how students are to enter class or the work site (do not be late, wear the correct gear, come into the room and get ready to learn OR assemble at the agreed meeting point)
- Take the attendance immediately

Start of a lesson: beginning the teaching

- Check there are no students already looking distressed or exhibiting unusual behaviours. Refer to Student Wellbeing support person and send another student to escort them.
- Introduce the main learning objectives for the day, which may include revising the main points from the last lesson or going over homework or practice assignments.
- OR start with fun ice breaker or puzzle or relevant news item to hook students into the lesson. Students might like to start with a karakia
- OR do a quick informal diagnostic quiz to check where students are still confused about the last lesson. You could try a “Who wants to be a millionaire” type game, ask for volunteers, or permit responses in pairs (ask a colleague for more ideas of how to do this without making students feel uncomfortable or “dumb”).

Main teaching activities:

- Use a mix of theory and practical if possible, so students see the importance of what they are doing and how it relates to the workplace or assessment tasks coming up.
- Allow for short mini-breaks if teaching for an hour or longer especially if there is a lot of reading or writing.
- Ensure students understand the XYZ values and encourage them to make good choices as they demonstrate cultural safety and respect for one another and the tutor. **Model this by always using appropriate language; no swearing or abusive or bullying language. You are not a tradie anymore, you are a teacher. You are not in a workplace, you are in a teaching space!**
- Constantly monitor each of the students to check their progress, give useful and encouraging feedback, start getting to know your students as individuals, and consider how you might plan to meet their specific learning needs in the next lesson.

End of lesson:

- Allow 5 or 10 minutes for students to reflect on their new learning and ask any questions
- Ask the students what they liked about the lesson, and what might have gone better. Record and use this feedback! It will make you a better teacher!
- Let them know what to look forward to in the next lesson and that you are looking forward to seeing them next time.
- Let the students pack up and leave in an orderly manner.