

CHAPTER 3: DESIGN, DEVELOPMENT AND DELIVERY IN VET

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Abstract

This chapter explores issues related to pedagogy (the practice of teaching) in VET contexts. It provides a guide to the process of design, development and delivery in VET with examples of how to do this in a coherent and imaginative way and provide the best outcomes for students. The chapter also encourages you to reflect on and develop characteristics required to become a professional and an effective VET teacher.

Objectives

By the end of this chapter you will gain an understanding of diversity, complexity and scope of VET teachers' roles; learn the processes involved in designing, developing and delivering VET curricula; and be able to identify the characteristics of a VET teacher and relate these to your own professional development.

Introduction: Teaching in vocational education contexts

Teaching is an exceptionally rewarding and exciting vocation that provides opportunities to work with diverse groups of people across very different settings and contexts. Each of these contexts has its own features and idiosyncrasies. A VET teacher may, for example, be involved in teaching in settings as diverse as a factory unit, hospital, TAFE Institute or private Registered Training Organisation (RTO) or businesses. Teachers may use a range of delivery models that include face-to-face, online or other blended or distance learning pedagogies. In this chapter the design, development and delivery of VET focuses mainly on face to face teaching. Other chapters in this book concentrate on other modes.

In the same way as the contexts for teaching are diverse, so are the learners. Any one class or group may have learners aged 16 to 85 years, with a wide range of cultural, linguistic, social and educational backgrounds, and with very different sets of professional and/or life experiences that form a rich foundation for further learning. Their past learning experiences influence their interests and levels of engagement. VET learners have diverse sets of expectations from their engagement in learning. These forms of diversity may present numerous challenges for VET teachers. Hence becomes particularly important that VET teachers are well prepared to appropriately design, develop and deliver what they teach. Yet, teaching needs to be planned within the VET policy framework. Government Policies, both at State and Commonwealth levels, change from time to time and has a profound impact on what is taught. Government controls over how much funding is provided, and prioritizing

certain types of training for particular sectors that have high demands for skills influence the range and number of programs on offer. Regardless of the impact of policy influences, over-arching principles of good practice that should underpin VET teaching remain the same. In this chapter we will discuss these principles rather than specific contexts in which you may find yourself.

In this chapter we will discuss the over-arching principles of good practice that should underpin VET teaching regardless of the specific contexts in which you may find yourself.

Nature of VET teachers' work

Much of VET teachers' work is about *facilitating learning and engaging learners*. This means that their teaching needs to be creative, reflective and student-centred, enabling each individual to achieve their potential. This is particularly important, because VET is often seen as the 'sector of second chance' (Atkins, 2010) for people who have endured difficult educational journeys or who experienced some form of social exclusion. Being student centred means that you foreground engagement of the learners in their own learning by employing a diverse range of pedagogies. Your sessions could include ice breakers, experiential learning; games, quizzes, discussions and group or pair work activities. This necessitates a broad range of knowledge and capabilities in teaching as well as in your disciplinary/industrial area. Several academics have investigated VET teachers' work, and recorded extended lists of skills, attributes and competencies they should have. In part, this is because VET teachers are seen as 'Dual Professionals' (Orr, 2008), meaning that they are teachers who are also professionals in another disciplinary or industrial field. Take particular note of the term 'professional' as it is one that we will return to, not only in this chapter, but in other parts of this book (e.g. see Chapter 8, Reflective Practice for VET Teachers[s1]).

Reflective Activity



With a colleague, make a list of some of the skills, attributes and competencies you think that you have as a VET teacher. Can you split these into teacher skills and attributes and 'disciplinary/industrial' skills and attributes? How many of these are common to both categories? Why do you think this is so? Make a note of your ideas, and we will return to them later in this chapter.

Researchers' ideas about VET teaching

Pedagogy is the focus for a great deal of educational research. This also includes research on VET. Many researchers have tried to identify the specific skills and attributes that VET teachers need. Amongst them are Harris et al (2001, pp. 15-19) who investigated capacities of VET teachers and the types of professional development they needed. Dickie, Eccles, Fitzgerald & McDonald (2004) complemented that study by investigating the *expectations* of VET teachers. A key aspect of being an effective VET teacher, identified by both groups, revolves around professionalism and what this means in relation to your practice and pedagogy. So what other attributes and characteristics do the researchers identify? Figure 1 illustrates a 'wordle' analysis of the characteristics identified by the two groups of researchers above. If you want to read their work in full, it is listed under 'further reading' at the end of

this chapter. You may also want to look at the training activities and required skills and knowledge of VET teachers identified by Cedefop (2009, p. 24).



Figure 1 Analysis of the characteristics identified by Harris et al (2001) and Dickie, Eccles, Fitzgerald & McDonald (2004)

Reflective Activity



Study the list you completed in the first reflective activity. Now, look at the Wordle and see which terms are given particular prominence. (the software produces Wordles based on word frequency). Study it carefully and compare it to the words in your list. Can you add anything to your list? Have you identified any areas that you might need to develop further?

It is important for teachers to recognize their own strengths and weaknesses, and continually seek opportunities to update their competencies and capacities.

Planning for VET delivery

Curriculum design and development is a critical component of VET teaching. There are different views amongst scholars and practitioners about what curriculum means. For the purpose of this chapter we use ‘curriculum’ as a broad concept shaped by what to teach, how to teach, when to teach, and what is the impact of the teaching. It includes the planned teaching strategies and accompanying resources that are used to foster student learning and development to achieve the stated outcomes. As a VET teacher, you may need to work in a variety of contexts (eg. the workplace, private RTO’s, TAFE Institutes, and in different industries), hence required to fulfill different roles when developing curriculum for these

contexts. The needs of the organisation that you are working in will influence your role in developing and implementing the curriculum. While in some situations you will be responsible for designing curriculum based on nationally accredited Training Packages, in other contexts you may be using accredited curricula for example in the teaching of language, literacy and numeracy. You may need to develop curriculum and teach in an industry or an enterprise to respond to identified needs for staff development. In such a case you will be adapting curriculum design that is very proscribed by the needs of the industry or enterprise. Work, Health and Safety (WHS) is one such example that falls into this category.

Irrespective of where you teach or the particular curriculum that you design, you will be expected to work in an outcomes/ competency based framework.

In a competency based framework considerations of developing individual or group learning programs, organising the human, physical and material resources necessary for learning and assessment are to be clearly thought through. Additionally, the mode of delivery needs to be determined from the perspective of learners' convenience and accessibility. For instance, e-learning may be more convenient for some learners, but it is important that they have easy access, know how to use technology for learning, are skilled in using technology, and are self-directed to be able to successfully complete tasks in a timely manner. See Chapter 7 for more on e-Learning.

Fundamentally, any curriculum statement should enable learners, teachers and managers to know and fulfil their obligations in relation to what is expected to be learned (Grant, and Sleeter, 2006). So, where possible, the curriculum document should describe intended learner achievements (learning objectives and outcomes); content to be covered; teaching, learning, supervision; and feedback and assessment processes. The premise for a good curriculum is therefore in its intentions, implementation, and experiences offering a means to understand the different sets of concerns such as competency standards. That is, the curriculum document needs to clearly state the intentions, enactment and expected experiences of learners so that teachers can appropriately implement and assist learners in achieving the learning outcomes. However, the quality of experiences that lead to desired outcomes are the concern of those who participate in the vocational education programs and those who employ them.

One way to approach curriculum development is by addressing four basic questions:

1. What educational purposes should be attained by learners? (outcomes)
2. What educational experiences can be provided that are likely to attain these purposes? (content)
3. How can these educational experiences be most effectively organised? (learning experiences — method)
4. How can we determine whether these purposes are being attained? (assessment of learning and evaluation of teaching)

We are now going to look at the *planning* dimension of VET teaching. Hensen (2006) suggests three questions to guide the development of the curriculum: i) what knowledge, skills and attributes are most valuable to the learners? ii) what are the most effective activities to enable learning? and iii) what are the most appropriate ways to organise the teaching and learning activities. In Australia, many VET teachers deliver nationally accredited training. Training Packages contain the nationally endorsed industry standards which are used to recognise and assess people's skills across specific industry, industry sector or enterprise. Training Packages are arranged in levels according to the descriptors set out in the Australian Qualifications Framework (AQF) and are developed by national Industry Skills Councils (ISCs) (Service Skills Australia, 2014).

There are nine processes for curriculum design, development, delivery and assessment in teaching. They are:

1. Assessment of student learning needs/learning strengths
2. Formulation of objectives
3. Selection of content
4. Organisation of content
5. Selection of learning experiences
6. Organisation of learning experiences
7. Design of assessment tasks and assessment strategies
8. Reporting
9. Evaluation

These are elaborated in the ensuing sections.

Assessment of student learning needs

As mentioned earlier you are likely to find a range of abilities, interests and personalities; and skills and attributes in your VET class or workplace. A diverse group can be an asset. For instance, those with a great deal of life experiences can share their knowledge and skills with others and often have great credibility with younger learners. Similarly the dynamism that comes with the mixture of cultural and social backgrounds can be a rich resource in the learning environment. Teachers need special skills in harnessing the potential resources that learners bring as individuals. Group activities and case studies are useful means of encouraging sharing of their knowledge and experiences among learners.

Each student in your class will have a preferred way of learning and some may have specific learning needs. For instance, some people learn by watching, imitating, reasoned analysis, reading or listening. Some people learn very quickly – their minds seem to jump from step to step. Others cannot progress to the next step until they have thoroughly understood the first step. Therefore, it is important to understand where your learners are at and to match your teaching to this understanding. That is, you need to think about your learners in terms of their cultural background, linguistic background, gender, age and their prior knowledge and experiences of education and training. Remember that some VET learners may have poor past experiences in learning and find it difficult to fully engage in lessons. However, appropriate pedagogical strategies can help you overcome issues with disengagement. See Chapter 4 for more on diverse learners and strategies to respond to their learning needs.

There is a range of ways to assess student learning needs. These range from informal conversations to administration of diagnostic tests. In some organisations learners sit entrance examinations to assess literacy and numeracy levels, preferred learning styles and a range of other skills and aptitudes. It is important to understand the nature of your learners and their needs and make appropriate provisions to cater to their needs through your teaching. It is also important to know and understand the learning environment, that is, the classroom, workplace or other site. This will help you to select the most appropriate teaching approaches that are likely to motivate and engage learners. At all cases, support and feedback arrangements need to be incorporated at every stage of your planning and teaching. This will be very helpful when planning, developing learning programs and sessions, teaching and assessing.

Case Story

Noni had been teaching mathematics and computing in secondary school for many years. She was asked to teach an introductory computing course to adults at the local community college. Confident of her subject knowledge, and with experience in teaching school students, she enthusiastically approached the task. Within the first hour she found that her group was very different from a group of secondary students. This group came to her class from extremely diverse backgrounds, a wide range of skills and abilities and different levels of communication skills – a very complex group of individuals with many different life experiences, expectations and knowledge skills.

Her students included a veterinarian with a university qualification, but no knowledge of computers, a crop dusting pilot with a strong grasp of technical matters, farmers wanting to computerise their breeding programs, a mature woman who had not attended classes since leaving school and a concerned grandfather who wanted to get the best out of his expensive Christmas present.

This class of fascinating individuals presented Noni with a challenge. She needed to rethink her teaching approach and she felt a definite need to individualise her teaching to meet the needs of each of the participants in the class.

The case story above highlights a number of facets of working with adult learners. Even though Noni was an expert in her field and had a great deal of experience, it was necessary for her to focus on individuals and their characteristics, strengths, weaknesses and life experiences. To be an effective teacher/trainer it was essential that she adapted to the situation and employed a wide range of teaching/training strategies to achieve the best outcomes for each person. She had to help her students learn for an individual purpose.

Case story

Peter has worked in a number of positions in the Grain Handling Authority for twenty years and worked his way into a senior position. He had left school early (he did not continue through post compulsory education). He then enrolled in a Management Certificate course and found some of his classes extremely frustrating. The two reasons he gave were that one supervisor treated the students like 'school children' while another trainer appeared to have no knowledge of the real world.

Some of the people you are teaching may have more practical experience than you or equally valuable but different experience. By getting to know the persons you are teaching you will be able to develop appropriate teaching strategies and also tap into and use their skills and knowledge.

Prior learning

Think about the following two examples:

Case story

One of the students in Noni's computer class had played many computer games and was very confident with his self-taught skills in the use of computers. Through trial and error he had learnt many of the basic skills for using computers.

One of the students in an automotive class run by Mario at TAFE was brought up on a farm. This person had been working with farm machinery since a very early age.

As with the examples above the people you are teaching may have had prior learning that is transferable from the work they currently do to the new learning. So, it is important to acknowledge relevant prior learning and incorporate positive aspects into their current work and learning.

Study task

1. What is your preferred learning style?
2. How do you learn? Do you skim read notes and then immediately start to apply the ideas to situations and people you know?
3. Do you take time to think about the comments then read further?
4. Would you prefer to observe, discuss, analyse or do?
5. Carry out a quick survey around the workplace on preferred learning styles. You

will find the differences very interesting. It may also assist you in working more collaboratively with your own work team.

Knowing and understanding your learners is the important first step in designing your teaching. The next step is to formulate your objectives for either a full program or a series of lessons.

Formulating Objectives for Your VET Teaching

Objectives are the goals that you have for your teaching and for your learners. They answer the question: what educational purposes should be attained? We will now look at how you can go about formulating your objectives. To make this process clearer we will look at a unit of Competency SIBXFAS202A; Design and Apply Make Up for photography. We will use this as our example to work from. You may wish to access this Unit in full from the Australian government's repository of industry Training Packages and units of Competency. <http://training.gov.au/Training/Details/SIBXFAS202A>

During 2014 most Training Packages were updated to become more 'stream-lined', and this will require work on your part to know the updated units and how to work with them. As part of the 'streamlining', some parts of the Units (required skills and knowledge, now known as 'performance evidence' and 'knowledge evidence') are now found in the assessment requirements. It will be important not to overlook these. They can be found together on training.gov.au, but if you download the unit of competency as a PDF it actually separates them out.

This Unit of Competency forms part of the Training Package: Certificate IV in Hairdressing. If we look at our question above: What educational purposes should be attained? (outcomes), we should focus firstly on the Elements of Competency and Performance Criteria. In this Unit of competency the Elements of Competency are:

- Prepare the client
- Cleanse the face and neck
- Analyse the face
- Analyse the content
- Apply make up.

These will be the broad outcomes that you would like your learners to achieve and be able to demonstrate, and will guide the development of your teaching and learning strategies and your assessment of learning. The Performance Criteria that accompany each Element of the Competency provide you with "the performance needed to demonstrate achievement of the element. For instance the Performance Criteria for the Element "Prepare Client" are:

- Prepare client for service
- Identify and explain contraindications to the client and refer to an appropriate professional where required
- Assess client's skin type and condition to determine appropriate product application techniques.

Performance Criteria are the broad areas against which your learners are to be assessed. They also provide you with an understanding of the focus of your teaching and in a sense are a teacher guide to content and methodology.

The Unit of Competency also includes a section on “Required Skills and Knowledge and here you will find a list of topics and knowledge areas that your teaching should address. For instance in relation to this Unit of Competency you would need to include teaching strategies that provide learners with the technical skills to

Respond to contraindications and adverse effects

Analyse client’s face and create and refine make-up design concepts

Select make-up according to the film stock to be used, apply a range of cleansing and make-up products and techniques.

The Unit of Competency also includes an “Evidence Guide that provides advice on assessing student learning. It includes the “Critical Aspects for Assessment and evidence required to demonstrate competency in this unit”; the “context of and specific resources for assessment and the “methods of assessment”. These are exceptionally helpful when designing and using assessment tools. The “Range Statement” is also very helpful as it provides you with a more detailed interpretation and definition of terms used in the Training Package. For instance “Clients may include: New or regular clients with routine or special needs, people from a range of social, cultural, ethnic backgrounds with varying physical and mental abilities, and male or female clients.”

The description above of a Unit of Competency from a Training Package gives you an idea about how competency based training is organised in the VET sector and how to begin thinking about your teaching. There is indeed a lot to think about. When you have become familiar with the Training Package and qualification that you are teaching you are ready to begin designing your teaching and learning for your learners. Essentially, the Training Package gives you the skeleton and your job is to put the ‘teaching flesh’ on this skeleton keeping in mind that your goal is to engage your learners in learning through motivation, stimulation and the creation of innovative and developmental learning experiences. Your job is also to assess your learners in most cases. The topic of assessment is covered in Chapter XXXX.

The formulation of your learning objectives is the first activity that you need to engage in when planning a single lesson, a series of lessons or a full program. Objectives are to be set out in clear language what the learner is expected to know, understand and be able to do based on the parameters of the Training Package. The Objective should set out the tasks, the conditions under which the task will be performed and acceptable standards of performance. If we go back to our Unit of Competency “Design and apply make-up for photography” our objectives might be written as:

Learners will be able to:

- i) demonstrate how to prepare a client for service through an analysis of the client’s skin type
- ii) demonstrate communication and team work in working with clients and have a capacity to relate to people from diverse backgrounds

- iii) identify contraindication and adverse effects of different types of make-up and take appropriate action when required.

As you can see, ‘objectives’ are statements of ‘where you want to go’ with your teaching, and the learning. Objectives should not be seen as being fixed in concrete and may need to be revised and modified on the basis of your experience of teaching and on the basis of the composition of your learner group. However they need to be clearly stated so that you, the learners and others are all aware of what is expected.

What educational experiences can be provided that are likely to attain these purposes? (content)

How do you decide what educational experiences can be provided that are likely to attain these purposes and what informs your judgment? If we look closely at objective one above “Learners will be able to demonstrate how to prepare a client for service through an analysis of the client’s skin type” some topics or content that immediately spring to mind are: characteristics of different skin types, the effects of make –up on different skin types, the effects of lighting and make-up colours on different skin types, strategies for analyzing skin types and communication skills needed to establish skin types and any contraindications or adverse effects. If you break each element of competency down in this way by referring to the “Require Skills and Knowledge” section of the Training Package as well as the assessment “Evidence Guide” you will have an excellent map of what your teaching should involve. It is also important to remember that the Elements of Competency can be taught by integrating them and as you gain more experience this becomes a much easier task. It is also possible to integrate Units of Competency as a holistic activity. This often makes for much more interesting teaching and learning.

How can these educational experiences be effectively organised? (learning experiences — method)

Once you have identified your content you must now decide on how you are going to teach this. There are many teaching strategies that you can use but it is important to match the teaching to both the content and the learners.

Reflective Activity



Against each of the teaching principles suggested by Delahaye (2011), write down how you would develop a teaching strategy to address each principle. For example, to start where the learner is at, you could conduct a needs analysis.

- Start where the learner is at
- Use building blocks so the learner moves incrementally from the known to the unknown
- Move from the simple to the complex

- Vary delivery to include part learning, spaced learning and action learning to build towards knowledge acquisition
- Make sure the learning activities are based on realistic and practical workplace tasks
- Use a learning cycle approach: experience, reviewing experience, concluding from the experience and planning and rehearsing the next step
- Allow for time delay in learning and a revision cycle where necessary to support learning
- Assure transfer of learning and provide opportunities for development to encourage learning in workplaces
- Incorporate informational and motivational feedback.

Once the objectives and content have been identified the next consideration is implementing these in the context of the classroom, workplace or other sites where learning is to take place. Knowing the learners is essential to teaching in VET because adult learners have characteristics that need to be considered. Chapter 2 on learning theories and their implications for teaching includes information on adult learning theories. Chapter 5 has detailed information about diverse learners and Chapter 6 includes guidance for working with learners needing further support to develop language, literacy and numeracy skills as required by certain learners and contexts. These should be considered as part of the implementation phase.

Facilitate group- based learning

Organising, monitoring, guiding and facilitating group-based learning is a complex job for any teacher. Group based learning aims to increase communication, discussion and critical reflection through interactions with each other. Learning is enriched when the more able students begin to assist the less able in a group situation. However Spalding, Ferguson, Garrigan & Stewart (1999) advocate that preconditions for effective group based learning need to be established upfront.

They identify the following preconditions:

1. Establish the cohesion of the group before commencing on any other activities. This pattern of being together and working together has to be in place before effective group learning activities can be commenced. We have all had experience of groups where one individual dominates, another does very little to contribute and another does the lion's share of the work. The authors suggest 'The problem of cohesion or diffusion of responsibility of the group needed to be addressed either through contingency measures such as linking individual attainment on the task to a group reward or incentive, or the allocation of unique sub tasks to individual members' (Spalding et al, 1999, p.83).

2. It is necessary to explicitly set out your expectations of group based learning. Groups can go off the track very easily if the tasks are vague or too open ended. It is also useful to run a short program on how to work in groups and perhaps some exercises in team building skills might also help your students get the best out of this type of learning.
 3. Be available as a resource and mentor for the groups. Working in teams is a Key Competency and no one expects that this will happen automatically or that it will come about easily and with no fuss.
 4. Be prepared to intervene in the working of the groups if it becomes necessary. Sometimes members might become bogged down, dysfunctional or unproductive. It is then time to intervene and get them back on track through the provision of different resources, information or clear instructions.
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Effective VET Teaching

Whilst it is important to understand the theoretical basis for teaching and learning, and to plan and organise your teaching according to good practice principles (such as informing the learners of the objectives and providing developmental feedback) it is also important to understand that the best teachers are those who are creative and engaging, and who use methods which work. So, what does it mean to be an effective VET teacher? How do we achieve and measure it? Good teaching means using a variety of methods and ensuring that learning is active. By this we mean that learners will be ‘doing’ learning rather than just receiving knowledge. The transmission notion of teaching is an old one, which we have long recognised to be ineffective. In general, if we use a broad range of teaching and learning methods that have been demonstrated to be effective, it will be easier for learners to acquire knowledge and skills as they work towards competency in their area. So, what strategies can we use to be more effective? Firstly, there are simple and obvious things. In a classroom setting, for example, there is the use of space. Learners in rows have no opportunity to work in small groups and engage in peer learning, and quiet (or challenging!) learners can ‘hide’ at the back. If you use a classroom and it is in rows try moving the desks to a horseshoe or ‘group’ tables to allow interactions. Another key aspect of effective and creative teaching is the use of active communication. This means using non-verbal communication effectively as well as high level verbal techniques such as reflecting or re-phrasing to check learners’ understanding. This is particularly important not only in classroom settings but in safety critical work areas and those where communication is a core part of the job-role (for example, in child-care).

Research suggests that concentration lapses after 20 minutes, so when you plan learning, make sure that the activity (and teaching style) changes after that period of time. This applies both in the classroom and in the workplace. Skule (2004) has suggested that ‘task variation’ is a key component of effective informal learning in the workplace, as well as, amongst other things, participation in temporary groups. Participation in temporary groups can easily be simulated in a classroom by moving learners around so that they are not always in friendship

groups. This simulates the workplace where we cannot choose our colleagues, and it encourages team work. It also stimulates discussion and team learning.

A research project by City and Guilds in 2012 identified a model for effective VET teaching, and a major part of the report identified effective teaching and learning methods in vocational education. The report lists 18 specific methods, which are used mainly in VET environments. They include methods which are most effective in the classroom (such as listening, transcribing and remembering), others which are most effective in the workplace (such as learning on the fly which relates to the informal learning which takes place at work) and methods which might apply equally effectively in any setting, such as learning through feedback, enquiry or real-world problem solving. Of course, to be a really effective teacher you will need to use a variety of methods, and these will need to be appropriate to your specific setting, taking account of any particular constraints imposed by that setting (such as Health and Safety in an industrial kitchen, regulations in a prison or meeting the needs of vulnerable people in an Aged Care setting). The really effective teacher will also think about the methods they use in a creative way, which helps both to engage and motivate learners.

Creative teaching is limited only by our own imagination, but if you are feeling ‘stuck’ there are lots of resources to draw on. For example, Eastwood *et al* (2009) have produced an excellent *Toolkit for Teaching in Post-compulsory Education* which contains many practical suggestions for creative approaches to teaching and assessment which use a range of active and visual approaches, including the use of music, quizzes, interviewing, learning carousels, speed dating, wikis and more. Most of these activities are readily adaptable for different settings. Because this type of approach (using a range of active and visual approaches) is more engaging and therefore more motivating for learners, it is a useful way of contributing to classroom management particularly for those teachers working with young disengaged learners, or adults who have had negative educational experiences. This is because the more fun learning is, the more motivated learners are, something which is discussed in the next section.

Reflective Activity



Beside each of the following teaching activities fill in whether they are:

1. Teacher centred or student centred
2. Active or passive
3. Whether you would feel comfortable or uncomfortable with this kind of teaching approach.
4. Teacher centred or student centred
5. Active or passive
6. Whether you would feel comfortable or uncomfortable with this kind of teaching approach.

Teaching Activity	Teacher or student centred	Active or passive activity	Personal level of comfort
Lectures			
Workshops			
Classroom discussions			
Role plays			
Experimentation			
Essays			
Collaborative problem solving			
Web quests			
Open ended inquiry			

Identify your own learning needs from the items in the last column.

Managing the learning environment

A challenging aspect of being a teacher is managing and encouraging learners with difficult and uncooperative behaviours. Strategies to ensure all learners are engaged positively are an essential part of the VET teachers' repertoire, whether they operate in classrooms, workplaces and other locations. McDonald (2010) offers a model to create a positive learning framework for classroom management. The emphasis here is on prevention by means of careful planning to convey clear and high expectations of the outcomes learners need to achieve. Clear guidance and regular formative assessment can maintain learners' interest and motivation to complete learning activities. Learners who are struggling with personal, language, literacy or numeracy issues or other barriers to learning need to be supported to develop resilience to encourage feelings of self – worth and esteem. Positive responses, relationships built on respect for the learner, even when behaviours are challenging, are essential to encourage learning. When dealing with difficult situations, calmness, dignity, and using private conversations to avoid escalating conflict, are helpful strategies to restore the all important relationship between learner and teacher.

Some strategies suggested by McDonald (2010) through his positive learning framework are simple but effective. He recommends planning an effective opening to a session to gain learners' attention, then engaging with the whole group. Moving close to learners who are distracted or disengaged can reduce distracting behaviours. Often non- verbal gestures such as non-threatening eye contact and quietly saying the learner's name can diminish non-

productive behaviours. It is also the case that addressing students by their name is a way of establishing the relationships that is so critical in teaching practice. Teaching is a relational practice and often in the ‘busyness’ of our work we seem to overlook this critical fact. Careful planning to ensure learning is active and all are able to participate in well-timed and relevant activities, broken into shorter time frames, and with feedback and attention from the teacher can help develop a positive climate. Critical reflection on incidents and challenges are important to incorporate appropriate strategies should situations arise. We also need to keep in mind that we often have linguistically and culturally very diverse groups of learners. Students’ language skills can be a resource in the classroom or workshop. Students from the same linguistic background can often help someone who does not understand an explanation, instruction or demonstration presented in English, or those who are struggling to voice an idea or ask a question.

Ginsberg and Wlodkowski (2009) developed a motivational framework and checklist which has proved useful and helpful to teachers of adults. This framework encourages the construction of a positive learning environment by encouraging a common culture within the learning environment that all learners can accept. Wlodkowski’s work is worth following for assistance with classroom environment issues. More information on such approaches can be found on his blog, details of which are in *Further Reading* at the end of this chapter.

Reflective Activity



Visit the website provided by Wlodkowski.

<http://www.raymondwlodkowski.com>

From the information, select three approaches that could improve the learner teacher relationship and learner motivation in your context. Write some notes for yourself about how such approaches could enhance your planning and delivery in VET sessions.

Quality learning through effective planning, sequencing and delivery

In summary, the design, development and delivery in contexts where VET teachers operate demand a series of stages which require iterative and cyclical attention. The first consideration is translating the curriculum into well designed learning experiences (engaged curriculum) which are sequenced to encourage links with prior learning, and the knowledge learners may bring to the learning from workplace or other life experiences. It is also important to consider experiences to allow learners to construct new knowledge acquired from preceding experiences within the program of learning. Once the curriculum content is clearly outlined, the second consideration relates to learners and the learning context. Diversity of the size, nature and experience of the learner group is covered in more detail in Chapter 5, but mentioned here as it is essential for teachers to design learning episodes so all learners can experience success, support and progress. Collaborative approaches may provide opportunities for learners to work together encouraging those more confident to lead others and reinforce their learning. The overall intention is to design, develop and deliver learning that result in quality outcomes for individuals and their workplaces.

Below is a template that may help you when planning for your teaching. Much of the details can be extracted from relevant Training Packages or other curriculum documents.

Course or session title	Clear statement that partially describes what the course or session is about
Date and time	
Introduction	A brief description of what will happen in the session (content and strategies – both the <i>what</i> and the <i>how</i>), aligned to what learners already know.
Rationale	A brief discussion of the <i>why</i> , and the benefits of engaging in the session.
Objectives & intended outcomes	Statements that reflect what individuals will learn. Outcomes can be measurable or non-measurable.
Intended outcomes	An explanation of the focus and purpose of the session
Instructional techniques and session activities	Specific strategies appropriate for learners, contexts and outcomes. You can include a combination of interactions through face to face activities or those using technology.
Location and resources	Site for learning and instructor and learner materials for learning and any equipment that is needed
Assessment	Formative and summative assessment for and of learning to allow for adjustment or reorientation as required, and to ensure constructive alignment with the objectives
Evaluation	A set of questions to encourage reflection on aspects that went well, areas for improvement and a consideration of the match between learning objectives and outcomes achieved

Here is a lesson plan which has been written by Leanne Connor (2014), a teacher at Southern Cross Catholic Vocational College. It demonstrates how some of the above elements all come together to form a coherent document which serves as a guide for your teaching. You will note that the Assessment and Evaluation sections have not been provided in this lesson.



Learning Facilitator: Ms Leanne Connor

Subject: *Hairdressing –Year 11*

Unit Title: *On the Safe Side*

Unit: SIHHOHS201A - Apply Salon Safety Procedures.

Lesson focus: *Assessment notification –Photo Story Induction Procedure*

Objectives: Students will be able to demonstrate an understanding of the following Performance Criteria: 1.1 Recognise the *symptoms, causes and common forms of occupational contact dermatitis*

- 1.2, 1.5 Understand the importance of wearing protective gloves for *hairdressing chemical services*, diluting cleaning and disinfecting products according to product safety data, salon preventative routines and salon procedures.
- 3.5 Implement salon procedures after known contact with infectious disorders of the hair and scalp.
- Demonstrate the above elements in an induction Photo Story

Materials Needed: Laptop, Photo Story 3 Windows, photos

Websites:

- **Work cover** <http://www.workcover.nsw.gov.au/Pages/default.aspx>
- **Australia Hairdressing council** <http://salonselect.com.au/>
- **Skin penetration guidelines**
http://www0.health.nsw.gov.au/pubs/2000/pdf/guidelines_skin_pen.pdf

Previous Tasks - Students were already given a class exercise which required them to use the software Photo Story and design a video which represented their inspiration to study hairdressing at SCCVC. Therefore the students already had the skills and knowledge to be able to use the software to complete the assessment. The students had also completed their online workbook ‘Apply Safety Procedures’, which incorporated a higher level of understanding of the topic.

Task –Design an instructional video which includes certain elements of the SCCVC Apply Salon Safety Procedures Manual for new students. Students will need to demonstrate their understanding of the performance criteria (above) through the creation of a video. This Induction piece should be created using Photo Story 3 for Windows. Every student has this software on their 1:1 laptop.

Criteria - Create a video using Photo Story 3 which adheres to the following parameters:

- The maximum file size should not exceed 4000 KB
- The minimum number of slides should be 10
- Must include images, sound, music, text and combinations of any of these
- All aspects of the Unit of Competency – Performance Criteria need to be addressed
- Assumption that the audience of the video has no prior knowledge of the content.

Literacy /Numeracy adjustments

Literacy: Worksheets- Word Definition and MSDS word break down, Numeracy – Ratio’s Disinfectant dilution

Lesson Outline

- Learning Facilitator speaks to the Assessment Notification
- Class discussion with those students who are undertaking a School Based Traineeship in Hairdressing / or any part-time work. Focus of this discussion will be to ascertain whether businesses adequately induct their employees when they start working. Hairdressing is notoriously lacking when it comes to inducting new staff.
- Examples given to students of previous Hairdressing students Induction videos for Apply Salon Safety Procedures. Discussion of the merits or otherwise of the content of these videos
- Students to view and discuss other induction videos (YouTube) which focus on induction procedures. Again discuss on the merits or otherwise of the content of these videos
- Students to take and source photos to be used in the creation of the video
- Students to storyboard the design of their video
- Majority of the lesson time to be used for students to work on the Induction video

Summary

Once the Photo Story / video has been created the students will upload to myPLS (Learning Management System) for future students (Hairdressing) to use when starting in the school salon.

Reflective task



Using the Lesson Plan above *Hairdressing – Year 11 On the Safe Side*. Design some assessment tasks and list the reflective questions you may use to evaluate the unit.

Evaluating programs through assessment practices

To ensure that the planning of the curriculum, study programs and sessions, as well as the delivery strategies, are effective, you will need to evaluate the programs in a cycle of continuous improvement. Outcomes of the assessment of learners' work also contribute to this evaluation. You will learn a great deal more about the assessment process in Chapter xxxxx.

Evaluation is a process of systematically reflecting on your teaching and learners' learning by calling on information gathered in a number of different ways. The following indicators suggested by Cafferella (2002) provide you with guidance about the kinds of information you could collect to evaluate your teaching. The answers to these questions may also give you some guidance on things that you need to improve. These are:

1. **Are the criteria** used to assess the learning stated clearly, precisely and in language that is understood by the learners?
2. **Are the criteria** outlined for what is expected of learners specific, and are there specific actions suggested that the learners can take to enhance their learning efforts?

3. **Is** feedback given as soon as possible after the activity has been completed?
4. **Is feedback provided** on a regular basis throughout the learning process?
5. **Are there** opportunities for learners to have additional discussion about their assessment?
6. **Do your learners** know how the assessment will help them in their learning efforts?
(Adapted from Caffarella, 2002, p.191)

In addition to the information gathered from the course or program assessment, data from other sources is also required for a comprehensive evaluation. Chapter 9 contains more information about evaluation.

Reflective task



Using the guides to planning, implementation and evaluation included in the preceding pages, reflect on the ways in which you plan and design teaching sessions. Make a checklist for yourself from these sources and your own experience to assist you when you are planning for teaching. You may need more than one checklist to account for practical sessions, theory sessions, workplace and site based contexts as well as for different learner groups.

Summary

As teachers of VET courses and programs you will be involved with a diverse range of learners with different learning capabilities, purposes and aspirations. Your teaching needs to meet the requirements for entry into employment, continuing education and training, and continuing professional learning. As well as this you may also be required to meet the workforce development needs within enterprises. Collectively, your contributions through design, development and delivery will lead to the development of work skills and capacities of individuals and enterprises, thereby to local community development. Furthermore, your teaching may be distributed among multiple sites. Hence, the design, development and delivery of VET demands specific considerations that you are required to situate VET in the context of the learners and the learning sites.

Review of chapter contents:

- VET teachers – an introduction to contexts, roles, capabilities and requirements
- A guide to core practices for VET teachers
- Planning for VET delivery – programs and sessions
- Implementation of curriculum
- Establishing positive classrooms – management issues
- Quality learning through effective planning, sequencing and delivery
- Evaluating sessions and programs.

Further Reading

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Lucas, B, Spencer, E., & Claxton, G. (2012) *How to teach Vocational Education*. London: City and Guilds Centre for Skills Development ONLINE at: <http://www.skillsdevelopment.org/PDF/How-to-teach-vocational-education.pdf>

Killen, R. (2013). *Teaching strategies for outcomes-based education*. Juta and Company Ltd.

Websites

<http://www.raymondwlodkowski.com/index.htm>

This address links to Raymond Wlodkowski's website which provides further reading and information on classroom management issues and motivation.

Blogs

Two brilliant blogs by TAFE based teacher educators in the UK, both including lots of ideas for making learning happen.

Jim Crawley: <http://www.itslifejimbutnotasweknowit.org.uk>

Alison Iredale: <http://stuffaliknows.wordpress.com/category/education-2/>

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