

Teachers and Teaching in Vocational and Professional Education

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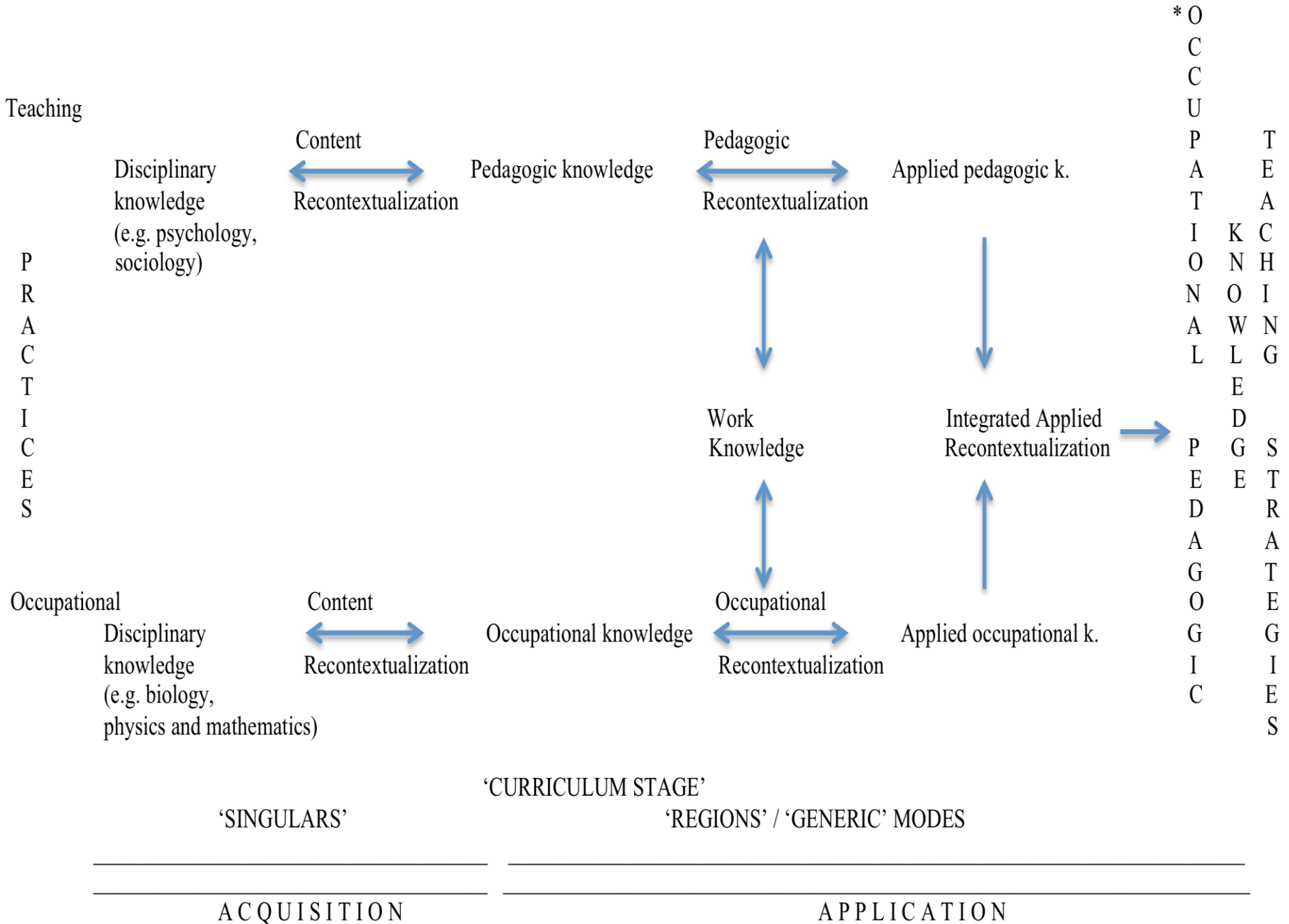
Introduction

- * Rationale for this study – teaching of work-related programmes: pedagogy and knowledge (Bernsteinian approach)
- * Terminology: vocational, TVET, higher vocational, professional and occupational...
- * Brian Simon and pedagogy
- * Three levels of study
- * Structure of this presentation

Theoretical Frameworks

- * Dual professionalism (Handal, 1999; Peel, 2005) as a starting basis
- * Teachers/deliverers/lecturers and occupational practitioners
- * Bernstein's (1996) vertical and horizontal discourses/knowledge and recontextualization as conceptual foci
- * Eclectic definition of knowledge
- * Theoretical frameworks for knowledge acquisition by Becher (1994), Shulman (1987), Loughran et al. (2003), and Clandinin (1985)
- * Conceptual frameworks for knowledge application by Barnett (2006), Evans et al. (2010), Loo (2012; 2014), Winch (2014), Evans's 'knowledgeable practice' (2016), Kemmis & Green's 'practice architecture' (2013) and Kahneman's Systems 1&2 (2012)

Figure 1 – A Conceptual Framework of the Occupational Pedagogy of Teachers



Project details

- * Research questions: 1. What is occupational pedagogy? 2. How is its related knowledge acquired and applied by those teaching on the programmes?
- * Research methods: questionnaire survey and semi-structured interviews with participating teachers and documentary evidence.
- * 21 participants from three education sectors: TVET (7), first-degree (7), and professional education (7).

Case Study 1 – Fashion and textiles

- * OP5 teaching contexts
- * Acquisition of knowledge as practitioner (yarn, tango & Alexander McQueen) and teacher (occupational practices, digital and manual, ‘knowledge stored in my head’ & extra-curriculum activities).
- * Explicit and tacit types of know-how
- * Application of knowledge for teaching (e.g. QEI fashion show, symbiotic relationship, peer learning, supportive institution)
- * “I want to offer my students a whole broader view of life and learning... and depending on the background of the students and the sharing within the class how this grows a person. A planned class is one thing but to have a store of knowledge from personal enthusiastic research into the breadth of art and design through visiting London [e.g. the McQueen exhibition at the VAM] and other exhibitions, then reflection in action the knowledge that can be used spontaneously bringing energy to the regular learning plan.”

Contributions and Implications

- * **Contributions:** There are programme pathways to occupational work; Occupational pathways are more direct for those work-related provisions at higher academic levels e.g. in areas of dental hygiene, EM and clinical medicine than those at the TVET level; Two strands of practices exist at the outset; Integrated Applied Recontextualization process provides a critical understanding of how the modified teaching, occupational and work capacities are combined to inform the application of appropriate teaching strategies to specific pedagogic settings; Learners acquire the occupational capacities over the course duration. These work-related capacities include abilities, capabilities, dispositions, experiences, judgement, knowledge, protocols, skill sets and techniques; Deliverers require the relevant occupational experiences to teach on work-related programmes and; Continuous professional development is needed for deliverers to maintain their on-going professionalization in the two practice strands of teaching and work.
- * **Implications:** teachers, managers and policy makers of occupational courses.

Finish!

- * Thank you for listening and any questions gratefully received.
- * Loo S (2018, publish in Sep. 2017) Teachers and Teaching in Vocational and Professional Education. Abingdon, Routledge

Recent and forthcoming publications

- * Loo S (2019, publish in autumn 2018) Further Education, Professional and Occupational Pedagogy: Knowledge and Experiences. Abingdon, Routledge
- * Loo S (2019, publish in autumn 2018) (Eds) Multi Dimensions of Teaching and Learning for Occupational Practices. Abingdon, Routledge
- * Loo S (2017) Creative Working in the Knowledge Economy. Abingdon, Routledge
- * Loo S and Jameson J (2017) (Eds) Vocationalism in Further and Higher Education: Policy, programmes and pedagogy. Abingdon, Routledge

Significant References

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- * Kahneman D (2012) Thinking, Fast and Slow. London, Penguin Books
- * Kemmis, R B, Green A (2013) Vocational education and training teachers' conceptions of their pedagogy. International Journal of Training Research, 11(2): 101-121
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- * Winch C (2014) Know-how and knowledge in the professional curriculum. In: Young M, Muller J (Eds) Knowledge, Expertise and the Professions, London, Routledge, p 47-60