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)
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).
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:

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.
* Thank you for listening and any questions gratefully received.

Recent and forthcoming publications
Significant References