Changing pedagogies and learners’ experiences through Teach Too

Kevin Orr
“... a clear line of sight to work...”

“We need to strengthen and make more visible the distinctive pedagogies of vocational teaching and learning.”

Amongst 8 distinctive features of vocational learning:
• “work-related attributes are central to the development of occupational expertise”
• “it benefits from operating across more than one setting, including a real or simulated workplace, to develop the capacity to learn and apply that learning in different settings just as at work”
“The two-way street is about the relationship between colleges and training providers, and employers.”

to encourage working people with vocational expertise to go into their local college or training provider and teach their trade or profession for a few hours a week

“Teach Too [is] a scheme to encourage experienced professionals to pass on their expertise.”

(all quotes from CAVTL 2013)
“phrases such as ‘learning by doing’, ‘hands on learning’ and ‘practical learning’ can perpetuate the unhelpful dualism of mind as separate from body and suggest that vocational learning needn’t bother itself with the acquisition of underpinning knowledge (a problem that some NVQs still wrestle with).”

(CAVTL 2013: 34)
signature pedagogies

“types of teaching that organize the fundamental ways in which future practitioners are educated for their new professions. In these signature pedagogies, the novices are instructed in critical aspects of the three fundamental dimensions of professional work – to think, to perform and to act with integrity”

Shulman (2005: 52)
Occupational expertise and pedagogy

Pedagogy describes how teachers/trainers explain the decisions they make in relation to a particular curriculum or body of knowledge and in relation to a particular group of students or trainees.

Subject or occupational knowledge matters not just as content but in how it informs pedagogical decisions.

This may also affect the sustainability of the project.
How might occupational expertise and Teach Too inform pedagogy and curriculum in your settings?

Generic elements: team work; individual responsibility; communication.

Specific elements: “big ideas”; labour market knowledge; the sequencing of items to be grasped; technology.
Questions for discussion

• What would you like to achieve through this Teach Too project regarding developing and changing vocational pedagogies?
• What has your project achieved so far in relation to teaching and curriculum? Give specific examples
• How will you record and judge what your project has achieved?
• What ideas do you have for taking this forward for the future?