

# Professional Learning and Development for TVET educators in Aotearoa

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Nā āheitanga ā-mātauranga,  
ko angitū ā-ākonga  
Building educational capability  
for learner success

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*Ko te Maungahaumi te  
Maunga*

*Ko Te Waipaoa te Awa*

*Ko Te Aitanga a Mahaki te Iwi*

*Ko Tapu-i-hikitia te Marae*



## The role of Ako Aotearoa

“To contribute to excellent educational outcomes for learners through a focus on working in partnership with TEOs to enhance the effectiveness of teaching and learning”

- » Building the teaching capacity of tertiary education organisations (TEOs) and educators
- » Commissioning and, where appropriate, conducting research, monitoring and evaluation about effective teaching and learning in tertiary education, and
- » Providing associated advice to the tertiary education sector and government agencies.

*<https://www.tec.govt.nz/assets/Funding-mechanisms/f988029981/2018-NCTTE-159L-signed-2-May-18-signed-by-the-Minister.pdf>*



# Why prepare and develop Vocational Education and Training Teachers?



## Good for Business

- » Developing habits of learning of staff to succeed on the job is not about fixing people – it is about workforce development
- » Employers need support to upskill their workforces in the workplace in ways that are convenient, accessible, relevant, engaging and affordable
- » Recognises vulnerability of foundation learners in Aotearoa and those in the workplace with learning differences and learning support needs
- » Supporting intergenerational learning, especially for Māori and Pacific builds communities and connections with the world of work

## Better Outcomes under Tertiary Education Strategy

- » Barrier free access, ie, Māori, Pacific, disabled, those with learning support needs
- » Quality teaching and leadership – te reo and tikanga Māori, and strengthening teaching, leadership and learner support capability
- » Future of learning and work – ensure learners have skills, knowledge and pathways to succeed in work

# Ako Aotearoa Building Teaching & Educational Capability Survey Results 2021

The survey was conducted for Ako Aotearoa by Research NZ between 13 September and 10 November 2021. A total of n=761 current and recent past Ako Aotearoa NZ-based customers responded to the survey. Respondents answered either from a personal or organizational perspective. The results based on the total sample are subject to a maximum margin of error of +/- 4.2% (at the 95% confidence level).

- » 'Building teaching and educational capability' is rated highly as a priority - 40% or more of all groups of respondents rated it as 'the' most important or 'one of the most important priorities
- » 'Learner engagement and retention' was the area most frequently identified by all respondents as the most important for building teaching and educational capability
- » In-house/internal 'professional learning and development' is more frequently mentioned due to 'cost' and 'convenience'
- » External PLD referenced due to 'capabilities and expertise of the provider
- » Although 'building teaching and educational capability' was rated as a high priority, concerns about the impact of sector changes on investment in PLD and training

## Policy pointers for preparing and developing VET teachers (OECD)

OECD (2021), Teachers and Leaders in Vocational Education and Training, OECD Reviews of Vocational Education and Training, OECD Publishing, Paris, <https://doi.org/10.1787/59d4fb b1-en>.

- » ...VET teachers must keep abreast of the changes in industry to ensure that what they are passing on to their students is up to date and relevant. ... (and) must be able to effectively pass on their theoretical and practical knowledge to their students **using modern and proven pedagogical approaches**.
- » VET teachers face **barriers to participating in training**, often due to conflicting work schedules and a lack of financial incentives or support to enable them to take part.
- » Governments and training providers can use **financial support** to motivate VET teachers to participate in training, and can facilitate the provision of **flexible and relevant training programmes**.
- » Industry and VET institutions also have a responsibility to **support VET teachers' skills development**, as they (will) benefit from VET teachers who can better train and support VET students.

## 2.1. Designing effective initial teacher education and training programmes for VET teachers by...

OECD (2021), Teachers and Leaders in Vocational Education and Training, OECD Reviews of Vocational Education and Training, OECD Publishing, Paris, <https://doi.org/10.1787/59d4fbb1-en>.

### Developing and strengthening VET teachers' pedagogical skills:

- » In order to build strong pedagogical skills for VET teachers ...need to keep their curricula up-to-date, collaborate with VET institutions to offer practical teacher training, and develop research and innovation in pedagogical approaches.

### Providing work-based learning opportunities in industry:

- » Internships, externships or secondments to industry can equip future teachers with industry-relevant skills. In order to ensure that future VET teachers can develop their industry knowledge, building partnerships (with) employers is crucial.

### Promoting flexible training and providing financial support:

- » In countries where entry qualification requirements are flexible or teachers can obtain the required qualification while teaching, flexible training provision is crucial to overcome barriers to participation... .

## 2.2. Increasing participation in relevant professional development opportunities...

OECD (2021), Teachers and Leaders in Vocational Education and Training, OECD Reviews of Vocational Education and Training, OECD Publishing, Paris, <https://doi.org/10.1787/59d4fbb1-en>.

### ...By engaging and co-ordinating with stakeholders to ensure that VET teachers receive the training they need

- » “Making sure that VET teachers receive the necessary training – eg, on pedagogical, industry or technological aspects – requires the collaboration and co-ordination of multiple stakeholders, from VET institutions to teachers and school networks, local companies and universities.” For Aotearoa Te Pūkenga will have a key role, as will CoVEs, WDCs, RSLGs, and Te Taumata Aronui.

### ...By giving teachers the right to participate in professional development and the support and resources they need to do so

- » “Countries can give VET teachers the right to professional development or make it mandatory by law.”
- » “Ensure access to evidenced-based professional development is included collective agreements between unions and employers or professional development plans and support measures for VET teachers’ professional development activities” (eg, time off, financial support and career incentives).

## Let's Check In

- » Is Professional Learning and Development (PLD) important to you and your “VET educators”, ie, teachers, supervisor and trainers to ensure ākonga/learner success?
- » Are you and your VET educators well resourced to facilitate training and workplace learning? What resourcing is missing?
- » Do you know where to get high quality, cost effective, accessible and evidence based PLD?
- » Do you know about networks and communities of practice that might provide support to you and your team?

# Māori Cultural Capability Pathways

Self-drive online can be done in work cohorts/groups (FREE)

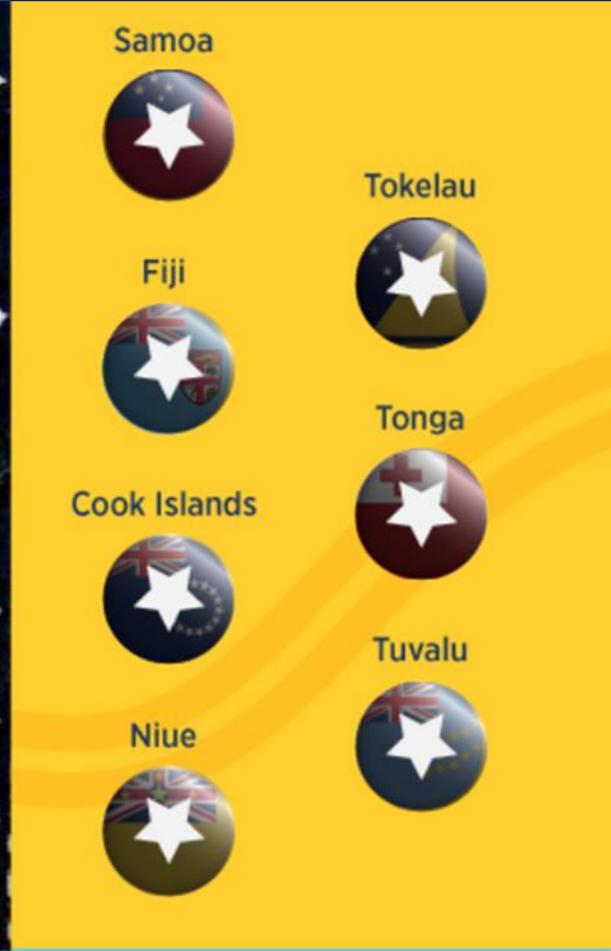
<https://pathwaysawarua.com/educator/cultural>



# Pacific Cultural Capability Pathways

<https://pathwaysawarua.com/educator/cultural>

Create a login and complete the modules to learn about 7 Pacific Communities and their cultural values (FREE)



## Enhanced Pacific Cultural Centredness Pathways PLD



- » Follows on from PLD workshop 'Introduction to Pacific Cultural Centredness Pathway'.
- » Explore aspects of cultural infrastructure and safety from a Pacific worldview perspective
- » Look at relationships based on respect and boundaries between physical, mental and spiritual, land and identity
- » Reflection on transformational approach to engaging with Pacific learners
- » Online resources also available:  
<https://pathwaysawarua.com/educator/cultural>

## PLD...Explores Hallmarks of Excellence

*The effective practitioner for Pacific*



- » Believe you can make a difference
- » Build on strengths and address needs
- » Recognise it's the quality of your relationships that matters
- » Be culturally responsive
- » Set high expectations
- » Modify teaching and support based on learner outcomes
- » Take an integrated approach underpinned by relevant values
- » Identify Pacific learners educational aspirations

# Dyslexia Friendly Quality Mark



- » The DFQM demonstrates that an organisation follows best practice in meeting the needs of dyslexic learners. Ako Aotearoa funded research underpins its design and our Manako team leads its delivery.
- » Organisations consider their practices and meet the standards in four areas: Leadership and management, Quality of Teaching and Learning, Teaching and Learning Environment, Relationships with External Stakeholders.
- » Six organisations received the Quality Mark in 2021
  - ⇒ Kapiti Youth Support
  - ⇒ UCOL Horowhenua
  - ⇒ Capital Training
  - ⇒ Hagley Adult Literacy Centre
  - ⇒ Ashburton Learning Centre
  - ⇒ Edvance
- » Let's watch a short video on how they found the DFQM process...



**Dyslexia-Friendly  
Quality Mark™**  
Supporting people  
with dyslexia

**Mary-Ellen Mik-Dekker**  
Centre Team Leader  
Capital Training Limited

## Tapatoru Professional Practice Award is...



- » a whole-organisation approach to building the capability of your VET educators
- » a powerful reflective practice tool
- » a learner-centred framework focused on meeting the holistic needs of learners
- » a professional development tool
- » grounded in mātauranga Māori
- » Any tertiary organisation can register for Tapatoru through a monthly subscription. Subscription is \$250 per month for a group of up to 30 staff.



## Let's Check In Again

- » Is workplace learning important to you and your VET educators, ie, teachers, supervisor, trainers?
- » Are your VET educators well resourced to do training and workplace learning?
- » Do you know where to get high quality, cost effective, accessible and evidence based PLD?
- » Do you know about networks and communities of practice that might provide support to you and your team?

# Ako Aotearoa Waiata



E ngā iwi e tau nei  
Tēnā koutou katoa  
Anei te whakatauākī

ā Ako Aotearoa  
‘Nā āheitanga  
ā-mātauranga  
Ko angitū  
ā-ākonga’

E ngā iwi e tau nei  
Tēnā koutou katoa  
Anei ngā uara e rima  
ā Ako Aotearoa

Ko te ‘pūmautanga’ tēnā  
Ko te ‘māramatanga’ tēnā  
Ko te ‘whakamanatanga’ tēnā  
Ko te ‘awhitanga’ tēnā  
Ko te ‘whanaungatanga’ tēnā

Nōreira e ngā iwi  
Kia mau, kia ū!  
Kia manawanui!  
Toitū te reo!  
Toitū ngā tikanga!  
Hi aue hi!

To the people gathered here  
Greetings to you all  
Here is the catchphrase

of Ako Aotearoa  
‘Building  
educational capability  
For  
learner success’

To the people gathered here  
Greetings to you all  
Here are the five values  
of Ako Aotearoa

One is ‘trust’  
One is ‘insightfulness’  
One is ‘enabling empowerment’  
One is ‘inclusiveness’  
The other is ‘relationships’

Therefore o’ people  
Be staunch, be forthright!  
Be strong-hearted!  
Long live the language!  
Long live the culture!  
Hi aue hi



Kia ora | Thank you | Fa'afetai lava



Nā āheitanga ā-mātauranga,  
ko angitū ā-ākonga  
Building educational capability  
for learner success

Whakapā mai  
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