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SELF-REFLECTIVE ANALYSIS TOOL FOR TEACHERS OF UNDER-25 STUDENTS



This resource is for you if you want to:

- ✓ Identify practices you need to develop to facilitate students' learning and preferences
- ✓ Consider effective strategies to get your students positively engaged in their programme and learning
- ✓ Discover how you can promote communication between students and teacher/students with different backgrounds
- ✓ Identify key challenges that you need to respond to and seek professional development in, to improve your teaching of Under-25 students

This resource is a self-reflective tool for tertiary teachers developed from ākonga (student), kaiako (teacher) and stakeholder feedback. It synthesises descriptions of effective teaching practices, skills and attributes to assist teachers to reflect on and record their practice to support professional development decision-making.



How do I develop relational and relevant learning with Under-25 students?

How can I establish positive and relevant learning and relationships with my students?	To what extent do I practise in this way?
Plan for interview with questions that examine the student's background, current situation and motivation for enrolling.	
Provide clear explanation of expectations during interview and first days of programme.	
Include whakawhanaungatanga orientation activities for students and teachers to get to know each other and build rapport, connection and trust (see Resource 1).	
Recognise the apprehension some could have about re-entering education and create a warm and welcoming environment.	
Set firm boundaries for learning achievement and behaviour, and provide clear guidelines to support student self-analysis of progress.	
Find out about students' capabilities to help scaffold students into the required academic outcomes.	
Use multiple communication opportunities and strategies to find out students' knowledge, interests and goals, so this can be integrated into future learning. (See Resource 1, also class Facebook/text, etc)	
Find out what challenges students believe they will face in terms of becoming successful in the programme.	
Set time to ask probing questions about their experiences and progress early in the programme: <ul style="list-style-type: none"> • Is this what you expected? • How is it going so far? • Do you need extra help? 	
Discuss ways to have whānau involved so they can gain some understanding of the learning journey and can support students' success.	

How do I ensure a quality teaching and learning environment with student support for Under-25 students?

How do I ensure a quality teaching and learning environment?	To what extent do I practise in this way?
Have learner support resources in place in the first two weeks with ongoing availability for those who need them.	
Develop positive professional relationships between students and teachers and between students themselves in a tuakāna/tēina model.	
Develop a positive family/whānau culture with students to ensure connectedness and respect for diversity.	
Integrate manaakitanga and kotahitanga concepts at all times into teaching practice in order to maintain a feeling of stability and sense of belonging and connectedness among the students.	
Model a strong commitment to students and demonstrate your belief that all students will succeed.	
Be innovative and flexible and connect learning with students' own goals.	
Build confidence in learning by having early formative assessments and providing regular positive and constructive feedback.	
Timetable and arrange one-on-one time with students at least once each semester.	

Employment and higher learning transitions

How can I bring real world examples and expectations into my teaching practice and learning environment?	To what extent do I practise in this way?
Provide opportunities for learning that help scaffold students into the requirements of the programme and industry.	
Focus on work-ready skills and emphasise transferable skills for employment.	
Connect learning activities to industry and life relevance and involve industry people in the learning environment.	
Draw on personal experiences and storytelling that relate to the programme and industries - encourage students to share their experiences and value these when they are forthcoming.	

Quality teaching and learning and staff support

Do I use a variety of learning and teaching strategies? Do I take a leadership role?	To what extent do I practise in this way?
Move away from the 'lecture' to a facilitated learning and activities model by providing learning opportunities that include collaboration on projects and problem-based activities (see Resources 3 & 7)	
Know your stuff. Subject knowledge is highly valued by Under-25 students, who reported the importance to them of competence and creative approaches.	
Include practical hands-on activities and resources in which to embed the learning.	
Read the group (behaviour, body language etc.) throughout learning activities and respond when needed by introducing other activities to re-engage students.	
Keep students on track with topics by discussing relevance to assessment, industry, graduate profile and higher level programmes.	
Mix up teaching by using technology to enhance learning: online material and forums; YouTube clips; cloud-based storage and access; flipped learning; and inquiry activities using mobile phones.	
Enable students to work at their own pace and break new concepts/topics into learning chunks to be more easily understood.	
Respond to questions and find solutions.	
Develop activities that encourage self-direction and independent learning.	
Follow clear, structured lesson plans that are written to align with the learning outcomes. Refer to these so students can review what they were expected to learn and whether they have done so.	
Plan your lessons carefully to ensure you are well organised. Check student learning and reflect on where to go next. Make sure you have a clear understanding of how the learning fits together.	
Your students are adults - understand and empathise with the age group.	
Give students time to 'get it', 'nut it out', and practise.	

Developing reflective and reflexive teaching and learning practice

Developing reflective and reflexive teaching and learning practice	To what extent do I practise in this way?
Show your passion and commitment to ongoing improvements in your practice with students and colleagues through willingness to discuss and share ideas and resources with them.	
Seek and act on peer feedback (see Resources 4 & 6).	
Seek regular feedback from students about their experience of learning and adjust your practice accordingly. Tell them what you will do in response to their feedback.	
Constantly reflect on the assessment to enable improvement. Always link the teaching and learning to the required assessment outcomes.	

Reframing and repositioning professional development and opportunities to participate in professional communities of practice

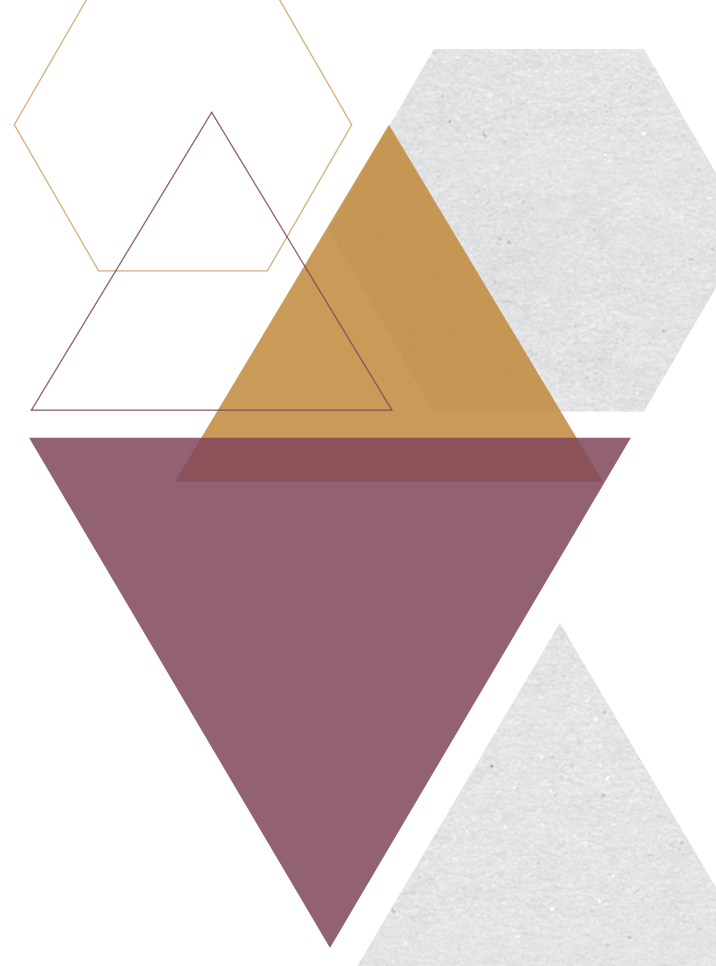
Cultural practices teachers identified as important to supporting Under-25 student success

How many of these approaches do I use?	How might I develop these practices/skills?
Using the marae, where possible, to offer another relaxed and comfortable learning environment.	
Using the principles of ako (which means both learning and teaching) to let the students know that learning is a two-way process.	
Valuing and affirming Māori students' contributions in terms of cultural knowledge.	
Drawing on Māori achievement to inspire sessions.	
Respecting the mana of all students and actively enhancing mana at all opportunities.	
Using strong interpersonal skills (such as open and honest communication, active listening and congruent actions).	
Pronouncing names correctly.	
Encouraging students to actively participate in tikanga activities such as morning karakia.	
Ensuring pastoral care strategies are in place.	
Modelling cultural awareness and having cultural safety in place for all student nationalities.	

Effective teacher attributes for Under-25 students

summarised from Honeyfield et al (2016). *Research Report: Professional Development Decision-making to Support Under-25 Student Success*

Attributes	Do I demonstrate these qualities? How might I develop these qualities?
Empathy	
Flexibility	
Attentive and available	
Cultural sensitivity	
Open mindedness, kindness, care and patience	
Resilience	
Motivation and inspiration	
Respect for my students	
Trust my students	
Sensitivity	
Encourage self-efficacy	
Clear communication	
Firm but fair	
Positive and genuine	
Commitment to students	
Sense of humour	
Listen to, rather than lecture at, students	
Belief in my students and their success	
Well organised	
Knowledgeable	
Consideration of the Under-25 age group	



About this resource

This work was supported through the Ako Aotearoa National Project Fund 2012. This resource is one of eight developed as a result of the study by Honeyfield et al (2016). *Research Report: Professional Development Decision-making to Support Under-25 Student Success*. These resources, the research report and a literature review can be downloaded at www.ako.aotearoa.ac.nz/projects/professional-development-improve-outcomes-under-25-learners. The resources are also available for purchase at www.shop.ako.aotearoa.ac.nz.

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