

**Perspectives of new trades tutors:
Towards a scholarship of teaching and
learning for vocational educators**



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Perspectives of new trades tutors: Towards a scholarship of teaching and learning for vocational educators

Summary

This study reports on the perspectives of new trades tutors who recently commenced teaching in the Institutes of Technology and Polytechnics (ITPs) sector in New Zealand. The perspectives are collated from questionnaires and interviews of thirteen tutors, from five ITPs, who began full-time teaching around 2007. The study investigates ITPs' induction systems, the relevance and effectiveness of initial tutor training programme/courses and issues of new tutor initiation into teaching practice as perceived by new trades tutors. In particular, the study explores the identity trajectory of established trades practitioners as they transition into teaching roles at ITPs.

The study undertakes to gather experiences from participants living and participating in a complex world (the socio-cultural paradigm) and interprets this evidence using constructive-interpretive research approaches. The perspectives of the research participants provide important contributions. Therefore, throughout this report, the perceptions of new trades tutors are represented with the extensive use of interview transcripts.

The broad themes derived by this study include the following:

- **Motivators for entry into teaching** were investigated to deepen understanding of initial decisions to engage with teaching. These provide important indicators of responsiveness towards an acceptance by established trades people of teaching roles.
- **Concepts of teaching in an ITP as compared to training in the workplace** are reported, discussed and evaluated. This theme is explored to understand the pedagogical assumptions (ways of thinking about teaching and learning), often based on workplace based experience, new trades tutors bring with them into their teaching career.
- **Identity formation as trades teachers** was examined. Information on how trades people undergo a form of 'boundary crossing' from their vocational identities as trades people towards becoming teachers as they begin and engage with teaching in an ITP is described, investigated and explained.

- **Support for new tutors beginning teaching at ITPs** is reported. The perspectives of new tutors on initial support available and their utilisation of support is discussed and evaluated.
- **Suggestions from the participants for the improvement of teacher training courses at ITPs** are reported. These include evaluations and proposals for improvement of initial tutor training courses.

The conclusions drawn from this study include the following suggestions to assist the transition of trades practitioners into roles at ITPs as trades tutors:

- Utilising a **learning organisation approach** in ITPs to enhance on-going staff development.
- Establishing and nurturing **communities of practices** (Wenger, 1998) both external of new tutors' teaching section and within tutors' teaching sections. Both communities of practice need to become aware of the considerable initial and ongoing influences on the future teaching practices of new tutors.
- The need to improve **induction systems into teaching at ITPs**.
- **Aligning trades tutors' existing workplace training based conceptualisations of teaching and learning to extend the teaching craft knowledge of trades tutors.**
The following are approaches suggested:
 - a) Using the **apprenticeship model to provide mentorship** for new tutors. This provides a familiar support model for trades tutors. The process is useful in assisting the border crossing process involved when transitioning between the complementary vocational identities of trades person and trades tutor.
 - b) Adjusting the curriculum of initial tutor training courses to **include theories of learning pertinent to workplace and trades based learning** and teaching into initial tutor training courses for new trades tutors.
 - c) Taking cognisance of **trades tutors' multiliteracies** (New London Group, 1996) and encouraging and supporting these multiliteracies to be applied towards enhancing trades students' learning experiences.
 - d) The promotion of **role models for trade tutors** to aspire towards. These role models are tutors who excel at both their trade/craft and teaching. They provide exemplars which assist new tutors in developing sound teaching practice based on observable relevant and complementary evidence.

Introduction

This study reports on the perspectives beginning tertiary teachers bring with them through their vocational identity as trades people or professionals into their new teaching roles. A deep attachment to existing vocational identity as a trades person was found in all of this study's participants. The transformation from expert trades person to effective trades tutor may be viewed as a process of identity formation transition (Billett & Somerville, 2004; Giejsel & Meijers, 2005) which involves a process of 'boundary crossing' (Engestrom, 2004; Manathunga, 2007; Tanggaard, 2007). Therefore, the focus of this report is to provide details of the vocational identity trades people bring into their roles as trades tutors and to offer suggestions on how adult education, staff development, teaching sections and organisational practices at ITPs may assist new tutors with their initial and continual identity trajectory from trades person to trades tutor.

In the main, research into the development of tertiary teachers has focused on university lecturers (Boyer, 1990; Brew, 2003). As exceptions, Australia have completed several recent studies on the Technical and Further Education sector (TAFE) which focus on the changing roles of TAFE teachers (Harris, Simons & Clayton, 2005) and the effectiveness and appropriateness of initial trainer training for TAFE teaching (Simons, Harris & Smith, 2006). In the United Kingdom, the Office for Standards in Education (Ofsted) published a report on the initial training of Further Education teachers (Office of Standards in Education, 2009). Within New Zealand, a recent review of the tertiary workforce which encompasses both the university and ITPs sectors was conducted by the Tertiary Education Commission (TEC) (TEC, 2005), and a literature review of the provision of training to staff in universities and ITPs (Viskovic, 2009) was also published. These may be taken as indications of a renewed interest in the roles and skills of tertiary teaching staff both in New Zealand and overseas. This interest may be traced to the importance of the teacher in helping students learn. Examples include the recent work of Hattie (2003, 2009) on teachers making a difference, the call for a recognition of tertiary teaching excellence in New Zealand (Haigh, 2006) and the need to acknowledge tertiary teaching as a profession in its own right (Viskovic, 2006).

However, the above reports have been developed using broad approaches. Therefore, this study of trades tutors provides for a different lens, as filtered through the precepts of socio-cultural theories on learning (Vygotsky, 1998), for viewing the experiences of established trades peoples' transition into the tertiary workforce at ITPs in New Zealand. This study

provides the opportunity to investigate in greater depth the skills, knowledge and attitudes trades tutors bring with them into their roles as trades tutors. From studying the initial perspectives of trades tutors, some conclusions may be drawn about the transition of trades people into teaching. These assist in recommending suggestions towards improving the induction, initial tutor training and future professional development of trades tutors teaching at New Zealand ITPs.

Background

In the New Zealand ITP sector, trades tutors who are employed to teach vocational subjects bring with them many years of experience as trades people. They will have well established vocational identities within their field of expertise (Chappell, 1999). Before commencing work at an ITP, many will have worked in positions of responsibility. Therefore, the majority of trades tutors are acknowledged experts in their craft and belong to substantial communities of practice (Wenger, 1998).

Beginning teaching at an ITP brings with it the expectation to engage with the culture of teaching practice, the re-establishment of a new form of vocational identity along with an acceptance into and participation in the vocational education community of practice (Chappell, 1999).

My own personal experiences and anecdotal evidence from staff educators and developers within the ITP sector reveal that beginning trades tutors often struggle to align aspects of their trades based vocational identity with the unfamiliar 'new' identity of a trades tutor. It requires several years of enculturation within a tertiary education institution before trades tutors become attuned to the need to engage with the scholarship and practice of teaching. This transformative process may involve the modification of strong vocational identity based on principles of craftsmanship (Ainley, 1993) towards incorporating the scholarship of teaching (Andresen & Webb, 2000).

This report provides findings of the perceptions beginning trades tutors have of their teaching role. In particular, it draws on the philosophies of 'craftsmanship' (Ainley, 1993) as being the foundational precept to work based learning. This report draws comparisons between conceptualisations of craftsmanship with the academically focused scholarship of teaching proposed by Boyer (1990) which currently informs segments of the Higher Education and tertiary teaching sectors.

Research on the scholarship of teaching has largely been focused on university lecturers. Much of the literature emanating from Higher Education teaching research is concentrated on the development of university lecturers as scholars and researchers (Andresen & Webb, 2000; Boyer, 1990; Brew, 2003). Therefore, this study provides another viewpoint on how people from a trades background become teachers.

Aims and objectives of the research project

The main research question for this study was to find out:

“What are the perspectives of beginning trades tutors of their roles as teachers?”

As part of the investigation, into the above question, the motivations of new tutors to enter into teaching; identity trajectory from vocational trades/crafts person to teachers; and the perspectives of new tutors on the relevance and effectiveness of initial tutor training courses are explored.

Recommendations to assist ITPs in enabling and facilitating the transition from trades person to trades tutor are deduced from this study. These recommendations may be useful in developing more effective induction processes, improving initial tutor training and establishing ongoing support for both new and established ITP tutors.

Research design and methodology

Case study was used as the overarching research approach for this mixed methods study. In this study, quantitative data in the form of a structured questionnaire and qualitative data using semi-structured interviews were used to gather perspectives of new trades tutors on teaching and learning.

The study is also based on a constructive-interpretive paradigm for the conduct of data collection and analysis. A structured questionnaire was used to establish demographic and life history (ontological) baselines for each research participant (see appendix 1). Semi-structured interviews (see appendix 2 for the questions used in the interviews) were carried out with each participant. The interviews which were between twenty-five minutes to forty-five minutes in length were recorded and transcribed. Transcribed interviews were returned to the participants for their inspection, comment and amendment. Themes derived from the interview transcripts were coded using the qualitative data analysis software nVivo.

For the analysis of the overall data collected, a more focused use of case study methods was used. George and Bennett (2005) provide several methods that are useful in ensuring the validity of theory building through case studies. These methods revolve around comparisons of cases. Therefore, narratives are constructed from the data gathered. The narratives are collated using information derived from the structured questionnaires and interview transcripts. A set of guidelines was used to build the narrative of each participant and these include entry trajectory into teaching; initial experiences of teaching; reported perceived differences between workplace and polytechnic based learning and teaching; and future directions as a teacher.

These form the basis from which individual cases may be compared using within-case analysis and the congruence method (George & Bennett, 2005). The commonalities were coded using nVivo. Typical themes were studied to distil the main findings reported. Atypical cases which did not follow similar patterns were further analysed. These non-aligned examples are used to assess the validity of the typical themes derived from the narratives.

Potential research participants were chosen through consultation with the staff education/development teams at five ITPs in both the North and South Islands of New Zealand. The research participants are trades tutors who commenced full-time employment in an ITP between mid-2006 and the end of 2007. The potential research participants were invited through an initial email. A follow up phone call was then used to establish agreement for participation in the project.

Twelve research participants were visited and interviewed at their place of work. Only one interview was conducted using a telephone interview.

Ethics

This research study was approved by the Christchurch Polytechnic Institute of Technology (CPIT) academic research committee and the ethics committee before the research process commenced. Ethical protocols for the conduct of the research were followed. The information sheet (appendix 3) and consent form (appendix 4) provided to research participants detail information of these procedures.

In this report, pseudonyms in the form of Maori names have been used to protect the research participants from being identified. Extracts from interview transcripts are used extensively in

this report to present participants' viewpoints. In these transcripts, references to ITPs, workplaces, trades, work colleagues etc. have been replaced with [generic terms and marked by square brackets]. This is to ensure that participants cannot be traced back to their ITPs, their trade or through named workmates and contacts.

Foundational literature for this study

The overarching philosophy of this study is based on the socio-cultural paradigms (Wenger, 1998) founded on the work of Vygotsky (1998). The study draws on Vygotsky's premise of learning and of identity formation as being influenced by both individual choice/agency and socio-cultural factors (Penuel & Wertsch, 1995). This provides the framework through which the data is studied and from which the research findings are made. The study therefore includes investigating and understanding the individual perspectives of trades tutors in conjunction with the social milieu in which their initial experiences in teaching are enacted.

Literature pertinent to each of the broad themes developed from this study is detailed as each theme is reported in the findings section of this report.

The various findings and themes are now presented and discussed.

Findings

Firstly, general demographic information is reported to provide a brief background towards understanding the socio-cultural backgrounds of the research participants. The identity trajectory of individuals is strongly influenced and formed by the individual histories and experiences (Billett & Pavlova, 2005; Jawitz, 2007) new trades tutors bring with them into their roles as trades tutors. Therefore, to impart a better understanding of the backgrounds of the participants, this section provides some of the socio-cultural influences which have relevance to this study.

Following the demographical information, the findings from each of the broad/major themes of this study are reported and discussed.

General demographic information

Table One represents a collation of the responses to the structured questionnaire by the tutors who participated in this study.

Name	Age Range	School qualifications	Prior teaching experience	Time teaching at ITP (as of mid 2009)
Arana	36-45	Six form certificate	None	2.5
Arapeta	36-45	None	3 years at a PTE – part - time	1
Hemi	26-35	Six form certificate	None	2.5
Henare	26-35	Six form certificate	1 year – part-time / on-call	1.5
Hohepa	56-65	None	eight years – PTE, Youth training courses – part-time / full-time	Almost 3
Maaka	36-45	None	None	2
Matiu	46-55	University entrance	None	1.5
Pita	36-45	None	None	1.5
Rawiri	36-45	School certificate	None	1.5
Ropata	36-45	School certificate	None	2.5
Tane	36-45	School certificate	None	2.5
Tipene	36-55	None	2 years part-time	2.5
Wiremu	56-65	None	7 years – relieving, on-call & intermittently part-time	2.5

Table 1: Information on participants

Thirteen tutors from five ITPs were interviewed. All but two of the participants were relatively new tutors teaching in a variety of trade industry areas. Five participants had taught at either private training establishments (PTEs) or at an ITP, one mostly full-time for eight years and the others part-time or when required. All participants are males and teaching in trades occupational areas. The trades include automotive, building/carpentry, butchery, cooking, electrical trades, engineering/fitting & turning/welding, painting/decorating and plumbing. The tutors involved in the study had taught full-time at an ITP for between one to two and a half years at the time of the interviews which took place in mid-2009.

On average, participants have been teaching for just over 2 years. Their ages range from 27 to 63 years in age at the time of the interviews. The average age was 40 years with just under half being in their mid-thirties or younger.

Educational attainment

School qualifications of the participants ranged from none through to several with 6th form certificate and one with university entrance. All had completed an apprenticeship and held trade certificate or advanced trade certificates in their specialist trades. One was working towards a Bachelor of Science as an extra-mural student but terminated this when he began teaching at an ITP.

Only two had extensive prior experience with information, communication and technology (ICT) literacy skills on entry into teaching. The ages of these two tutors were mid-thirties and mid-fifties. Both were involved in the electrical trades, an occupation requiring ICT skills. All the others entered the ITP sector with very limited ICT skills and were considerably challenged by the ICT skills required in their new roles as trades tutors.

Industry experience

All the participants reported extensive industry experience and were working in positions of responsibility just prior to their entry into teaching. All had left industry to embark on teaching from positions of responsibility including foreman, project manager, workshop supervisor, store manager and executive chef. Six participants had at some stage in their careers, owned and managed their own businesses. One owned his own business for eighteen years. Three of the participants had a rich history of work experience. One held positions as puaa diver, oyster opener, market gardener, orchard worker, panel beater and another had worked for several years as a police officer. One of the participants had taught part-time and was the primary care-giver of his children while his partner worked full-time. These non-trade occupation occurrences were bracketed by the completion of apprenticeship, work in their trade industry and a return to their original trade. Therefore, although several of the participants reported rich work histories, the majority had enacted much of their working lives within one industry.

All were experienced with training apprentices in the workplace. The majority entered teaching with a strong motivation to teach and to 'pass on the skills and knowledge of the trade'.

Non- work related activities

Before they began teaching at an ITP, many of the research participants were active in their local communities as volunteers in sports coaching, volunteer ambulance service or with youth groups. All were lifelong and self-directed learners. Prior to beginning work at an ITP, many had engaged in further learning related to their trade or, more commonly, related to their leisure activities.

This brief summary of the life, work histories and demographics of the participants provides indication of the high calibre of trades people who are employed in the ITP sector in New Zealand. In particular, trades people are selected and employed by ITPs as trades tutors based on their specialist trades skills, extensive work experiences and proven leadership/entrepreneurial acumen in the industry.

Themes emerging from this study

Several broad themes were derived from the data analysis of the questionnaires, interview transcripts and constructed narratives. These are:

- **Motivators for entry into teaching** provides for an understanding of the initial decisions to engage with teaching. These provide important indicators of responsiveness towards an acceptance of teaching roles.
- **Conceptions of teaching in an ITP** as compared to workplace training.
- **Identity formation as trades teachers** presents how trades people undergo a form of boundary crossing from their vocational identities as trades people towards accepting an identity as teachers.
- The need to **improve teacher training courses** at ITPs detail suggestions collated from participants' responses.
- **Support for new tutors** whereby the issue of initial support available and utilised by new trades tutors is reported.

The findings from each of these themes is now presented and discussed. The various themes are then consolidated in the conclusion to form some recommendations to assist trades peoples' transition into trades teaching.

Motivators for entry into teaching

This section presents details on the reasons the participants provided for instigating their application for a position as a trades tutor.

This theme was explored because an understanding of the motivations to enter into teaching provides the opportunity to understand the initial decisions to apply for a teaching position at an ITP. This initial decision may influence future approaches undertaken by the participants in this study with regards to their resilience to the challenges presented by beginning full-time teaching at an ITP.

The dual drivers of identity formation are individual agency and the affordances provided by the socio-cultural arena in which the transformation takes place (Penuel & Wertsch, 1995; Billett & Somerville, 2004; Blaka and Filstad, 2007). Therefore it is important to examine both the individual and the organisational factors which influence teacher identity formation in new trades tutors. One indication of individual agency is to establish motivation of trades people through their reasons for entry into teaching at an ITP. Intrinsic motivation to engage with new challenges is an aspect which self-determination theory (Ryan & Deci, 2000) identifies as an important attribute in the development of individuals. Intrinsic motivation also assists with providing individuals with greater tolerance and resilience to challenges presented by workplace organisational processes. Therefore, the motivation for applying for a teaching position at an ITP was investigated to establish the reasons for new trades tutors' relocation from positions of responsibility in industry to a trades tutor role.

The motivators for entry into teaching as reported by the participants in this study include:

- Desire to pass on the skills and knowledge of the trade.
- A need to fulfil personal challenges.
- Selection for the position by others.
- Lifestyle and other personal reasons.

Desire to pass on the skills and knowledge of the trade

The motivation to 'pass on the skills and knowledge of the trade' was apparent.

Hohepa: *I guess I got into teaching or got out of the trades floor because I had a lot of information about the trade and I want to pass that on. I want to give my information to somebody to follow and this is the best way to do that. I have always wanted to pass on any knowledge.*

Maaka : *I think generally, if I look back upon my life, I teach everyone, you know. It's something that's in me, it's to teach. It doesn't matter if it's [trade] or what, even life skills. I always try to encourage somebody or to teach something to someone, so I find that this field is really fitting of who I am.*

Rawiri: *I just think that over the years I have taken on many apprentices and put them through my [workplace]. Once I was in a position to be able to do that. I feel that, for myself, I would never have got anywhere if someone had not taken me on and trained me. Therefore I think that for industry to continue, we need to continue to have people such as myself supply back the information that we were given into the future generations and then they are able to, in turn, in years to come, hopefully they will put it back into industry as well.*

In general, all the participants were interested in 'returning something to the trade'. There was a very 'knowledge transmission' (Pratt, Collins & Selinger, 2001) form of understanding with regards to teaching a trade. Therefore most of the participants were motivated to use their established expertise in their craft/trade to assist other people into entering their fields practice.

The examples provided above also indicate the participants' strong affinities to their trade, their confidence in their skills and expertise and for some, passion and a sense of vocation (Billett & Pavlova, 2005) for their craft or trade.

Need to fulfil personal challenges

All the participants in this study were intrinsically motivated to meet personal challenges. For many of the participants, teaching at an ITP was a natural progression beyond industry workplace based career pathways. Tutors recognised the possibilities afforded by accepting a teaching role at an ITP.

Maaka: *Well, firstly, just my own, personally I am always looking to up-skilling and I am also an opportunist.*

Tipene: *I felt that my experience could be better used to teach young people. I have always had a desire to teach and had always enjoyed teaching and training my trade. So it was one of the main motivations, to actually pass on my knowledge, in what I know, the best way I can to help other people.*

Rawiri: So I was always strong in training. Prior to coming up here, I was in local high schools, I was going in and taking classes and helping out the [trade area] teachers there and sort of trying to help them develop a little bit further, up-skill. So I suppose I have always had a little to do with training as such so when a position came up at [ITP]. To be able to do it full time, it was kind of almost like a natural progression to the sixteen, seventeen years in the [workplace], and join the training side of it. That was an opportunity to do what I was doing as part of my job but to do it as a whole job.

Again the above interview transcripts indicate the strong vocational identification of the participants with their craft or trade. There is also a perceived attraction to the teaching role as a way to share the skills and knowledge gained from many years of trade/craft practice. Many participants also assert an interest in working with young people and in the process of teaching or training. The statements also emphasise an understanding of teaching and learning which is based mostly on experiences derived from training apprentices in the workplace and for some participants, work with youth in the community.

Selection for the position

Just over half of the tutors were identified by ITP representatives when a teaching position became available at the ITP and were invited to apply for the position. This provided good motivation for these tutors to ‘live up to expectations’.

Arana: I had two recommendations from my tutors when I was a student. One was working at [ITP] and said we are going to have a couple leaving soon and so you will be perfect for this job.

Matui: And one of the tutors here sent me an email which I thought was just junk mail and I just deleted it. It re-appeared on my computer and it was a tutor I met on a [place of work] that we have been working on cos he's in [trade] and he has been here a number of years. Anyway he rung me up at home, how he found the number and everything, he was obviously quite resourceful, I don't know and left a message to say why don't you fill in the application form and it was the day that this complaint came in. So that is how I came to fill in the application, I was actually not looking for another job.

These examples also suggest recognition by others of the expertise and skill of the participants. This reinforces the vocational identification of participants with their trade and assists in supporting the intense allegiance participants have with their craft or trade.

Lifestyle and other personal reasons

Eight of the participants came into teaching for 'lifestyle reasons'. They perceived teaching at an ITP as an alternative to continuing on in industry. Their perspectives indicate that working as a tutor in an ITP would provide them with improved working conditions which would enhance their family and domestic lifestyles.

Arapeta: The first honest reason is that I have two young children and for me is a lifestyle decision. It offers me a lifestyle, my [old job] doesn't sometimes. It's the long hours, I don't mind working evenings and weekends cos you still get other days off but in this industry it's weekends, nights and days.

Matui: One of things, when I was working, I was always on the road on call outs. I was constantly on call and even when you were on holiday, I was being rung up at home, can you come in and do extra work. And we were working about a sixty hour week, pretty much on average. So, although I was earning plenty of money there wasn't much home life, you know.

It didn't seem like such a great opportunity, but what swung it was the holidays. That was what really interested me. The money's about the same. I really wanted a change from that company and it was an opportunity just fell in the lap.

Tane: At the end of the day I thought, right, I have two younger kids, nine & ten & I thought, good opportunity to actually spending more time with them, with the holidays as well and I thought it would be a good career change.

Several of the participants believed that moving into a teaching role would assist with providing a job that would place lesser physical demands on them.

Tane: Part of it was having had back surgery. So through health reasons, decided that industry was getting quite hard on the body, so I thought I would have a change.

Wiremu: Also looking after my body, I am a tall person and bending down over [work surface] all day was getting too difficult with a sore back.

Discussion on entry into teaching

The motivations by trades people to enter the ITP workforce indicate that the majority were interested in teaching the trade to young people. In particular, the participants exhibit confidence in their occupational roles. There was an intense need by many of the participants to share the knowledge and skills they had attained in their specialist trades areas with aspiring trades people.

Coupled with the above was also a perception by many of the participants of the relatively benign work environment offered by moving from working in industry to a teaching position. Lifestyle factors featured as reasons for eight of the participants to accept a position at an ITP.

Due to the positive reasons provided by these new tutors to adopt a teaching role, there is a need to harness this initial intrinsic motivation to enter into the ITP workforce in order to engage new tutors with the scholarship of teaching and learning within a vocational education context. Strategies suggested which enhance engagement with becoming trades tutors are presented and discussed later in this report (from page 40 to 48).

Concepts of teaching in an ITP as compared to workplace training

In this section, the differences between teaching at an ITP and workplace training, as perceived by the research participants is reported and discussed. The conceptions of teaching and the roles of trades tutors are also presented in this section.

Work in Australia on the criteria for good vocational education and training (VET) practitioners (Palmieri, 2004) and the twelve knowledge bases for TAFE teachers (Robertson, 2009) provide some guidelines for trades tutor competencies. Broader viewpoints are provided by the teaching perspectives inventory (Pratt, Collins & Selinger, 2001) and the three discourses which characterise good teachers (Zuka, 2006). These are used to provide direction for the coding of the perspectives on teaching and learning as derived from interview transcripts. The two areas reported in this section are:

- Differences between teaching at an ITP and workplace training
- New trades tutors' conceptualisations of teaching

Differences between ITP and workplace training

During the interviews, participants were asked about their perspectives on how teaching at an ITP was different from providing workplace training to apprentices and other employees in the context of their previous employment.

The differences as perceived by the participants include:

1. In comparison to workplace based training, having to *deal with larger numbers of students*.

2. Students in pre-trade programmes need to be *treated differently from apprentices* in the workplace.
3. The opportunities for *authentic learning in the workplace* and *desire to replicate* this in an ITP setting.
4. The need to *concentrate more on the theoretical and assessment aspects* of the trade when teaching at an ITP.
5. Less pressure from commercial imperatives in the workplace when teaching at an ITP.

For many of the participants, the main difference between training apprentices in the workplace and teaching at an ITP was the *number of students they had to work with*.

Matui: *Yeah, it's completely different. There's really no comparison because what you are showing them in industry is the hands on approach. There is very little technical data that you are giving these students. You actually want them to do some task or to perform something and the quickest way for them to learn is to be actually shown what to do and as soon as they see you perform it once, they are usually OK. They can then do it as well.*

Tane: *I think it's more one on one. Like we would have one, maybe two apprentices over a four year period. Or three say over a three year period. So it's more one on one, so you are not working with bigger groups. I think it's a lot more personal. You know, you really get to know them in greater depth.*

Tipene: *Well, the workplace training was basically one on one. The training here is group training and that is the main difference.*

There was an *understanding of how students at ITPs had to be treated differently* from apprentices indentured to a workplace.

Pita: *Here you need to be culturally, politically correct. Sensitive, in an environment like this varies from the workforce. Work's like quite different, almost quite harsh at times.*

Tane: *Although in saying that, some of our students, they see us as an adult figure. I think a lot of them have come from broken homes and that sort of carry on. And they want someone they can view as a mentor or someone they can bounce ideas off. Like I almost think we have to be counsellors, some days, you know. With relationship problems and everything else.*

Tipene: *Yes, the focus is on them attaining. They need to pass their different stages. I am talking here about apprentice [occupation]. There are three stages to the*

apprenticeship, so they have to pass to attain their certificate in [trade]. And that is curriculum based, NZQA unit standards and yes, controlled by the ITO.

For other participants, it was the *authenticity of tasks provided by the workplace* which was a major difference between on-job and off-job training. Participants were still very connected to their workplace based perspective on training. Many were supportive of the efficacies of workplace based training.

Arapeta: I think training in the workplace is a lot more relevant. You are doing the job, you are training through tasks. Those two are sometimes the other way around I feel. I like the momentum that they build up by the repetition, of doing the job. The learning is a lot quicker because they get it three, four, five times in a row and they get it. And then you can start going into the nitty gritty of it instead of having to remind them of the basics continually.

Matui: So it is constantly changing from a busy workplace Here it is very repetitive and to get them to absorb the work as well. It is quite difficult sitting in a classroom and trying to make it exciting and relevant for them as well and saying to them, well this is what you are going to encounter when you get into industry, but they are not in industry so they can't even imagine it because they haven't been there. Lots of them have come from school, don't know what it's like. I mean even getting out of bed is their biggest task of the day. Whereas if they are actually employed to get to work they are getting some money for it. They are much more motivated.

Tipene: Well, teaching in the industry, you have all your raw material, everything there. Yes. All the raw materials are in the workplace. You are training that person to produce in that environment or in that particular place of work. Every place you work is different. I could be a wholesale [workplace] or it could be a retail one. So there is two completely different things. You might have a mix of the two. So you have to train, you have to fit into whatever that business is producing.

Again, the statements above reflect the intense commitment and affinity participants have with industry. The examples above provide an indication of the dominance of workplace based models of training on participants' understanding of teaching and learning.

There was a need to *concentrate more on the theory aspects of the trade* when teaching at an ITP. The number of *assessments* which had to be completed by students was also an important difference between workplace training and teaching at an ITP.

Matui: Well here we are trying to emulate that in the workshop and things but there is a lot more theory and there seems to be constant assessing going on with these unit standards. I think the unit standards are great in some respects but in other ways they

are very restrictive and there seems to be a lot of assessing to hit those markers on every unit standard.

Pita: I suppose it's the book work, we do a lot of book work here whereas out there it's all hands on.

Wiremu: It's really the book work. In the workplace there is not so much a need to complete the theory but here, we need to have the theory done and also the assessments, unit standards and things.

There was also *less of a commercial driver for the teaching students* as compared to the imperatives of the workplace. The advantages of off-job training were noted by several participants.

Hemi: I like it in the way that teaching is a job. Whereas before, making money was the job, so if you can fit in a bit of teaching, well that's great. At the end of the day, if they are not making any money...

Hohepa: In teaching, what I am doing is producing knowledge for people. When I was working in the workplace I was producing a product that had to make money or the boss had to make money out of it. This way is banking for the future, I guess. It's looking at passing the knowledge that I have gained and teaching that to younger people so that they can use it in the future. The pressure to actually produce something myself is not there as well so it is a different focus.

Ropata: It was hard to train and pay them. Whereas here, it's enjoyable, I am not paying them to train them. Here it's so much easier.

Tipene: It was a two sided thing cos I wanted to train them but I also wanted them to be economically viable. So the quicker you trained them, the more they would produce.

Conceptions of teaching

All the participants were unable to actually state a model of teaching on which they based their teaching practice. This is a phenomenon which is not limited to new teachers or trades tutors. Murray and Macdonald (1997) for instance, report how many established university lecturers rely on their tacit knowledge (e.g. common sense) and could not provide educational theory-based explanations of their teaching practice.

This study reveals many instances of adherence and reliance on a teaching model learnt by practice and honed by trial and error (Murray & MacDonald, 1997; Van Driel, Verloop, Van Werven & Dekkers, 1997). In order to understand in greater depth the teaching and learning perspectives of new tutors, interview transcript fragments were studied and coded to the

characteristics proposed by Pratt et al. (2001) on a teaching perspectives inventory. These perspectives are *transmission, apprenticeship, developmental, nurturing and social reform*. The three discourses which characterise teachers, '*charismatic subject*', '*competent craftsman*' and '*reflective practitioner*' (Zukas, 2006) was also used. This approach was undertaken to try to understand the participants' impressions of teaching and to find out if there were commonalities in participants' understanding and approaches to teaching.

Each of the above teaching perspectives inventory items and characteristics, along with several other distinct approaches to teaching and learning including cognitive apprenticeships (Collins, Brown & Newman, 1989), adult learning (Knowles, 1984) and reflective teaching (Schon, 1983) are now reported and discussed in this section. These include:

1. *Transmissive* approaches to teaching and learning (Pratt et al., 2001).
2. Using *apprenticeship approaches* or models (Collins et al., 1989; Pratt et al., 2001).
3. Replicating authentic learning by *using situated learning* (Lave & Wenger, 1991) models.
4. Indications of *nurturing* (Pratt et al., 2001).
5. Following *adult learning principles* (Knowles, 1984) and an awareness of individual learning needs.
6. *Developmental* aspects to teaching (Pratt et al., 2001).
7. Evidence of *reflective practice* (Schon, 1983).
8. *Replication of workplace environments* by using building of 'work teams' (Lave & Wenger, 1991).

As discussed above in the section on motivation to enter into a teaching career, many of the research participants had a '*transmission of knowledge*' (Pratt et al, 2001) focus to their teaching practice. This approach could be explained by participants' understanding of the application of the skills and knowledge of the trade as equating to the ability to practice as competent trades people.

Hohepa: *I think over the need to pass on any knowledge that I had to people who might find it useful.*

Matui: *was trained by them and that's really the whole background for my teaching. That knowledge that was given to me back then in the seventies I am just passing it back on to the point where I have actually purchased the old textbooks and have used them as my reference points because it hasn't changed in forty years. It's still the same.*

Rawiri: *Not as such, I just have a huge passion for [trade] and to me skill and knowledge is power. And I want to get as much out of the textbook and my head into the students' heads and try and get across to them that this is their future, this is them. What they gain as knowledge today will determine what is in their salary package ten years from now.*

A few participants revealed their teaching philosophies as being akin to *cognitive apprenticeship* (Collins et al., 1989) or an *apprenticeship perspective* (Pratt et al., 2001). The principles of cognitive apprenticeship models include encouraging teachers to 'make their thinking visible to students', to provide scaffolds for novices learning a skill and to provide role models for learners.

Hemi: *Having to break down, absolutely everything you do. So when you do something for so long, you take it for granted. You take all the steps for granted, and I learnt that every single step is crucial and if you miss out one step when you are showing somebody something then they wouldn't get the end result. You have to have all the ingredients before it works. Does that make sense? It was one thing I found really hard when I came here. As an example, how to cut in a straight line. I thought, well I don't know, I just do it. So I had to learn and from learning teaching those apprentices, everything has to be broken down. Because you can't assume just cos I know that they know.*

Ropata: *I could say 'monkey see, monkey do'. They would just help me and I would show them practically and I would be talking about it at the same time and then as time went on, I would let them do a little bit and then a little bit more and a little bit more till I was confident they could do the whole thing on their own. And then I would even get them a van. I would send them to a one hour job and then I would see them again within an hour. How did it go? No worries? And then I would send them away for half a day and then I would send them away for a whole day and then the whole week before I even saw them. But you always had to constantly drive to their job and make sure everything was OK. This went on for four or five years. The first six months to a year, they will just shadow.*

Many of the participants placed emphasis on the precepts of *situated learning* (Lave and Wenger, 1991). In particular, these examples show willingness to adapt teaching practice to ensure that off-job training replicates the actual workplace environment.

Arana: *So this year I brought in assignments. It's like I am teaching you Word (for word processing); you are gonna have to produce a CV or a report. I am teaching you Excel, you are going to produce an Excel sheet; they have to go on the net and find statistics and you have to get them to do an Excel table and a graph related to and you will have equations in the table.*

Arapeta: *I personally think that there could be a bit more practical and the learning needs to be integrated more into the practical environment because there seems to be this mental mind block when they walk into a classroom. Aw, can I do this, as opposed to I am getting familiar in my[uniform], I know a [technical term] and I know a [method], oh I can see he is going to ask me about [method].*

Hohepa: *Yes. We also put a glossary on ours as well. So they have a writing journal and they have a glossary that they make. Um cos I found that if we make a glossary, that's our glossary but words that we understand, they may not. So once again it's assuming. Although here I try to integrate lots of learning in different ways rather than sit down and go through the theory at the desk. Which I find, this age group find very hard to do. I try to incorporate a lot of the theory into the practical stuff as we do it and teach it as we move along.*

There were indications of the use of the *nurturing* (Pratt, et. al, 2001) aspect of teaching.

Arana: *And also having relations with each individual student as well. It's like what I do with my students here, we have class rules. We teach with similar methods, we like to engage the students which is different to most of the other tutors. We can brainstorm and bounce ideas off each other. Always looking for new resources for the students*

Arapeta: *The main thing I learnt out of [tutor training course] was to create a comfortable environment and I am not talking squeegee balls and felts and chocolate bars here. A welcoming environment to try to eliminate that whole, 'we are at school'.*

Principles of *adult learning* (Knowles, 1984) and an awareness of the *individual learning needs of students* were also found.

Arapeta: *So, I am from[country of birth], English is my second language and going through school was hard. I would sit in a corner of the room and didn't hear the language so I think that makes me relate a little bit more to people. I will quite often say, don't worry about it, don't panic if you can't get your percentages right, there will be a time in your career when they will click and if it is not with me in the classroom, that's OK. Doesn't mean you are hopeless. It doesn't mean to say, and there is where I struggle with unit standards, cos unit standards is a hundred percent. Well how does that work? I am certainly not a hundred percent and I don't know any people who are a hundred percent. So they are brilliant [occupation] who can't get their head around [concept], so what.*

Hemi: *Teaching of theory and practical. And being aware of who is in the class and what people bring with them into the class. Their previous history, experience, life skills*

and things. Using all their experience, people bring into the class. Using all that and making kind of that group dynamic out of it. So, [tutor training tutor] has made me aware that people have different skills, different needs. And making sure that you cater to the whole group. People at one end and people at the opposite.

Henare : What we used to do in the classroom was just reading out of books and things like that and using the overhead projector. And it bores the hell out of them and it bores the hell out of me! And I have seen what [another section] does. They put their sessions on to iphones and they start putting media on to that about how to [trade skill] and they also use Youtube and they download things on to Youtube. So that's what I thought I would do, I have done some videos and try and make slide shows with the movies to play in class and things like that. Just to try and get the information across, instead of being a visual or read write situation it comes across as a video. They like moving things and sound and that.

A *development* perspective (Pratt et.al, 2001) is illustrated by the following examples:

Hopepa: I think we learn to value the kids and to value them as people and that's the biggest thing is for them to feel valued as well. Not exactly two people who are equal but both on the same learning path, I just happen to have a bit more knowledge than they have and accepting that they need to be taught in small bites rather than yelling and screaming at them all the time.

Matui: Rather than someone saying you need to do this, this and this, there is no exact way because everybody's skills that they bring to the classroom are completely different and the dynamics of each group is different as well. You know, they will react differently to your teaching and same as words, you do it exactly the same and you get a different reaction from them, so you have to respond to the class.

Rawiri: You have got such a diverse group of people. You got people who are very, very academic, you have got people who struggle with spelling their own name sort of thing. People who are a little older than myself and at the moment I have got someone with a Masters in teaching degree, which I think, when I first read that, I thought it would really influence my teaching but I realise that I am really there to talk about doing something I really love, so I wasn't too fazed after, once I got in there and found out who she was and she kind of backed off. I mean it doesn't matter, she is here to talk about an area, my industry

Several participants provided examples of how they *reflected on their teaching* (Schon, 1983; Zukas, 2006) to improve learning opportunities for their students.

Rawiri: And some days it works really, really well and other days, you walk in and you know that they are not getting it and if they are not then it's just a matter of adjusting. In the past, I have taught a whole theory lesson and the next day I have re-taught it again and just changed my approach, because they literally didn't get it. So the

content could have been too in-depth, maybe too light or the way in which I when about teaching it.

Hohepa: Not so much laid back but I find that people who are laughing and happy learn better than people who are sad and worried. So I try to use humour as much as I can. And that's a two edged sword because you still need to be in charge but allow them to be their own expressions, so that they can express themselves as well. And you have to set the boundaries quite quickly so that they know that they are not to go over those boundaries. Sometimes that's hard.

The need to *establish a classroom environment based on teamwork* was described by several of the participants. Again this was for many of the participants, an effort at providing opportunities for situated learning (Lave & Wenger, 1991) and to replicate workplace practices within an ITP learning and teaching environment. An element of viewing teaching practice as a craft and the teacher as a craftsperson (Zukas, 2006) is also evident.

Arana: Oh, trial and error in the classroom but also being sports captain, sports coach, you learnt the leadership techniques. The leadership technique I found that works the most is you earn the respect of your team and earning the respect of the students. That way I am playing by the same rules and I have done it. And the students respect me for that. You know, I think respect is a big thing, a huge thing. Essentially if they realise that they respect you, then they will have to show you respect and sit down and learn.

Arapeta: I do try very much, from the beginning to create a team environment and refer to them, in theory, as my team, as opposed to you, number one or number two or whatever their name. So we are a team; we are letting each other down, for example, the other day, a girl had a funeral to go to and she texted me, sorry to let you down on [training session], give everybody a heads up for [training session] tonight. Can't wait to catch up. And that shows that there is a little bit of accountability created, so I try to do that a lot.

Hemi: Oh yeah, if you talk about group dynamics. And how to set it up. Cos you shouldn't have to get into situations where you have to overly manage and make rules. I think that if they make their own rules and OK, they make their own penalties in a way. Well I have them, like when they have said, let's not be late and they make their class guidelines. Well you're going to be late, what do you wanna do? So, like the last one, if they are late, they have to do ten press ups in front of the class. And then one class, we got a jug and tea and coffee organised and I said, we start at eight thirty, so if you come in before eight thirty you can make yourself some tea and coffee. Eight thirty five we turn the jug off. So or course they are all getting there at twenty five past eight making cups of tea. That was brilliant. They were all turning up on time without realising it.

Discussion of teaching in an ITP

Several participants seemed to find this question difficult to answer. This is perhaps an indication of a shift from workplace models of training, as not yet occurring. Many of the examples presented in this section revolve around the efforts by tutors to replicate the workplace environment within an off-job training environment. The majority of the participants are teaching students engaged in pre-trade training. Therefore, the participants are attempting to create an environment of practice which is to prepare their students for the reality of workplace application. However, several participants were frustrated by their inability to duplicate the workplace environment within their teaching. This perhaps reveals an attraction to the ways of learning and knowing which are familiar to the participants. It also suggests some lack of understanding of the pedagogical methodologies possible in providing pre-trade vocational learners with situated learning experiences.

Coupled with the deep attachment to the perceived advantages of workplace based learning was the acceptance of the need to replicate training in the workplace. Billett (2006) has written extensively about the workplace imposed curriculum which is not always covert, worker-centred (Billett, 2001) or democratically dispersed across the workforce (Billett, 2001). The replication of workplace practices at ITPs prepares students for realities of the workplace. In particular, it prepares them to be recipients of established workplace practice in order to hasten the process of enculturation to established workplace norms and customs. This is a laudable objective which needs to be perhaps tempered by appreciation of the humanistic and critical approaches (Simons, Harris & Smith, 2006) for adult education.

Identity formation as trades tutors

In this section, the perspectives of new trades tutors on vocational identity is reported. These include:

- Indications of attachment to vocational identity as a trades person.
- Reluctance to disengage with trades person identity.
- Immediate communities of practice which support the continuance of vocational identity as trades people.
- Limited identification with becoming a teacher.

Indication of attachment to vocational identity as a trades person

Ten of the participants indicated deep attachments to their identities as trades persons.

Arana: I think I am both because I can't be one without the other really. And I need to maintain my integrity in having student respect by still being an [occupation]. So as far as work goes, I am a tutor but I still need that recognition as [occupation]. The thing is they still [complete trade skill] say, they still need someone to instruct them how to [complete trade skill]. I got to still be a [occupation].

Arapeta: I love [trade occupation], I live for [trade] but I must admit I enjoy as much the mentoring side. Yeah, that's right, it's something I love, it's easy to do, it's a hobby for me. [trade] is not a job.

Although many of the participants did not express directly their intense reliance on their vocational identity as trades people, the many vignettes reported in the previous two broad themes (on motivation to enter into teaching and conceptions of teaching and learning) also provide support for the depth of identification with a trades occupation over and above other means of self-identification.

Reluctance to disengage with trades person identity

Therefore, there was reluctance to accept an identity as a teacher.

Rawiri: I am not so focused on being a teacher; I don't want to be a teacher; still want to be [occupation] that happens to teach. So I don't want to be a tutor or a teacher that just happens to teach [trade]. So I don't know if that fits into the mould but seventeen years of being locked away in a [workplace], [occupational task], I don't want to lose that. To my student that's what I am; I am a [occupation] that happens to be standing in front of this class teaching them about what I love. And I don't wanna to lose that.

There is a clear impression expressed by many participants towards retention of their vocational identity as this provides them with credibility as subject matter experts. Their roles as trades tutors also encourage and reward the maintenance of industry networks and for retaining and improving current knowledge and skill in their specialist areas.

Immediate communities of practice which support the continuance of vocational identity as a trades person

Establishment into an established community of practice was one challenge encountered by many of the participants.

Arapeta: When I first got here, there were people who had been here, you know the junior of the three had been here for fifteen years. They were very set in their ways for good and bad reasons, just institutionalised and lots of structure, frustrated, so they got very used to being very, you know. So I just bull dozed through myself, because that is the way I am. But I could see, you know, here you are, here's your stuff, you are gonna have eighteen and then they are hovering around, you know, can you or can't you. They were really you ---- you know. But I was Ok with that. I say other tutors coming in who were less streetwise that were quite intimidated by that, you know. And I found myself at an early stage mentoring them and they would say don't worry about it, which you do.

Attitudes which included reluctance by the established community of practice to change were noticed and commented on.

Henare: I don't know how I could improve them but I can see how the whole department needs to change to improve them. They changed all the unit standards in the pre-apprenticeship course. Meant to be like a project based learning. And we have assimilated some similar units into like a module or a project but by day one I thought that project based learning was to try and do a specific project in the workshop where all those units were applicable to but really we are just teaching them individually still. And they don't want to change, and scared of it and I am a generation type that wants change all the time. I am sick of sitting still and seeing the same old thing. Like I am extremely bored in this job already. I need things to change all the time. But as soon as I change something, like I can't change anything, I need everyone else's agreement and things like that. And there are meetings about how to do it and that. I just like to change something and try it and it's too hard to do anything in this place. Find it very frustrating.

Maaka: And yet I found that, the tutors before me were, especially the older tutors kept, you know, the teaching aids are fairly old now and they haven't moved with the times.

Pita: I think it's just gaining those tools; I think it comes back to experience. The one thing I notice is some of the more experienced tutors, are almost, they hardly care about it anyway. You know what I mean? It might sound cynical but sometimes you get that feeling, that they don't really care. They are not willing to. Who cares? That type of attitude.

The attitudes to teaching encountered by the participants reflect their impressions of the community of practices prevalent in their teaching sections. A reluctance to change teaching methodology amongst the established members of the teaching sections may also mean that it is also difficult for the newest member of the community of practice to effect change.

Some identification with becoming a teacher

Only two participants had started to identify with becoming a teacher. Both Hemi and Maaka are comparatively younger participants. Hemi is the youngest of all the research participants and Maaka is in his mid-thirties.

Hemi: It was good. It was actually quite scary and this is going to sound stupid. But that is when I realised teaching is another trade. The job is teaching it just happens to be [trade skill]. That I suppose is obvious but all the things around how people learn, that was brilliant.

Maaka: I consider myself as a more a teacher than I do [occupation]. Ar, it would have been. It was fairly early in the piece, because I started realising these things fit me.

For both of these two participants, there was a change in how ITP students are perceived when compared to apprentices being trained in the workplace.

Maaka: That's a curly question. I think now, I find I have more responsibility and whereas before you could say they were work colleagues, equals and even though they are. And now I see that I have quite a lot of influence on the young fellas. They look up to you a lot more. With that tutor role, you have to be careful what you say, how you respond to them. Yeah, a lot more responsibility.

For Hemi, a change in focus for his teaching from his trade to the improvement of the literacy skills of his students indicates his transition from teaching his trade to using the trade to enhance students' learning skills.

Hemi: Encouraging them to write. Which is an exercise [tutor Hemi defers to] does where he gives them a notebook which we disguise as actually a journal and everyday, they write something that they have learnt, or something they have found hard or... we avoid feelings and things like that.

And also encouraging them to get out in front of a board early on. So just making it, without them being aware, they are standing in front of a whole class, drawing on the board or writing something on the board. Making it safe and comfortable about that.

For both of these 'younger' participants, the acceptance of an identity as a teacher as well as a trades tutor are described as a natural progression in their current roles as trades tutors. Apart from age, factors which are common between both Hemi and Maaka are their *professional development profiles* and their *small* communities of practice.

One had completed *professional development* in embedding literacy programmes while the other had almost completed his tutor training certificate. Therefore both had the opportunity to learn and apply teaching strategies which would have increased their confidence and emerging acceptance of their roles as teachers.

Both the participants worked in sections which had only one other tutor. This may mean that they have had to initiate contact and maintain regular contact with other tutors in other sections. The *smallness of the sections* in which these two new tutors worked also means that the sections' community of practice is unhampered by the dynamics of team decision making. Possibilities for change in teaching practice may then be easier to initiate and continue.

Discussion on identity as trades tutors

In this study, the intense attachment of trades tutors with their vocational identity is evidenced throughout the interview transcripts presented in this report. Several recent Australian studies (Chappell, 1999; Palmieri, 2004; Robertson, 2009) also support the concept of distinct vocational identities of TAFE teachers. These also detail a reluctance to relinquish aspects of trades vocational identity to adopt the complementary or synergistic identity of trades teacher. For example, Haycock and Kelly (2009) report on the trades tutors in their study as unwilling to acknowledge identities as teachers along with their trades vocational identity despite teaching for over ten years in the TAFE sector.

Teaching as learning (Lave, 1996) and learning as becoming (Hodkinson, Biesta & James, 2008) involve changes brought about by new learning or modification of existing learning in how individuals perceive the world and create their identities. Vocational identity is but one of the many identities which individuals develop as they proceed through their life course (Skorikov & Vondracek, 1998).

Manathunga (2007) describes the adoption of identity of an academic in a university as a process of boundary crossing. She describes the process as similar to the adaptations required of emigrants to another country which has different cultural and social practices. A definition of boundary is provided by Jones (2007) as

“ interfaces, clear dividing lines between areas of different ownership or shared areas of context and can be seen in different contexts e.g. professional, geographical, political,

philosophical and visual or graph. The concept of boundary can be seen as relevant to and therefore addressed by varieties of disciplines and professions” (p. 355).

In a United Kingdom Further Education context, Finlay (2008) uses the concept of boundary crossing to explain the learning undertaken by Further Education tutors to develop themselves within an academic context. Identity learning for teachers involves learning by making meaning and sense out of experiences, some of which may involve boundary crossing between identities (Giesel & Meijers, 2005). This study examines the strength of vocational identity the research participants have as trades people and traces several examples of resistance or acceptance of boundary crossing towards becoming an educator.

The participants in this study displayed strong affiliation and identification with their craft or trade. Several reasons could be postulated on why trades tutors exhibit such intense associations with their vocational identities.

These could be:

1. *Poor school academic performance* followed by good or excellent attainment during and after apprenticeship.
2. The *long period of time required* to build a connection with and expertise in the trade.
3. *Attainment of a rewarding career* in the trades both from extrinsic and intrinsic perspectives.
4. Being at the centre and enjoying *insider status in their trades' community of practice*.
5. *Recognition by others* of their expertise in the trade.

Each of the above is now discussed in greater detail.

Although alluded to by several interview statements, *poor school or pre-trade experiences followed by recognition* by industry, peers and family of attainment within industry provided many of the participants in this study with affirmation of their self-worth.

In the example below, attainment in the trade had provided a large amount of personal satisfaction and reward to the participant. To be offered a job at his alumni is a culmination of his achievements within his trade.

Arapeta: It's strange, I was trained at [ITP] and I was told by my tutor that 'you don't know anything' and, well I put my hand up and he said, put your hand down [participant's name], you don't know anything and will never know'. So I look back now, that was the real block, before I had even started, someone telling me, you are no good. And I look back now and it's

interesting how I have chosen to take a path practically and I was offered a job last year to teach at [the ITP tutor trained at] and for me that was a real strike back. You know, I really felt, even though my wife and I had decided to leave [city where ITP is situated], I felt like ringing this guy up to say, I just wanted to let you know, they have offered me a lecturing position and but anyway I have gotta to go. Click.

The *long period of time associated with the trade* provides individuals with plentiful opportunities to engage and develop strong affinities with the cultural and epistemological foundations of the trade/craft industries. In the previous section on motivation to enter into teaching (pages 13 to 14), eight of the participants cited lifestyle reasons for accepting a teaching position at an ITP. Many of the lifestyle decisions were based on dissatisfaction with the long hours of work and continual demands placed on family to accommodate trades based occupational workload expectations. Rawiri, who stated his unwillingness to forego his trades occupation identity (page 25), is one example of a participant who has put effort and commitment into his occupation.

Rawiri: Yes, I have been [occupational task] sixteen, seventeen years.

In addition, there has been an investment in time to complete trades qualifications and attain recognition of trade skills.

Henare: Been a [occupation] for about nine years. And I done two trades, so I have been studying for almost seven years.

Prior to entry into teaching, all the participants were engaged in positions of responsibility at their workplaces and had *attained a rewarding career*. Almost half of the participants were at some time in their career self-employed and had owned and managed their own businesses. Three of the participants had attained positions of high responsibility in the workplace as project manager and as executive chefs. Thus for these participants, an apprenticeship had provided the affordances to accomplish career goals, achieve status in society and maximise lifestyle and leisure opportunities.

With their vocational identities, participants were part of established trades *communities of practices* and were considered to be *insiders*. They were often recognised by their industry as epitomising model practitioners of the trade. Transition from the inner circle to being on the periphery of the ITP community of practice requires readjustment to new organisational

practices, learning new cultural vernacular and the adoption of new ways of doing, thinking and being (Blaka & Filstad, 2007).

Ropata: I have never worked in such a big outfit before. It was hard being self employed and coming back on wages

As reported in the first section of this report, on the motivation to enter into teaching, several participants were ‘shoulder tapped’ or invited to apply for a position as a trades tutor at the ITP. Therefore, there was *recognition by others of expertise in the trade*.

Several reported on being asked to assist with industry based technical issues.

Henare: Also I been getting a lot of [trade occupation] and apprentices ring me up at work, cos they have problems cos I am quite knowledgeable about the technical stuff. So, I suppose it’s possibly where it all started and with having the knowledge base.

In addition, one of the participants was the coach of an apprentice participating in the World Youth Skills challenge. He was also invited to write the competition practical criteria and the judging sheets for the New Zealand national finals of the competition. This is recognition from his peers of his skill and expertise as a trades person.

Support for new tutors

The previous sections in this report have focused on individual participants’ contribution. The other important contributor to identity formation is the social milieu in which identity formation occurs. In this section, one facet of the socio-cultural environment, the workplace, which informs and influences vocational identity formation is discussed.

Professional identity formation requires an understanding of the values which contribute to identity, the *location/context* in which the identity transformation occurs and the *type of role* in which the identity is to be enacted (Briggs, 2007). One of the important transitions for newcomers into an existing community of practice (Wenger, 1998) is to establish for themselves, a sense of belongingness (Levett–Jones, Lathlean, Higgins, & Mcmillan, 2009) to the community. When a newcomer has determined a degree of belongingness, identity formation in the workplace (Billett & Somerville, 2004; Billett & Pavlova, 2005; Fenwick & Somerville, 2006) is enhanced.

Identity formation in newcomers to the workplace is still contingent on individual agency and workplace organisational support (Blaka & Filstad, 2007). Factors that most sustain teachers’

commitment to their work include being able to share and provide support to their colleagues, receiving positive feedback from their colleagues and having shared educational values with the organisation in which they work (Vähäsantanen, Hökkä, Eteläpelto, Rasku-Puttonen and Littleton , 2008). Therefore, it is important to assess the support factors provided to new tutors as they begin teaching at an ITP.

In this study, many new trades tutors did not receive adequate support in their first years of teaching at an ITP.

Arapeta: Here's a class, good luck, in six months we know if this is your future. And I have always said, well, what of the client? How many more guinea pigs do we trial before we get quality learning, you know. And I will be perfectly honest, I am the first to admit that there will be theory sessions where I am not as structured as I should be and I have been given no support.

However, at least half of the tutors received some form of assistance from heads of school, programme leaders, staff developers, mentors and other tutors.

Arana: Yes. [another new tutor] and the reason being we started at the same time and we have been helping out each other. The other thing too is [new tutor] and I are very similar. We teach with similar methods, we like to engage the students which is different to most of the other tutors. We can brainstorm and bounce ideas off each other. Always looking for new resources for the students.

Hemi: I spend a bit of time observing [tutor] and talking to [tutor in literacy cluster], running ideas past him. Borrowing his ideas and making them my own. Yeah. [tutor in literacy cluster] is really the only one that comes to mind.

Matui: My immediate line manager and he has been teaching here for a long time and I think he did a teaching degree at one of the local universities and also [tutor] who is the academic manager. She's been very helpful and pointed me in the right direction with the course material and what needs to be taught and so on.

Tane: Sometimes, like I have had [staff developer] come in and observe me a couple of times and one of our other tutors, [head of school], he has observed me teaching a couple of times and done observations, which is good. Good to have feedback from other peers. But I think it is quite nice to have someone else, from even out of your area observe and just see exactly how you are doing, rather than peers. I think they may not be as honest as somebody who is totally out of the area.

Tipene: Yes. [senior tutor] was or has been and still is very good. But we are the same, we come under [former tutor who is a mentor], so we had a really excellent role model in that. I have known [mentor] for many years. [senior tutor] had known him for twenty years and had the pleasure of working with that guy the whole time. Yes he

was an excellent mentor, teacher, very patient and very, what would you call it, very gracious and patient.

Much of the support offered was at the very beginning of the participants' teaching role.

Maaka: Yes. [senior tutor], he sort of took me through the process, how to start up a computer, how to login. He's taken me through the process of how they go about teaching. A day in class and half a day in practical. And anything I have had a question on, I could go to him and ask him how he does it. And now I'm two years down the track, I'm standing on my own two feet and doing really well.

Rawiri: So early on in the piece, when I first started, I actually got [senior tutor] in to sit in on a lot of my classes. And I chose lessons I knew I was going to struggle with and maybe my knowledge base was not as high as I would have liked, so maybe put myself in a critical position and ask [senior tutor] to be critical. Cos that was the only way I could develop.

The above vignettes provide indication of preferences for learning the skills and strategies of teaching from a mentor or similar supporter. This could be explained by participants' familiarity with the apprenticeship model of workplace learning. The communities of practice trades tutors belong to within their schools may also encourage the adoption of a mentor/apprentice relationship between new and experienced tutors.

Discussion on support of new tutors

The average time provided to new tutors for support in their teaching activities, as reported in the questionnaires and self-estimated in hours, was very low. The majority of the participants reported in the questionnaire that their support in their section equalled zero hours of weekly support. The interview excerpts provide evidence of support offered to and utilised by participants. However, many of the reported support activities were not on-going and were generally initiated and/or elicited by the participants rather than planned and structured by their institutions. Another important point to note is the reliance of many of the participants on support outside their own trades section. When the support was provided within the school, it was usually from the head of school or programme leader. This support was usually provided at the very beginning of participants' entry into teaching and did not necessarily continue beyond the initial orientation period.

Perspectives on tutor/teacher training courses at ITPs

One of the objectives of this research was to collect suggestions from beginning trades tutors on how tutor training courses could be improved at their respective ITPs. The perspectives on

initial tutor / teacher training courses which participants attended and some have completed include:

- Valuing tutor training courses.
- Lowering the high workload for the completion of tutor training courses.
- Integration of assessments into actual work completed in own teaching areas.
- Course content suggestions include class management, psychology of teaching, academic, reading, computer skills as a pre-requisite and different electives for trade tutors.
- The need to provide greater relevance of course content to trades tutors.

The impressions of the participants were elicited on their perspectives of the initial tutor training courses which most participants were working through and some have completed. These have been collated to provide suggestions for the improvement of initial tutor training courses offered at various ITPs to their staff as professional development. Haigh (2006) and Viskovic (2009) provide many suggestions on how to provide tertiary teachers with on-going development as teachers. These papers were drawn on to match research participants' suggestions with good practice recommendations.

Value in completing tutor training courses

All the participants derived learning about teaching by attending and completing tutor training courses.

Hohepa: I stopped formally learning when I left high school or after I finished my apprenticeship. I didn't do any more formal learning until I went to the [tutor training] course. I felt it was quite strange to do the [tutor training] course because there was no real exam and it was more like a discussion group, then actually learning things although you did learn a lot of things. It gave me some strategies and some tools that I could use in my teaching. Just breaking things down into smaller pieces, making sure you went from one step to the next in a logical manner and knowing why and how you did that rather than just doing it instinctively. That was quite good. And we did Treaty of Waitangi and that taught me a lot of things in the past that I should have known. It is a little bit of a pet for me now, you know. There was some good bits in there as well but it seemed to be more laid back sort of a course really.

Maaka: Helpful in making you realise, you know, about human rights issues. Inclusive teaching. I am Ok, you are OK stance. Not putting people down. Just that respect for

autonomous learning. The aim is to have them learning on their own so that you are the guide on the side sort of thing. So I like to keep these things at the forefront of the mind. So those sorts of things were very good reminders.

Matui: I think being a reflective practitioner, to me it was the most important thing that, at the end of the day, just sit down and think about how you could actually improve what you have done and for the next time that you teach that or for tomorrow and how can you manage the classroom better so I think having that idea and applying it is probably the best idea that they have given me.

Wiremu: They gave me different ideas about how to teach, how people had different learning styles and things like that. Every person is different.

Need to lower the workload involved in completing initial tutor training courses

The workload involved in completing tutor training courses was mentioned by over half of the tutors interviewed as barriers towards their completion of the course requirements. The workload issue was perhaps increased by new tutors having to complete a large amount of learning not only about teaching but also in relation to settling into a new workplace with a very different and unfamiliar work and organisational culture.

Maaka: We are here for the student, that's the ultimate aim. The [tutor training] course needs to be flexible enough to benefit the students, cos what I've found is, I was spending a lot of time (what little time we have) trying to complete my [tutor training] assignments or just getting my head around the requirements or online courses. This time could have been used more efficiently for the benefit of the students and myself as a tutor. Computer training is not part of [teacher training] but have found it very beneficial to the learning process in the class. I had to learn this skill with little outside help.

This is where I think [tutor training] swallows a bit too much time whereas we need to be focusing on their programmes. I think too, like I would say, I have just learnt about computers, that is the teaching that I have undertaken to better prepare myself for the students but also for the students' sake. You know.

Pita: So I think it is just giving new tutors more tools to help them and I struggled last year cos I was the only [trade] tutor here and I was doing modules one and two and I was very, very new to the systems here and I was also doing all these [tutor training] courses, having to use my nights and also teaching a new programme. And there was not enough time and I really should have spent more time looking at the best way forward you know, helping myself.

No, No but just the time and resources, I don't think there is enough time and resources put into new tutors.

Ropata: *Oh yeah. It would be better if we did two months of [tutor training] courses before we started working here. Not work and then start doing [tutor training] courses. And then you get so busy at work, you can't do your [tutor training] courses.*

Integration of assessments into actual work completed in own teaching areas

Several suggestions were put forward to improve the workload imposed by initial tutor training courses. These include:

Maaka:, you are spending a lot of time working on these projects for [tutor training] whereas I feel if you put the time into my own course curriculum, to set it up, I would be better prepared for students.

It has allowed me to do that, but modelled in with that would be, you know, in with what you were developing for the course. You could integrate it into there, rather than just making one whole course on inclusive teaching, you know, it should be something to do with your class and then modelling it into something for them, rather than just an assignment on inclusive teaching.

The integration of tutor training assessments into the actual work completed by new tutors may be difficult to implement at some ITPs and within some teaching contexts. However, this is one aspect which may assist in lowering the workload requirements involved in completing initial tutor training courses offered at various ITPs.

Course content suggestions

Suggestions to improvement of initial tutor training courses include the following:

1. Providing *skills to teach adolescent students* with less emphasis on adult teaching strategies.
2. *Introducing ICT skills* at an early stage of initial tutor appointment.
3. Include information or sessions on the *psychology of learning*.
4. Providing *mentors*.
5. Structuring tutor training courses so that they are *more relevant for trades tutors*.
6. Supporting the development of trades tutors towards engagement with *academic reading*.

A difference between the focus on adult learning principles and the actual student profiles of trades tutors requires some recognition. Several participants were interested in learning strategies to deal with disenfranchised or de-motivated students and adolescent students.

Arana: Yeah. [teaching training] courses focus on adult teaching, as I said before, our students' profile is under twenty, young males which is a different group of people compared to what [teaching training] focuses on. They behave differently, they see polytech. as an extension of high school and behave accordingly, which takes a long time to iron out.

Managing conflict situations, motivation, motivating students. The problem with the Y generation is they don't care, they don't care about anything. I am particularly enjoying my class this year and as bad as it sounds, and I am happy for you to keep it in, I have got a lot of international students. I have got Chinese, I have got Indians, an Afghani and they are all motivated. The kiwis, not so motivated and I think it is real sad.

Ropata: The biggest thing I have trouble with is discipline because you can't do anything. You can't give them a kick in the arse or, you can't, I have been told that. There's not much you can do. I mean, say to them, aw you can't come tomorrow. Well

Only two of the participants indicated entry into teaching at their ITPs with sufficient *ICT skills* to cope with ITP administrative requirements. For most of the participants, much time had to be committed to learning and practice related to ICT skills.

Henare: Probably need more experience with. Like I am not very good with computers and things like that. I have had no computer training or anything. Like the first day I started working here, they basically went through a computer course to guide us on how to use the polytech. systems, like [student management system] and all that, I don't know if you have got that and I never go on to those sites anyway. But the better stuff would have been how to use a word programme, word documents and actually make my own resources and stuff. I have sort of had to learn on my own and ask people, other people don't have time to show me and it's not their job. So I have learnt a lot on using computers but it has taken a lot of time than it probably should have.

Maaka: Yes, I that's another thing, I came here and not knowing how to turn the computer on. Two years down the track I am astounded at my computer literacy skills now. But it was more of a learn by yourself. Fortunately I have had some good projects where I had wanted to and I have had passion to motivate me into learning more about the computer.

Tane: I do find some of the [tutor training] frustrating in the fact that it's not enough practical stuff. Um as a trades person, I would liked, like I am not computer literate, so all my computer skills are self taught and of course, even in industry everyone uses like [pre-programmed hardware], so everything is basically programmed in. So you don't

really have to think. You just do what you have to do and it's saved. So my way of thinking is that I would have liked to have had a lot more computer skills initially. Um you know, as far as spreadsheets for recording results, powerpoints, how to use your overheads and data projectors.

Along with the workload issue described in the sub-section on high workload, many of the participants had to put energy and time into up-skilling their ICT skills and knowledge. Many grasped the possibilities provided to improve learning for their students by utilising ICT in their teaching. However, many had to learn how to use ICT in the administrative aspects of their teaching roles before they could utilise their new ICT skills to improve their teaching resources and teaching methodology.

Several participants indicated interest in doing more work on *understanding the learning process* in order to improve on their teaching practice.

Hohepa: I think the psychology of teaching needs to be pushed more in those courses. There's a lot in that, there's a lot more pushing buttons with students than meets the eye. When you first come into teaching, you don't pick it up. Not every student is exactly the same, it's just finding which button to push and which little bits you need to pull out more. Or reading the signs about who you can have this kind of joke with or this person needs this kind of learning.

Pita: Yes, that is probably the biggest, student motivation, that type of thing. As I was saying I was having a bad day. It's all because the students lack motivation. It's all about me finding out the keynotes and the buttons to press. One can speak to the students on something, two minutes later they are back doing the same thing.

Tane: Maybe dealing with difficult students and that sort of thing. Like last year we had a real bad class. And I think that if I had struck that in my first year in 2007 I would have pulled the pin. I honestly had it.

One participant raised the suggestion for the opportunity to be provided with some form of *mentorship* which was situated outside of his own institute. A role model from another field was also proposed.

Tane: Makes it very hard, maybe more practical sort of experiences. Maybe the opportunity to go to other institutes or other areas and look at people who are teaching in your field and observe them teaching rather than just your peers. And even on the [first tutor training] course, it will be nice to be paired up with somebody, to use as that role model and being in there and observe. Whereas you are not, you are chucked into the deep end.

Greater relevance of the initial tutor training curriculum to *the needs of beginning trades tutors* was mentioned by several of the participants. They perceived a difference between teaching in the trades area and teaching in other ITP programmes. There was a need to harness the experiences trades tutors bring into teaching and to assist tutors in honing the skills and knowledge pertinent to trades teaching.

Maaka: I don't think a one size fits all is a good model. Um, I would be more focused on how it is going to benefit the course and the students. Not just for the sake of knowledge.

Pita: Yeah, I am beginning module three & four now, intermediate and it hardly seems relevant now for me or in the classroom or workshop. Really there is no bearing, it's not really going to help. So obviously, looking at it and trying to take something out of it. So far, not much.

Yes. Whereas module one, I think was very practical and I think there needs to be much more of that, much more hands on. And I think the direction that [tutor training tutor] had, he was a secondary school teacher, was a tutor and a teacher here, he was very much a mentor. And I think just having contact with that type of experience is more beneficial than learning about other things. [Online learning management system] might be helping to other lines but not my line.

There might also be a need to *support trades tutors in learning the skills required to read and evaluate academic text*. Haycock and Kelly (2009) use the term to 'disarm the academic language' (p. 10) to explain one of the processes which is helpful in engaging trades tutors towards becoming more reflective teachers. This process helps to unpack the theories and academic underpinnings of teaching practice and make them more accessible and relevant to trades tutors.

Tipene: I think so because, all of us can understand what is going on and come to grips with it. But from a tradesmen's point of view, I quite honestly can see, that when we are doing readings and things like that from some of these academics who have put all of this information into their books and all that sort of thing about –[teaching topic] for example.

We know how to teach and we know what to do. We are curriculum based, like anybody else, I guess, but we are more practical, sort of hands on people so we need to think about that. See right now I am looking at all the [teaching topic] there is and going through all the different books and things like that but you can see a whole lot and there will be one gem in the statement. So that is the gem I am trying to decipher. And I will highlight that gem and I will know exactly what they are talking about without going to great big wide circles to get to it. So in that respect, I don't know from

anybody else's point of view, I can understand it but I do need to decipher it, its like, its not a language I am familiar with.

Discussion on suggestions for improvement of tutor training courses for trades tutors at ITPs

All the participants acknowledged the usefulness of initial tutor training courses. In particular, the courses provided opportunities to network with other new tutors, gain confidence in their teaching role and provided strategies to cope with initial teaching experiences.

There is a need for greater connect between trades and adult learning. This aspect is also explored by Viskovic (2006 & 2009), Haigh (2006) and Knight (2007). For beginning trades tutors, the cultural capital they bring with them into a teaching role are not aligned with the scholarship of teaching expectations required (Leibowitz, 2009) within the current ITP organisation contexts. Suggestions on how to better utilise the skills and knowledge trades tutors bring with them into ITPs is presented below in the discussion on the overall findings of this study.

Limitations of this research

This study is based on the perspectives of a small number of trades based tutors working in the ITP sector in New Zealand. As such, the small numbers of research participants and the specialist context of this research study needs to be taken into account when the findings and recommendations of this study are considered.

Basing the findings of this study on a solid foundation of workplace identity formation (Vygotsky, 1994; Penuel & Wertsch, 1995; Billett & Somerville, 2004) may present opportunities for some of the findings of this study to be re-contextualised and applied to tutors who enter into teaching with vocational and professional identities into the ITP, TAFE or Further Education sectors.

Discussion on the overall findings of this study

The following are proposed to improve the initial experiences of new tutors into the New Zealand ITP sector. These represent a deliberation on the findings in this report. The proposals presented here are based on an interpretation of the perceptions provided by the participants in this study. The analysis is reported with a focus on assisting the boundary

crossing of individuals from initial vocational identity foundations towards transitioning into an acceptance of the identity transformation required to also become and to be trades tutors.

Much of this section is based on an alignment of identity from trades practitioners' concepts of the precepts of 'craftmanship' as proposed by Ainley (1993) based on the work of Pye (1964, 1968) and the frameworks proposed for 'scholarship of teaching' (Andresen & Webb, 2000). For instance, Pye defines one form of craftsmanship as being the 'workmanship of risk' which describes how activities in the trades and crafts lead not so much to predetermined results but is dependent on *continued observation* attuned to changes in the material or tools or context. In order to continually produce quality products or outcomes requires *finely nuanced judgement*, taking utmost care at crucial stages accompanied by *dexterity of touch/feel aligned to visual and aural information*. These attributes proposed by Pye may be matched to the three tenets of the scholarship of teaching and learning as proposed by Boyer (1990) which lead to the scholarship of teaching. These tenets are the scholarships of discovery, integration and application. The scholarship of discovery may be aligned with the *continued observations* required by trades and craft practitioners to deconstruct, comprehend and apply the many maxims (Farrar, 2008), tacit (Gamble, 2001) and formalised knowledge aspects of the trade to actual practice. The scholarship of integration requires the ability to *use judgement* focused at utilising the theoretical knowledge underpinning trades practices for daily workplace based problem solving. The scholarship of application requires the application of *kinaesthetic skills* towards working within the parameters of the practicalities and actualities imposed by diverse workplace contexts. Therefore, an appreciation of the tenets of craftsmanship as parallel constructs to the scholarship of teaching and learning inform the suggestions proposed in this section to assist trades people transitioning into trades tutors.

The following proposals may be useful to support trades tutors to cross the boundary between workplace trades/craft based practice to teaching roles. These suggestions assist the transformation of conceptualisations based on craft, work and skill to scaffold and traverse across toward incorporating aspects of the scholarship of teaching and learning pertinent to vocational/trades learning and teaching. These are:

- The importance of a learning organisation approach to staff development.

- The establishment and continual nurturing of both internal and external communities of practice which value learning and teaching.
- An improvement in the current induction systems at ITPs.
- The alignment of trades tutors' workplace training based conceptualisations of teaching and learning to extend the teaching of craft knowledge.

The importance of a learning organisation approach to ITPs' staff development

This study's focus has been on the perceptions and perspectives of new trades tutors. However, the two major components of identity formation are individual agency and the affordances provided by the socio-cultural arena in which identity conversion occurs (Penuel & Wertsch, 1995; Billett & Somerville, 2004; Blaka and Filstad, 2007). Therefore there is important contribution required from ITPs various organisational structures to provide adequate support systems for new tutors. In particular, to support for tutors who transition into teaching from occupations which feature aspects of a dominant existing vocational identity.

The impact of staff development may be effective only if supported by whole organisation goals (Viskovic, 2006, 2009; Weurlander & Stenfors-Hayes, 2008) of sustained excellence in teaching directed towards the enhancement of learning for ITP students. A total learning organisation approach requires whole organisation support. In particular, aspects beyond the preview of staff development/ adult education including resources (time, money, expertise etc.) which will assist the implementation of the following sections on establishing and nurturing communities of practice, improving induction systems into ITPs and aligning trades tutors' existing workplace training conceptualisations of teaching and learning to existing initial tutor training programmes.

Establishing and nurturing internal and external Communities of Practices

Several inter-twined and inter-related communities of practices are traversed by new trades tutors. As discussed above in the section on identity and boundary crossing (pages 28 to 31), trades tutors have traversed from the inner circle of an established trades based community of practice into being on the outer periphery of a new and unfamiliar community of practice. All the research participants indicated an awareness of their changed status. However, individual

communities of practices in the form of teaching sections are also important in contributing to new tutors' shift from trades person to trades teacher (Haycock & Kelly, 2009).

Work by Hodkinson and Hodkinson (2005) on the workplace learning experiences of schoolteachers indicate three dimensions which influence teachers' learning. These are the *individual disposition of the teachers, the practices and culture of the subject department in which the teacher works and the management and regulatory frameworks both at the school and the national policy level*. From this study, the individual dispositions of the research participants towards teaching and learning are largely positive. In contrast, many participants report a culture of fear of change within their teaching sections (page 25) and support structures from their teaching sections which provide only minimal influences on their teaching practice (page 31). Therefore, there is a need to support individual teaching sections towards an appreciation of the scholarship of teaching and learning.

The above may be achieved by using a communities of practice model (Viskovic, 2006; Jawitz, 2007) or the creation of an 'expansive learning environment' (Hodkinson & Hodkinson, 2005 based on work by Fuller & Unwin, 2004). Examples of 'expansive learning environment' for teachers learning about teaching pertinent to this section include supportive colleagues, opportunities to engage with collaborative work, an explicit focus on teachers' as learners, teachers provided with support to actually engage with a wide range of learning opportunities and supported professional development both within and out of their institution including opportunities to 'boundary cross' into other subject areas.

The community of practice which encompasses the teaching section (Boud & Middleton, 2003) of a new trades tutor provides important directions for their future development as trades teachers. Importance must therefore be attached not only for assisting new tutors but also on providing adequate and relevant support to new tutors' teaching sections, in particular to develop communities of practice based not just around the sections' trade specialisation but also a community of practice based around teaching (Laksov, Mann & Dahlgren, 2008). The impact of focused intervention by staff developers (Weurlander & Stenfors-Hayes, 2008) also requires support by ITPs' wider organisational structures.

Induction systems into teaching at ITPs need to be more effective

Various methods were used by different ITPs participating in this project to introduce new tutors to the institution's organisational structure and culture. In general, the introduction to

teaching for most new tutors was reliant on support from individual schools and in particular, teaching sections.

There is a call for an improvement of induction systems for new teachers (Smethem, 2007) and tertiary teachers (Viscovic, 2006 & 2009). Within the New Zealand context, 'best' practice induction of new teachers into the primary and secondary sectors (Cameron, 2007) may provide direction for the tertiary sector. Some of the processes detailed include effective orientation programmes, quality structured mentoring, common planning time (for teachers teaching at the same level/subject area), intensive and ongoing developmental support for both mentor and new teacher, encouragement and support for external teacher networks, standards based evaluation, alignment of induction with whole institution improvement approaches and building of systemic commitment both within and outside of institutes to support teachers' professional development and learning (Cameron, 2007).

Aligning trades tutors existing workplacd training conceptualisations of teaching and learning to extend the teaching craft knowledge of trades tutors.

Many of the perspectives on teaching and learning reported by participants in this study indicate impressions drawn from experiences and learning acquired in workplace training of apprentices and other workers. Therefore, alignment and consideration of the prior experiences trades people bring into teaching provides an initial platform from which to springboard further learning and understanding about adult learning theories and their contributions to better teaching practice. Suggestions to enhance the integration of workplace based teaching and learning models into initial tutor training courses at ITPs include:

- a) Using the *apprenticeship model to provide mentoring* to new trades tutors.
- b) *Inclusion of theories of learning* into initial tutor training programmes which are *pertinent to workplace and trades based learning and teaching*.
- c) *Recognising the 'multiliteracies'* presented by trades based learning.
- d) Providing *role models of trades tutors* who are committed to trades based learning and who excel at teaching in the trades.

All the research participants had completed an apprenticeship and reported experience with training apprentices in the workplace. Several had trained a large number of apprentices in

the workplace. Therefore, there was familiarity with the precepts and practice of apprenticeship training. *Using the apprenticeship model to provide mentoring* to new trades tutors provides a familiar platform from which to introduce the teaching and learning principles which are aligned to ITP objectives.

There are many advantages for using the apprenticeship/mentor model (Collins et al., 1989; Jawitz, 2007) for assisting new tutors into teaching. However the selection and professional development of mentors (Cameron, 2007) is an important pre-requisite towards providing new tutors with the opportunities to learn and utilise teaching and assessment methodology which align with their teaching context.

Howe (2006) recommends exemplary teacher induction programmes should “include opportunities for experts and neophytes to learn together in a supportive environment promoting time for collaboration, reflection and acculturation into the profession of teaching” (p. 288). McCormack (2007) reports on the effectiveness of using mentors to bring beginning teachers into an ‘insider’ position and provides three models of mentoring which include humanistic, situated apprentice and critical constructivist perspectives. In the case of trades tutors, the situated apprentices perspective would perhaps be the most familiar and useful. This perspective involves the mentor coaching and demonstrating aspects of teaching which might include classroom management, teaching methods and assessment processes. Ongoing support is provided by the mentor on the immediate issues and demands of teaching practice.

There is a need to *include theories of learning pertinent to workplace and trades based learning and teaching* which scaffold from new trades tutors initial conceptualisations of workplace learning. In work on encouraging curriculum innovation in the teaching of engineering, Van Dreil et al. (1997) propose the importance of adopting a craft knowledge perspective which relates to the conceptions and beliefs of teachers.

In the section on the new trades tutors’ conceptions of teaching and learning (page 18), a reliance on workplace based models of teaching and learning is reported. This reflects the life experiences and histories of trades people wholly immersed in the practice of their trade or craft. In effect, trades tutors possess cultural capital (Leibowitz, 2009) which is largely submerged and/or unrecognised by others due to its divergence from the mainstream. Therefore, the principles which underpin adult education (Knowles, 1984) should encourage staff educators to use the existing knowledge base of new trade tutors to scaffold, launch and

facilitate an exploration of pertinent adult learning theories. Firstly, to link the workplace expertise of trades people with a broader understanding of workplace learning principles and ‘theories’, exemplified by situated learning (Lave & Wenger, 1991), cognitive apprenticeships (Collins et al., 1989), communities of practice (Wenger, 1994), the workplace curriculum (Billett, 1996; 2006) and learning as becoming (Hodkinson, Biesta & James, 2008); Secondly to utilise these sociocultural theories of learning to develop further linkages with established humanistic and critical forms of adult learning. Then, this may assist trades tutors in acquiring the vocabulary and conventions of educational academic practice (Haycock & Kelly, 2009). This may pave the way towards a deeper, formalised engagement with study which leads to applying the scholarship of teaching and learning to their own teaching practice.

There is also a need to *recognise, value and harness trades tutors’ multiliteracies*. The evidence from this study indicates the literacies of trades tutors, on entry into the ITP teaching workforce as being workplace constituted (Billett, 2006). In effect, the workplace discourse of trades based culture is one which is not based on the predominant reading and writing literacies required within ITP academic settings. Instead, it is premised on maxims (Farrar, 2008), tacit understandings (Gamble, 2001) and workplace curriculums (Billett, 1996) which form some of the basis of craftsmanship (Ainley, 1993).

Henare: I knew I was a bad reader. Before I took my trade exams I took two weeks off just to study for it because I knew, I had to read through all my units again and it took me two weeks to read through them all. Cos I had to read through things through two or three times to actually understand it. It takes me so long and so much energy to put into reading it that I have lost the content of it when I finish it. I am better at reading now and it is only through practice really. Like I have only read one book in my life but by the time I got to the end of it I had forgotten half of it anyway.

Maaka: And the other factors with the [tutor training] courses is that a lot of it is written report, essay type, is what I am not used to either. So it takes, if you have a business person in, they could write a report quite quickly but I am struggling to do a report, like quickly, you know. I still do it, it’s not lack of ability, but is just doesn’t come naturally.

Multiliteracies, as proposed by the New London Group (1996) recognise the many ways in which knowledge and skills are expressed in different cultural and social settings. These include literacies which are other than linguistic. They may be “visual meanings (images, page layouts, screen formats); audio meanings (music, sound effects); gestural meanings

(body language, sensuality); spatial meaning (environmental/architectural spaces) and multimodal meanings” (p. 79).

Therefore, there is a need to not only ‘disarm the academic language’ (Haycock & Kelly, 2009) and to scaffold from trades tutors’ existing literacies (Devereaux & Wilson, 2009) but to also recognise the ways in which trade based knowledge and skills are attained, often with very little support from written material. If the multiliteracies inherent in trades learning and teaching are recognised, celebrated and rewarded, then these may become the impetus for forming new pedagogies to better explain and in turn enhance trades based learning.

There is also a need to provide *role models for trades tutors*. Only a few of the research participants in the study deferred to role models who were teachers of their trade. Most of the participants sought support from *other new tutors* outside of their own teaching sections. Three participants were involved in embedding literacy clusters and for at least one participant, his relationship with his literacy support tutor provided many important influences on his teaching practice.

Therefore, there is a need to provide trades tutors with role models to aspire towards. Many of the participants named their apprenticeship mentor or their initial trades tutors as people who influenced their current teaching practice.

Arana: Everyone knew that [ex-senior tutor] knew the trade inside out. You know, very intelligent and the community knew that [ex-senior tutor] was a leader as far as [trade] went. But also, [ex-senior tutor] liked to make classes fun and that influenced me. And everyone liked [ex-senior tutor], guys who I did my apprenticeship at the same time still go on about how fun [ex-senior tutor] was, you know. And I want students that I have taught to go, I remember how fun Arana was. You know, because that lives with me. I want my student to have the same attitude.

Tipene: And [former tutor] inspired me to become the best that I possibly could in my industry. The way he did that was by showing us the many different things that you can actually create with [material]. He had a broader, more lateral way of thinking about processing and he made it look exciting. Plus he as a different trainer from the training that we have been brought up to --- brought up under, in that he as very patient and he was kind and he explained things but in his personality, lay the gem I guess of his teaching, was to be able to relate to our level and then to bring us up, lift us up to a point when we can see that this is why. Yes, a very big inspiration to me when I was a young [occupation].

It is important to provide new trade tutors with role model exemplars of learner-centred and reflective practitioners. These role models need to be passionate about their trade and about teaching the trade.

Implications

Research on the scholarship of teaching has largely been focused on university lecturers. Much of the literature from Higher Education teaching research is concentrated on the development of university lecturers as scholars and researchers (Andresen & Webb, 2000; Boyer, 1990; Brew, 2003). Research on vocational education has been directed at learners or methods of instruction (National Council for Vocational Education Research (NCVER), 1997). Therefore, there is a real need to investigate how workplace based pedagogy influences the identity formation of trades tutors.

There is also a need to raise awareness of the struggles all new tutors face when they first commence teaching at an ITP. Many of the participants reported workload issues exacerbated by their unfamiliarity with ITP organisational culture, the need to hone the theory aspects of their trade, update ICT skills and cope with the change from often self-directed job roles to working within a larger, more complex organisational structure of an ITP. With trades tutors, the transition from familiar and substantive workplace identity into ITPs' academically orientated and different/unknown organisation culture requires considerable adaptation of existing vocational identity. The 'boundary crossing' process by individual tutors to assimilate into the wider ITP community entails much support from individual teaching sections, adult education, staff development, the individual ITP organisation and the wider ITP sector.

Therefore this study represents a beginning position from which to continue research into the under-researched area of trades based teaching and learning.

Conclusion

This study has been conducted with a small sample of trades tutors from five ITPs in New Zealand. However, it has provided a rich source of information from which to better understand the perspectives of trades people who embark on a career in teaching a trade. The scholarship of teaching and learning for vocational educators has not been a thoroughly

researched topic. This study provides some ideas and direction for further research into the scholarship of teaching and learning which is pertinent to trades based teaching and learning.

It was heartening to meet new tutors and to experience their initial enthusiasm for teaching, their connectedness to their craft/trade and their willingness to learn new skills, attain new knowledge and imbibe new attitudes and worldviews. As reported in the recent review of the New Zealand tertiary workforce (TEC, 2005), all tertiary sectors will be challenged in the near future by the impact of an aging workforce. New tutors entering into the ITP sector are the potential leaders of the future within both their industries and institutions. It is therefore important to nurture and support new tutors in the ITP sector to maintain and innovate towards the provision of high quality teaching and improved student outcomes. The approach suggested from this study is to utilise trades people's extensive workplace based epistemological (ways of knowing) and tacit understanding of learning in the workplace to extend learning and application of pertinent and contemporary scholarship on teaching and learning. This supports new trades tutors into the belonging process for establishment into the ITP academic communities of practice, leading to overall enhancement of student learning, improvement in teaching staff efficacy and a commitment to ongoing professional development as trades people and trades tutors.

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Appendices

Appendix 1- Semi structured questions for interview

Becoming a vocational teacher: The perspectives of new trades tutors

1) Name : _____ date of birth : _____

2) Telephone number: work: _____

3) How long have you been working at [ITP] :- _____

4) Qualifications from school:- _____

5) Trade qualifications:- _____

6) Other qualifications :-

7) Work history :-

8) History of teaching (include workplace mentoring, sports coaching etc) :-

9) Programmes you currently teach :-

10) NZQA level of subjects you teach:- _____

11) Subjects or topics that you currently teach:-

12) Average number of hours you teach each week :- _____

13) No, of tutors in your section:- _____

14) Type of support you have been provided as a beginning tutor :-

15) Estimated weekly hours of support you have received :- _____

16) Certificate in Teaching (CAT) courses attended :-

17) Other professional development activities you have been involved with:-

18) Any other comments on your development as a trades tutor:-

Thank you very much for completing this questionnaire 😊

Appendix 2- Semi structured questions for interview

Becoming a vocational teacher: The perspectives of new trades tutors

Interview questions will follow on from the answers tutors provide in the profile questionnaire. The questions to follow are a guide and actual questions may deviate from the ones listed.

- 1) What were your main motivations in applying for and accepting a teaching position at [ITP]?

- 2) Did you engage in much training or teaching in your previous role in industry?
 - 2a) If the tutor did – what did you enjoy about the training / teaching role?

 - 2b) If the tutor did not – what would your most recent experience in a training role be in?

- 3) In your current role as a tutor at [ITP], what model have you based your teaching practice on? (could also be mentor, experience, learning experiences etc.)

- 4) Can you name someone who has influenced you in your present teaching practice?

- 5) How is your current role as a tutor, different from your previous role in industry? (focus on trainer's role if possible)

- 6) What contribution has attending & completing a [initial tutor training] course made on your current teaching practice?

- 7) Has there been someone at [ITP] you have found to be supportive in how you develop as a trades tutor? Why?

- 8) What would you like included as part of the [initial tutor training] courses which would help you develop as a trades tutor? Please give reasons.

Appendix 3- Information sheet for research participants

Becoming a vocational teacher: The perspectives of new trades tutors

What is this research about

The case study research project is to find out about the **factors that contribute to how beginning trades tutors become teachers**. You are invited to participate as you are a tutor in your first or second year of employment as a trades tutor at [*name of institute.*]

What it will involve

The research study will involve one interview sessions with you of about 1 hour. The interview sessions with you will be to find out the factors that motivated you to begin a teaching career at your institute, your work history as a trades person, your experiences in learning your trade, your workplace experience in training and your perceptions of your role as a tutor. You will also be asked to fill in a questionnaire which will gather demographic and historical information about your education, apprenticeship and workplace experience.

How your interests will be protected

The interview sessions will take place at a date, time and venue that you and I will agree to. With your permission, the interview will be audio taped and will take about one hour. At any time you may ask for the recorder to be turned off. The recorded interview will then be transcribed. The transcription will be returned to you for checking to ensure that the transcription is accurate. The findings that eventuate from the study will be summarised in a short report and this will be available for you to comment on.

At the end of the research process, the audio taped interviews and the transcripts will be stored for five years after which they will be wiped or shredded. Your anonymity will be maintained through out the research process. Your name, the workplaces, educational institutions and people you have named in the questionnaire or the interviews will be represented as pseudonyms in any report generated by this research project.

You may decline to be part of the process. If you agree to participate, you do not have to answer all the questions and may withdraw from the study at any time.

You are welcome to contact me to ask questions about the interview and research process before you agree to take part. Your contribution to this research project will be useful to the wider community of vocational educator providers both in New Zealand and overseas.

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