



# The Identification of Tutor Practices that Achieve Positive Outcomes for Youth Guarantee Students

## Full Report

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# Executive Summary

## Introduction

Successful tutors teaching within a youth training setting often work intuitively to engage young adults in tertiary education. This collaborative project involved two private training establishments (PTE) – Workforce Development Ltd (WFD) and G&H Training Ltd (G&H) – and sought to identify and describe tutor good practices which influence the achievement of positive outcomes for Youth Guarantee (YG) students. It was surmised that what counts as knowledge in the field and good practice in teaching YG students would help to develop a framework to identify good teaching and learning practice for young adults and inform tutor professional development (PD) that ensures the quality of current and future YG education delivery.

## Project Aims

The key aim of this project was to identify and describe tutor good practices which influence the achievement of positive outcomes for YG students. This was achieved through investigating the insight YG tutors have into their own teaching practice, and determining how tutor understanding of their practice can influence effective teaching and contribute positively to student learning experiences and outcomes.

## Methods

Using case study methodology, a triangulated data collection approach was taken, gathering data from multiple sources including an extensive literature review, classroom observations and semi-structured interviews with YG tutors and focus group meetings with YG students in WFD and G&H Training. The classroom observations were conducted using Senisse's (2011) Teacher Talk Time–Student Talk Time (TTT-STT) mapping tool, which provided an objective approach to collecting data on the classroom activities and interactions between the tutor and student group.

## Findings

Several findings resulted from this project in relation to tutors' pedagogical practices which effectively influence the learning experiences and outcomes of YG students. Feedback from the YG tutors, students and the managers highlighted a range of views, experiences and concepts about what YG students needed to support their learning and how they as tutors can provide this. The participant voices across these three groups culminated in three key themes:

- (i) The importance of relationships
- (ii) Teaching and learning practices that support YG students' learning
- (iii) Professional development to support YG tutors' pedagogical practice.

## Recommendations and Calls to Future Work

Three recommendations and two calls to future work have been made, suggesting actions the PTEs could take to further develop their YG tutors' pedagogical practice. The three recommendations are:

- Development of a signature pedagogies framework for YG tutors to support PD decision-making and guide a holistic approach to recruitment, selection and induction of YG tutors;
- Utilising existing tutor induction and appraisal processes to provide targeted PD support and learning for the new tutor;
- Design and implement a formal tutor PD programme to provide a structured, needs-based approach to developing pedagogical practices;

Two calls for future work include:

- Investigating why some YG tutors do not find the National Certificate in Adult Literacy Education (NCALE) qualification useful in supporting their practice;
- Developing a follow-on application for an Ako Aotearoa Hub-funded grant to explore the effectiveness of communities of practice and how this can provide a PD mechanism for enhancing YG tutors' practice.

The project culminated in the development of two resources which reflect a combination of the student voice, the tutors' self-reflection and the managers' perspective:

- (i) A continuum model for establishing good practice teaching of YG students (*refer Appendix A*);
- (ii) A schema to guide decision-making about effective PD for YG tutors (*refer Appendix B*).

# 1. Introduction

## 1.1 Project Objectives

This collaborative project involving WFD and G&H had three key objectives:

- To identify and describe tutor good practices which influence the achievement of positive outcomes for YG students;
- To determine how tutor understanding of their practice can influence effective teaching and contribute positively to student learning experiences and outcomes;
- To develop a model for YG tutor professional development decision-making.

## 1.2 Background

The modes of teaching utilised and the learning characteristics of young adult learners are of particular interest in the YG context, where teaching practice is defined by youth culture and learner responses to traditional educational practices. This has generated a perception that tutor practice should vary from that of other disciplines and that learner behaviours will also vary from the mainstream 'norm' in the youth training environment. This seems to therefore predict an implicit educational approach and structure which comprises a set of beliefs about professional attitudes, values, and dispositions that inform pedagogical practice.

This research project sought to determine whether tutors are aware of youth education pedagogy and use it knowingly on a repeatable basis or whether it is intuitively employed. The three dimensions of signature pedagogies (Shulman, 2005) will provide the theoretical framework for this investigation. The dimensions include 1) surface structure - the concrete acts of teaching and learning; 2) deep structure - the assumptions about how best to impart content and 3) implicit structure - the set of beliefs about professional attitudes and values that define a tutor's pedagogy. Each of these dimensions guided the data collection approach and provided a clear framework for articulating the project findings; for example, defining how each 'structure' is present within a tutor's teaching practice and to what extent this is so. The framework also helped to identify how a tutor's pedagogical approach may be affecting the teaching and learning environment, the quality and effectiveness of teaching practices, the student learning experiences, and student learning outcomes.

### 1.3 Participant Profiles

The participant groups involved in this project included YG tutors from across WFD and G&H, YG students based at six regional campuses across the two PTEs, and managers within the two PTEs. Table 1 provides a profile of each participant group whilst Table 2 summarises the teaching experience and qualification attainment by the tutor cohort across the two PTEs.

**Table 1 Participant Profiles**

Participants	Profile Description
WFD	<ul style="list-style-type: none"> <li>• Training centres located across the North Island</li> <li>• Provide training and career development opportunities for students in school, school leavers, and professionals looking to refocus and develop their existing skills</li> <li>• Provide professional development options for business owners and their staff, and government departments</li> </ul>
G&H Training Ltd	<ul style="list-style-type: none"> <li>• Specialise in delivering training for trades, with training venues around the North Island</li> <li>• Deliver primarily construction training, with automotive in some venues</li> <li>• Provide training pathways between school and industry for a range of learners</li> </ul>
YG Students	<ul style="list-style-type: none"> <li>• Predominantly 'Not in Education, Employment or Education (NEET)</li> <li>• Often disengaged from formal education</li> <li>• Presenting with multiple social issues</li> <li>• Minimal previous educational success</li> </ul>
YG Tutors	<ul style="list-style-type: none"> <li>• Trade/vocational qualified practitioners</li> <li>• Tutoring is often a second role/career</li> <li>• Strong commitment to working with youth</li> </ul>

**Table 2 YG Tutor Teaching Experience and Educational Qualifications**

Name	Total years of teaching/tutoring	Years of tutoring at current PTE	Teaching qualifications	Ethnicity	Gender
Tutor 1	10	10	NCALNE(Voc)	European	M
Tutor 2	2	2	NCALNE(Voc)	European	M
Tutor 3	13	13	NCALNE(Voc), NC Adult Ed	Māori	M
Tutor 4	<1	<1	Nil (working towards)	European	M
Tutor 5	6	6	NCALNE(Voc)	European	M
Tutor 6	3	3	NCALNE(Voc)	European	M
Tutor 7	1.5	0.75	Nil (working towards)	Cook Island/Māori	M
Tutor 8	5.75	3.75	Dip Adult Ed & Training L5	Māori	F
Tutor 9	1.75	1.75	Nil (working towards)	NZ/ European	F
Tutor 10	1.75	<1	Nil (working towards)	Māori	F
Tutor 11	14	<1	Dip Adult Ed & Training L6	NZ/ European	F
Tutor 12	2	2	Nil (working towards)	Tongan/ Māori	F
Tutor 13	<1	<1	Nil (working towards)	Samoan	F

As Table 2 shows, five of the thirteen tutors have completed the NCALE, six tutors are currently completing this qualification, and two tutors have completed the National Diploma in Adult Education.

## 1.4 Methodology

A mixed method approach was used to collect and analyse the data. The data collection methods included:

- i) Baseline data to identify the social and educational environments of both the student and tutor cohorts in the two PTE contexts;
- ii) Classroom observations and individual interviews with thirteen YG tutors from across WFD and G&H Training Ltd and four managers within the two PTEs;
- iii) Focus groups involving 48 YG students based at six regional campuses across these two PTEs.

The original intention was to conduct a statistical analysis of quantitative data including retention, completions and progression of the YG student cohorts in the two PTEs. Given the short (six months) time-frame and the project focus, it was decided that a correlation between YG tutor practice and quantitative student outcomes could not be made and would therefore have minimal validity and significance to the investigation.

The classroom observations were conducted using Senisse's (2011) Teacher Talk Time (TTT) and Student Talk Time (STT) mapping tool. The TTT-STT tool enabled the researcher to collect objective data on the classroom activities and interactions between the tutor and student group. It also served as formative feedback to the respective tutors following completion of the observation. Data analysis methods included narrative and content analysis of the student focus group interviews and tutor and manager interviews.

## **2. Literature Review**

The literature on the learning needs of young students is prolific both nationally and internationally, however investigations in the New Zealand context regarding the professional development needs of teachers of this student group and, significant to this project, teachers' awareness of their pedagogy and how this influences a young student's learning, is minimal.

Powell's (2007) report on how to support young people disengaged from education and work highlights a number of reasons for this disengagement, such as students not being able to keep up at school and receiving little support from the school, bullying, lack of support from family and having a negative view of school (p. 3). In the experience of the two PTE's involved in this project, a large proportion of their YG students aged between 15 and 18 years have the same or similar characteristics, that is, a real disengagement from formal education and learning. Hence the emphasis in this project on the "re-engagement" of YG students and the teaching pedagogy that will impact on the success of this.

A report presented by the Priority Learners Educational Attainment Working Group (EAWG) (2012), which focuses on young learners who take part in foundation learning in an adult education context, emphasises that providers of these learners must ensure that support for them is explicitly integrated into teaching practice approaches. Congruently, Shulman (2004) believes that it is critical for researchers to understand teachers' thinking, behaviours and characteristics in this educational arena. This project resonates with the work of these researchers and seeks to gain that understanding as related to the practice of tutors who teach YG students; thereby helping to define the specific pedagogical practices which determine teaching and learning good practice.



“Priority learners are the single biggest group of learners in New Zealand’s tertiary education system” (Ako Aotearoa, 2014). The report from Ako Aotearoa emphasises how providers that offer Level 1-3 qualifications need to invest in the staff and learners on these programmes, and hold them to the same expectations and standards of achievement as they would those in other programmes. The report also states that providers must understand the situation(s) of learners within these particular programmes, and develop delivery models that are designed first and foremost to suit the needs of the learners rather than those of the organisation.

Whatman et al. (2010), in their youth literacy report recommend several areas of research that should be further investigated in the arena of teaching young people. As well as a focus on young people/young adults who are “most at risk”, the authors stipulate the need to consider specific teacher education for people working with this generation of students. The literature they examined identified that factors which ‘strongly’ influenced learner success include:

- (i) Teachers are culturally sensitive, respectful of and empathetic to young people/young adults;
- (ii) Teachers provide emotional support for learners, including one-on-one mentoring;
- (iii) Teachers are well trained and knowledgeable;
- (iv) Teachers use a range of activities and innovative approaches.

Priority learners need to be able to engage in flexible programmes that are designed to fit their goals and pre-existing abilities, rather than being constrained by strict provider requirements (Ako Aotearoa, 2014). In order to achieve the requirements outlined in Ako Aotearoa’s report and the findings from Whatman et al.’s (2010) literature review, a sound and professional pedagogy is a necessity, particularly in the field of priority learners as described above. This project therefore seeks to identify such a pedagogy, to enable the achievement of such requirements in the YG context.

### **3. Findings**

Several findings resulted from this project in relation to tutors’ pedagogical practices which effectively influence the learning experiences and outcomes of YG students. Feedback from the YG tutors highlighted a range of views, experiences and concepts about what YG students needed to support their learning and how they as tutors can provide this. The students in the two PTE settings emphasised the differences between prior learning and their current learning

experiences in the YG space, and willingly talked about the challenges they face in their learning and how the tutors help them manage these.

The managers interviewed in the two PTEs provided extensive feedback on how they supported YG tutors and what they thought YG students needed for successful learning. The participant voices across these three groups are reported under the following key themes which resulted from the findings:

- (i) The importance of relationships
- (ii) Teaching and learning practices that support YG students' learning
- (iii) Professional development to support YG tutors' pedagogical practice.

### 3.1 The importance of relationships

*“The teachers at school gave up on me; they didn't have time for me. The tutors here talk to us about what is important in life and that we need to take education seriously”*

#### What the students said

The YG scheme is aimed at students aged between 15 and 19 years. When they were asked to reflect on experiences at school, prior to enrolling in the YG programme, the students identified some key differences between how they now viewed and engaged in learning, making comments such as *“The teachers didn't have time for you and treated you like children”*. They clearly made a comparison between these learning experiences and the YG programme saying, *“The tutors here help you much more than the teachers did at school; they stay with you until you get it”*. Some students admitted that they hadn't helped themselves at school but the majority of their comments focused on how the teachers had made the experience unpleasant and negative.

The students identified both academic and personal gains when describing their perceptions of the YG programme. For most of them this was in stark contrast to their experiences prior to enrolling in the programme. Several descriptions of the tutors were given by the students including *“The tutors are real kickback”* and *“The tutors talk to us about what's important in life. You get to bond with them and do your work at the same time”*. In many of the comments there was a real sense of the students appreciating the relationship with their tutors and the significance of 'learning about life' as well as academic-specific learning.

Relational aspects additional to the student-tutor connection which the students identified as having a significant impact included the classroom environment and the larger PTE context. For example, all of the students said how they appreciated the smaller class size, describing school as *“Classes were crowded and there was no individual time. You get much more one to one time with the tutors here”*. They also liked the opportunity to work together as a group as *“everyone helps each other”* and describing the PTE as a place where they were made to feel welcome and where *“People are kind here. They show an interest in you”*. Other comments which reflected the importance of relationships as influencing the YG students’ learning experiences included:

*“Everyone is chill here.”*

*“No-one puts anyone down.”*

*“You build better peer relationships and it’s a better way to be yourself.”*

*“You don’t have to be owned and controlled by the teachers.”*

*“The tutors help us with our personal lives – get our lives back on track.”*

### **What the tutors said**

There was a real sense of genuine care and intent in the tutors’ wanting to see the students succeed in their learning and make good decisions about their future. They talked about the importance of getting to know the students at the beginning of the programme and how this helps to build a positive relationship early on. As one tutor said, *“The more you know about them the easier you can relate. I make it clear I am open to anything they want to talk about”*.

Getting feedback from the students during the enrolment interviews was a common approach to finding out about the student’s background, their motivation for enrolling in the programme and what goals they had for the future. As well as providing valuable information about the individual, this also enabled the tutors to ascertain the potential learning needs of each student and therefore the support they would need in the classroom/learning environment.

Acknowledging the position of the tutor in determining the quality of the student-tutor relationship was evident in a number of comments, such as *“I talk to them about my world, I’m transparent about everything. Truth and honesty are important, and being straight up with them”*. Such comments also illustrated the underlying personal values and beliefs which guided the tutors’ communication and interaction with the students.

These additional statements made by the tutors further highlight this:

*“They all need a chance. Everybody suits different things.”*  
*“I treat everyone the same. I’m interested in where they’re going, not where they came from.”*  
*“I don’t talk in their style; I don’t use put downs.”*  
*“Every morning we have a catch up. They can say whatever, no restrictions – story sharing”.*  
*“Having the right tutor vs doing it because it’s a job. The kids will smell this out.”*  
*“Mutual respect has to start with the tutor.”*  
*“When you see them as worthwhile they start to believe in themselves.”*  
*“I don’t want them to go and be a cleaner. I want them to achieve and have someone who care[s] about them.”*

Another aspect of the teacher identity which influences the relationship developed between the teacher and the learner are their interpersonal qualities. When the tutors were asked what they thought were the important qualities of the YG tutor, they mentioned a number of attributes such as:

- The values and ethics of the tutor
- Forging relationships
- Care
- Respect for the student
- Being non-judgemental
- Being determined that the student will complete
- Patience
- Positive modelling (no swearing, dress appropriately)
- Identifying and building on the student’s strengths
- Make students think for themselves, not do it for them

### **What the managers said**

Managers had varying opinions as to what makes an effective tutor of YG students. Two managers thought that tutor interpersonal qualities far outweighed the need for effective teaching capabilities whilst the other two managers suggested that good tutors require a combination of both interpersonal and teaching abilities. The importance of relational agency was emphasised in a number of comments across the manager group. For example, the tutor building rapport, having an affinity with the students and giving students respect were phrases common across the feedback. As one of the manager’s summed up, *“Enthusiasm, empathy, awareness of student issues and barriers, and a desire for them to achieve”*.

The focus on personal attributes of the tutor as determining effectiveness was also strong, illustrated by comments such as, *“It is important for the tutor to be a person as well as a teacher”* and *“It’s not so much whether they are a good teacher as whether they can relate”*. Balancing this latter view was a remark made by one manager who described the dual characteristics of the YG tutor:

*“They can engage with learners as people and engage learners with education. There is a high pastoral care element and this is still an important aspect of their teaching role and responsibility.”*

### 3.2 Teaching and learning practices that support YG students’ learning

*“This is a very supportive environment. We get support in the decisions we make. If you don’t go to class, you can’t learn. I’ve jumped in my results ever since coming here.”*

#### What the students said

The students were asked to consider the positive aspects of their learning in the YG programme as well as any challenges and how the tutors helped them in managing these. A number of positive learning experiences were described, as the students said:

*“I appreciate getting feedback that I am doing so well.”*

*“I don’t get frustrated and walk out like I used to. I stay and do the work.”*

*“The teachers are easy to approach and have a good conversation with.”*

*“Half-day practicals, easier to learn this way. Most of us are no good at reading and writing.”*

*“Pathwaying us into what we want to do in the future, helping us get where we want to be.”*

Various challenges in their learning were also mentioned. The students referred to difficulties in their course work as well as sharing some of the challenges they face in their personal lives and how these impinge on their learning in the YG programme. For example, the students talked about assessments being *“tricky”* and the difficulty of trying to keep up with the learning, especially if they missed a day of classes. Several students in both PTEs identified the theoretical aspect of their learning as a key challenge, describing this as struggling with the writing component. One student described this challenge as *“There is too much writing. I lose track of what I am meant to be doing”* and another student admitted *“I have always been shocking with writing, so the theory is difficult to cope with”*.

When they were asked what they thought were the positive aspects of their learning, the students talked extensively about how their tutor supported them to manage the learning challenges. They mentioned a wide range of attributes which they appreciated and recognised in their tutors. For example, there was a focus on the tutor spending as much time as the students required to ensure they 'got it', reflected in comments such as *"She explains the unit standard so much more and gives you 1-1 help until you get it"* and *"The teacher talks over with you what you have got wrong. He stays with you until you get it and explains things to you"*. One student also commented on the advantage of having structure in their learning, *"She has set times with us. It's useful to have structure"*.

Similar themes ran through the feedback given by the students when they were asked what helped them with their learning in the classroom environment. Again identifying the tutor as key to this, their feedback highlighted the pedagogy underpinning many of the tutor actions. For example, they talked about the tutor keeping it interesting, doing the task step by step and then having the students attempt it, and showing them what to do rather than *"just talking about it"*. Other comments which highlighted the personal qualities of the tutor as well as their pedagogical knowledge included:

*"The tutors treat you like a mate/friend"*

*"She's not too serious"*

*"She makes it easier, shows me other ways by breaking things down. She has made maths way easier"*

*"He helps us personally as well as helping with the bookwork"*

*"He shows you what to do in the workshop"*

As well as acknowledging how their tutors helped them learn, the students identified other variables existing within the classroom which they saw as supporting them. For example:

- Working together
- One to one assistance
- Quiet, silence
- Taking breaks
- Sharing ideas in the group
- No big words

Based on the students' feedback, it was apparent that the personal and professional attributes of a teacher have an influence on the relationship built with students and the level of

engagement in learning taken by students. Interestingly there was a mix of wanting things easy and non-challenging as well as identification of good teaching and learning practices which they thought supported their learning. Students across the two PTEs all mentioned the tutor needing patience - which the tutors had all mentioned as needing also.

### **Classroom Observations**

The TTT-STT mapping tool provided a mechanism to observe the tutors in their teaching role, the dynamics of the student groups and the interactions between the two. Appendix C provides a synopsis of the teaching and learning practices observed across the tutor participant group, illustrating a mixture of pedagogically-sound practices and practices which indicate a lack of teaching capability and understanding of pedagogy.

A tutor's signature pedagogy is their beliefs about and understanding of good teaching and learning practice. The TTT-STT tool provided baseline data of the YG teaching and learning environment before the tutors were interviewed to explore the signature pedagogies operating in the individual tutor. Of particular interest was discovering:

1. How the tutors make decisions about what the students need for their learning; and
2. How tutors evaluate their teaching effectiveness.

### **What the tutors said**

When describing their teaching practice during the interviews, the tutors identified a range of approaches and strategies they used to support YG student learning. For example, when asked what teaching and learning approaches they deliberately and consistently use in the classroom, the tutors talked about general strategies such as spot questions, brainstorming, using the whiteboard, word sentences and word games. Some of the tutors referred to deeper level learning strategies, for example:

- Incorporating workshop practicals with the theory
- Using computer-aided programmes in conjunction with the workbook
- Huge amounts of verbal communication
- Made up their own task sheets for the students to use pre-work experience
- Questioning, for example turning around their questions so that they can answer them themselves
- Field trips, described as motivating and relevant, and a way for students to learn in a different way also good for the students to see industry-based examples
- Embedding literacy and numeracy within the learning activities

In contrast some tutors described how they struggled with keeping up to date in their teaching practice and found it difficult to explain why they selected particular learning strategies. A common theme for all tutor interviews was an emphasis on YG students needing routine, repetition and being mindful of discipline. On the latter, one tutor commented, *“They [YG students] can’t handle hard discipline; they are used to teachers shouting at them”*. The tutors identified a number of other challenges which they thought the students faced, emphasising issues in their personal lives as well as in their academic learning. One tutor commented, *“A lot of the time we feel like baby-sitters”*.

Other examples included:

- High pastoral needs
- Minimal external support
- Still maturing
- Negative experiences at school
- In transition
- Lack confidence in themselves
- See selves as unable to learn and achieve
- Lack study strategies
- Lack of life skills

A broader question asked tutors what they do to make sure all students are included and how their cultural learning and other needs are met. These questions elicited additional examples of teaching and learning practices with pastoral care being emphasised again by all of the tutors. There appeared to be different levels of pedagogical understanding from some tutors about what inclusive good teaching practice means and how they ensure that the students’ cultural learning needs are met.

Their comments reflected this:

*“I create a friendly environment. A lot of the students are very shy when they begin the programme.”*

*“I keep them busy and engaged in tasks to do in a non-structured environment.”*

*“I treat everyone the same. I’m interested in where they are going, not so much where they came from.”*

*“Keeping students informed of where they are in their learning is important. Review goals, review barriers and pastoral care needs.”*

*“We have heaps of discussions. Everyone is different and have had a different upbringing.”*

*“We use a lot of Māori and English and translate all the time.”*

*“Pastoral care is central to this.”*



*“Individual Learning Plans (ILPs). I base a lot of the learning around these.”*

*“I include whānau – this is really important.”*

*“We discuss what is normal or not and get their worldview.”*

*“It depends on how the students feel on the day.”*

*“I encourage peer responsibility.”*

*“They often do learn better in a group, they all respond and feed off each other rather than just listen to me. You get more involvement this way.”*

*“I try to broaden the students’ thinking – bring in current affairs, talk about subjects other than cars – life skills for example. This builds a cohesiveness in the group, makes them think outside the square.”*

When asked how they decided what teaching and learning methods were appropriate to use with YG students, a number of the tutors again highlighted pastoral care as the over-riding focus of their engagement with their students rather than specific learning methodologies. It was apparent how much the tutors conceived the student as central to the teaching and learning process, however attending to and “*intuiting*” their personal needs and issues tended to supersede the attention to academic achievement. As one tutor commented, “*I know when they don’t want to learn. That’s when I give them time out, room to work individually. I don’t push too hard; they find their own time to get to the work*”.

Varying levels of teaching experience also influenced the tutors’ decisions about appropriate teaching methods. For example, one of the tutors was very new to the teaching and learning arena and had no formal teaching qualification. They openly admitted that their teaching decisions were trial and error, stating, “*I have never done this before so I am always trying things out to see what might work. Teaching is such a new industry for me; I am often second-guessing*”. Other tutors who had either been teaching in the YG space for a number of years and/or had gained formal qualifications gave examples of the teaching and learning methods they regularly used and explained the basis on which they decided which methods best supported student learning. Some of their comments included:

- Observation is a big thing.
- What works for one doesn’t always work for another.
- Checking how they understand the questions. I have got good at re-phrasing.
- I won’t give up until I work out how to teach them.
- This changes all the time. You need to be really flexible and prepared, have a clear lesson plan – robust plus flexible.
- Knowing course demands, knowing the learner level and their needs.
- When the students are disengaging, change the environment or learning focus.

- Direct students to learning resources.
- I am conscious of cultural aspects and different dynamics with my students.
- You need to stimulate student thinking and engagement before starting on deeper level learning.

In terms of evaluating whether their teaching is effective, the tutors across the two PTEs offered a range of strategies, which suggested that some of them were fully cognisant of how to regularly and reflectively evaluate their practice whilst other tutors stated they had no formal method/s or didn't know how to. Self-evaluation, process-evaluation and outcome evaluation methods were mentioned, many of the examples placing the student as central to the tutor deciding the effectiveness and therefore impact of their teaching. Table 3 summarises the various methods.

**Table 3 Methods to Evaluate Teaching Effectiveness**

<b>Self-evaluation</b>	<ul style="list-style-type: none"> <li>• I do a lot of reviewing of my own teaching – could I do better? Differently? What went well?</li> <li>• When the students challenge me to think</li> <li>• I co-teach: we talk together about the students' progress</li> <li>• I reflect all the time. If something is not working so well, I will change things, try something else</li> <li>• Knowing your students is critical</li> </ul>
<b>Student Centrality</b>	<ul style="list-style-type: none"> <li>• Watching them grow</li> <li>• See them standing tall, more confident</li> <li>• Youth are good at giving feedback. They will walk out, tell you.</li> <li>• Making sure they/we are having fun</li> <li>• Student peer reviews</li> <li>• Attendance. If they are not turning up, we're not doing something right.</li> <li>• When you see they are really enjoying it</li> <li>• Body language, their attitude – you see them switching off because they are not understanding</li> <li>• Their tone of voice; structure of their answers</li> <li>• Once they are relaxed, they tell me what they need</li> <li>• Student enthusiasm</li> <li>• I get reassurance from them</li> <li>• They manage the academic demands</li> <li>• Change in attitude, behaviour, change in their answers and responses</li> <li>• Change the dynamic of the day based on the students' needs</li> </ul>
<b>Process</b>	<ul style="list-style-type: none"> <li>• Teacher evaluations twice a year</li> <li>• Reading and numeracy through literacy, language &amp; numeracy (LLN) assessments</li> <li>• Getting quality feedback</li> <li>• Make sure I get a statement back so I can get a real idea of their understanding</li> <li>• Observation</li> <li>• Feedback from the students</li> <li>• I ask questions</li> <li>• Trial and error</li> </ul>

<b>Outcome</b>	<ul style="list-style-type: none"> <li>• Student results</li> <li>• They see the use for maths; they 'get it'</li> <li>• Students pathway in to other programmes</li> <li>• Adult Literacy and Numeracy Assessment Tool (ALNAT) results</li> <li>• Feedback from external work experience evaluations</li> <li>• Course completions</li> </ul>
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### What the managers said

In answering the question about what they thought made an effective tutor of YG students, the managers mentioned a number of attributes as well as highlighting teaching and learning practices that the tutor needs to engage in to support student learning. For example, one manager stated, *"They need to have an affinity and be able to build rapport with the students"*. Another manager talked about the tutor needing to engage in *"Learner-centric practices as teacher-directed will not work"*. The following points illustrate the various attributes identified by the managers and the more specific teaching and learning practices necessary to support YG student learning.

#### Effective YG tutor attributes:

- Able to relate to the age group
- Enthusiasm and empathy
- Confident in their teaching
- A desire for them to achieve
- Awareness of student issues and barriers
- Give students respect
- Important for the tutor to be a person as well as a teacher

#### Teaching and learning practices that support YG students:

- Engage at the right levels
- Can engage with learners as people and engage learners with education
- Regularly set goals with the students
- Have a 'fairly good' level of literacy
- Awareness of youth culture
- Knowledge of adolescence theory

Interestingly, some of the managers' comments directly reflected the tutors who predominantly focused on the pastoral care aspect of student learning. There were a number of comments about the reality of a high pastoral care element and how this is still an important aspect of the YG tutor's teaching role and responsibility. One manager stated, "*The tutor has to be able to adjust their teaching approach to the mood of the day*". Another manager thought that, "*It isn't so much about whether they are a good teacher as whether they can relate to the students*".

### Evaluating tutor effectiveness

As with the tutors, the managers were asked about how the teaching effectiveness of tutors was evaluated. Their feedback highlighted a range of systems and processes used, including formal and informal approaches. Some of the approaches focused on talking with the tutor whilst others depended to a large degree on student assessment results. The two lists below summarise the key evaluative methods identified.

#### Formal evaluation methods

- Regular student evaluation. Ask students about the learning environment, the course structure and about the tutor
- Student evaluations conducted at beginning and end of the intake
- There should be formative assessment planned as the part of the module delivery
- Head Office appraisal process
- Student assessment results

#### Informal evaluation methods

- Talk with the tutors and students on a regular basis
- Sit in on class and look for teaching methods and how they engage the learners
- If we weren't being effective, we wouldn't be getting the outcomes we are achieving
- The student turning up. This is a good indicator
- Get a general feeling on campus. You hear if people are not happy

In addition to the formal and informal methods used, the managers also talked about negotiating a longer time gap between evaluating the tutor's practice. For example, when referring to using classroom observations as a tutor evaluation strategy, one manager stated, *"If there are no problems; they hate you coming in to their classroom. They don't think it's always necessary"*.

### **Identifying the importance of whānau and culturally-responsive learning environments**

The managers identified a number of tutor approaches which they thought helped identify the importance of whānau and created culturally-responsive learning environments for students. Their feedback was reflective of the feedback received from the tutors. The examples provided by the managers encompassed formal strategies integral to the PTE's infrastructure, and more informal methods. For example:

*"This ranges; it differs from tutor to tutor."*

*"The NCALE is helpful in this. Tutors can now identify what students need, moving away from thinking that everyone is the same and should be treated the same."*

*"Through the student interview process. We ask the tutors to set these up where they meet the family to go through the student's progress reports."*

*"We ask the tutors to make regular contact with the families and find out if there are any issues."*

*"For some tutors it's just the way they work. It depends on the tutor's individual culture."*

*"If the tutor comes from a bi- or multi-cultural background, the value-base is there. Others need to buy in."*

*"This message is reinforced by Head Office through training. We incorporate this element in the tutor training all the time."*

*"Individual education plans (IEPs) and individual learning plans (ILPs) address individual learning needs."*

*"We work from the perspective that teaching and learning for Māori works for all students."*

*"It is dependent on the student group make-up."*

*"It is important we are culturally aware and respond to different needs and abilities. This is reliant on tutor expectations and their ability to adjust their delivery style to suit."*

*"Picked up via literacy and numeracy processes as well as the student interview process."*

*"We have a culturally diverse team. They call on each other's strengths."*

Some of the managers' feedback indicated that this is an area for development by the individual tutor and the organisation as a whole. This was evident in comments such as, "*We push for this but I'm not sure if the message is heard or well received by the tutors*" and "*I don't know how well this is implemented*". One manager identified this as an "*In-house professional development idea which we haven't done yet*".

### Addressing the barriers to learning

The managers were asked to consider barriers that need to be addressed in order to improve the learning of YG students. Within this question they also described what they thought were main challenges for the tutors and for their PTE in supporting the YG students' learning. The main barriers to be addressed included:

- Filling the gap – literacy, numeracy and reading
- The need for adult education learning of the tutors
- Managing tutors' expectations of the pastoral care role in their teaching role
- YG tutors need to be creative, purposeful people
- Breaking down the students' confidence barrier – gaining confidence is the biggest thing the students get out of their learning
- Limited or lack of family support
- "*There needs to be more use of the ALNAT. Tutors have not yet come to terms with using this as a teaching tool.*"

Two external significant barriers to improving student learning mentioned by some of the managers included 1) the requirement by the Tertiary Education Commission (TEC) for all YG tutors to complete the NCALE and 2) operating in a competitive funding environment. One approach to managing the latter was offered by a manager who suggested there is a need, "*Change the performance indicators for the YG student group. This would enable us to structure the programme better to meet student needs. Presently we have to meet numbers, completions, attendance, etc*". Instead of changing the system, another manager stated, "*It's about working efficiently within funding schemes and managing within the budget available. This can make you (the organisation, the individual tutor) creative*".

In terms of the challenges facing their tutors and the organisation in the broader context, the managers had numerous perspectives of what they thought inhibited the support of YG student learning. There were a mixture of teaching practice inadequacies as well as challenges presented by the students themselves. Comments such as "*Tutors knowing how to engage with the individual and student group in learner-centred ways*" and "*A barrier in*

*the tutors' mind-sets is that they think common sense is innate, therefore, they expect this in the students*" illustrated the managers' perspective that tutors lacked sufficient pedagogical skills and knowledge. Other feedback regarding challenges existing within the tutors' teaching practices included:

- Making the course interesting so the students want to attend
- Tutors being able to manage the class diversity
- Keeping the students engaged as they have a very short attention span
- Managing student personality clashes [all the time]
- Making learning relevant - they need to know why they are learning

Challenges for the tutors as presented by the students were commonly described by the managers as "The "baggage' students come with" and "The students being in a state to learn". The significance of literacy and numeracy skills as a major student challenge was mentioned by one manager who said, "*Lack of basic LLN of the students. This is a huge challenge and holds them back. This is exactly what the YG programmes are for*". External factors seen as creating challenges for the YG tutors' practice and the PTE more broadly were also mentioned. Statements such as "*Meeting performance indicators set by TEC*" and "*Industry's attitude towards literacy. It is not seen as vital or required*" indicated a tension in the managers' views of longer reaching challenges in the YG space.

An interesting comment from one manager focused on the need to own some responsibility for challenges facing the tutors, saying "*A key challenge is motivating staff so they want to make it interesting for the students*". Adding to this dimension of thought, another manager talked about the general lack of support for tutors of YG students, "*There is a real lack of professional development around YG. It is such a totally different environment to normal so PD is really important*".

An additional question that was included in the manager interviews in response to the feedback provided by the managers asked if they thought YG students need a different teaching approach. This was placed in the context of the literature on teaching and learning practices deemed 'good practice' in the NZ tertiary education environment. There was a resounding affirmative response from the managers, as they said:

*"YG students definitely need a different teaching approach. The schooling system hasn't worked for them. If they are thrust into another school environment they won't stay."*

*“YG students have little concept of respect, manners and time management. Tutors can’t beat themselves up about this but they have to think differently about how to teach them.”*

*“YG teaching needs to be project-based, camps, trips away, as well as doing some bookwork and unit work.”*

*“Tutors need to keep it informal in the classrooms; sometimes the teaching is too formal.”*

### **3.3 Professional development to support YG tutors’ pedagogical practices**

*“Regular contact and talking with other tutors is a great way to get some professional development – we learn heaps from each other.”*

#### **What the tutors said**

When tutors were asked about the type of PD that they found useful in supporting their teaching practice, they identified a number of formal and informal activities. These included PD that they had previously completed, for example attaining a qualification; PD they were currently engaged in, one tutor giving the example of peer review from the lead tutor; and PD they would appreciate the opportunity to access in the future. When talking about the influence of PD on their teaching practice, one tutor described this as, *“Tutors who want to be effective will engage in peer reviews, talk with each other and give each other feedback, rather than depend on or wait for PD to be provided for them”*.

Completion of the NCALE is a requirement for YG tutors. Some of the tutors seemed to be unsure whether achieving this qualification had made any difference to their teaching and their thinking about their practice. Other tutors clearly thought the NCALE had had no impact on their practice and was more of a *“tick box”* exercise. Additionally, two tutors questioned whether they received PD at all, be it external or internally provided by the PTE. As one of them stated, *“Professional development? What’s that?”*

Summarising the different types of PD identified by the tutors, internal opportunities available to them included having team days where they can share and exchange ideas, access to updated and new resources, and receiving feedback on their teaching which helps them identify areas for teaching improvement. Several tutors across the two PTEs emphasised the benefits of having regular contact and talking with other tutors, one tutor stating, *“We learn heaps from each other when we take the time to talk together”*. In terms of external PD



options, they referred to the NCALE and the National Certificate of Adult Education as two qualifications they were supported by and encouraged to complete by the PTE.

A wide range of future PD needs and opportunities were identified by the tutors. These were a mix of PD that could be provided by the organisation and PD undertaken autonomously by the individual tutor. Evident in the examples given was the direct alignment of PD as it influenced their effectiveness in teaching YG students. These included:

#### **PD provided by the organisation:**

- Getting PD around pastoral care – suicide awareness, risk management, counselling.
- PD specific to the YG context
- Training courses and hearing from trained professionals who have knowledge of how to teach YG students
- Provision of supervision for YG tutors outside of that from peers
- Cultural awareness workshops
- Mental health training
- Noho marae for tutors
- Tips on how to teach at the start of the job - induction
- Learning new areas to teach

#### **PD undertaken by the tutor**

- *“My plan is to complete NCALE and an adult education qualification”*
- *“I aim to complete one professional course each term or similar so that I can improve my skills and delivery”*
- *“I am going to ask for feedback on my teaching, set up regular peer review”*

Whether internally provided PD or PD accessed external to the PTE, the tutors in both PTEs mentioned how they were regularly encouraged to engage in PD by their managers. One tutor’s comment summarised this, *“The organisation always pushes you to do PD. If you are not, they sit down with you to identify your needs”*.

#### **What the managers said**

Managers were also asked to comment on how they supported their tutors in accessing and engaging in PD. Their examples were similar to the tutors’ feedback as the managers identified a mix of formal and informal PD activities that are either provided internally by the

PTE or involve external providers. Explaining how the tutors are supported to participate in both formal and informal PD, the managers' feedback ranged from "*I struggle to find PD for them*" to "*We organise regional meetings specifically for tutor training*". And as one manager stated, "*There is not a lot available for teachers of young people*". A summary of the PD activities which the managers identified as effective means for developing teaching practices and the feedback they gave on how they supported their tutors in engaging in PD are listed as follows:

<b>PD activities that support tutors' teaching practices</b>
Literacy, Language and Numeracy
PD relies on peer to peer support
Adult education practice
General up-skilling – personal growth as well as professional teaching
Ongoing PD is important because tutors can work in isolation
What they can expect from the students' adolescent development and behaviour; barriers they can expect
Meetings amongst the YG niche
NCALE (some tutors have found this useful, however some haven't)
Tutor training. New tutors come to Head Office for training on assessment, behaviour management, barriers to learning.
Train the trainer scenario – we are currently working on this

<b>Management support of tutor engagement in professional development</b>
Provide opportunities for people to talk about their practice
During the holidays we make sure they are coping with the teacher role
One to one training is provided through the appraisal process
I question whether we should run in-house PD or get outside speakers
We used to have tutor team meetings fortnightly to discuss where they were at with project delivery, any issues
Visiting my tutors at least once a year. You gain a different perspective on how people teach in this context
Tried to bring in peer reviews but this never worked
I give the tutors scope to come to me with PD requests so long as they are relevant
I give them all the support in the world within realistic budgets. I support to the hilt.
The training team at Head Office. We provide resource development and are accessible to the tutors.
We (the training team) design training based on what is identified through the student assessments, provide individual training and/or if an individual tutor identifies a need

## 4. Summary: Analysis of the Findings

This project has identified teaching and learning practices of YG tutors which support the learning of YG students in the PTE context. It has highlighted a spectrum of tutor experience and pedagogy which can be summarised as:

- Building positive relationships with students from the beginning of the programme
- Giving regular feedback to and asking for feedback from students
- Identifying and building on students' strengths
- Sound content knowledge
- Keeping students informed of their learning progress

The project has also raised a number of key questions, some of which have led to the development of a model for professional development decision-making for YG tutors (*refer Appendix B*).

For example:

- i) What are realistic expectations of the pastoral care role in a YG tutor's teaching role?
- ii) How are PD decisions made by tutors and by the organisation in regard to supporting YG tutor pedagogy?
- iii) How do YG tutors make decisions about what students need for their learning?
- iv) How is teaching effectiveness evaluated? If evaluations are completed, what is the process so that longer-term gains from the student feedback are realised by the tutor and therefore the organisation?

### Practices associated with an effective YG tutor

#### **Supportive tutors**

Whatever the level of academic study, achieving a balance between personal relationship factors and ethical, professional practice is pivotal in contributing to meaningful, effective teaching and learning. This balanced approach is of particular significance in response to the findings from this project, where pastoral care was seen as the overriding need of the YG students and therefore dictated how the tutors managed this alongside supporting and ensuring academic learning and achievement. The students' feedback indicated that they appreciated the supportive nature of the YG programme and the high level of access to their tutors. Students strongly emphasised how their attitude towards learning had changed significantly since enrolling in the programme as compared to previous negative school

experiences, attributing this to the tutors who helped them with life skills as much as developing academic acumen.

### ***Appreciative modelling***

Moving from a deficit model to a more proactive perspective, these challenges can offer opportunities to further inform the respective organisations as well as the individual tutor on appropriate systems and processes which need to be in place to support the ethos and goal of successful student learning. They can guide decisions about PD interventions which enhance a tutor's pedagogical practice as well as confirm current good practice to capitalise and build on. Incorporation of internal PD such as peer observations, moderation, and communities of practice become conduits for whole-of-organisation recognition of and approach to supporting and developing the professional practices of YG tutors.

### **Further considerations**

A tutor's signature pedagogy is influenced by their background experiences, their values, the extent to which their practice is underpinned by relevant theory, and their understanding of adult learning principles, curriculum and programme structure. It is also influenced by the organisation's expectations of and communicated values about effective teaching.

A review of the literature on the YG teaching and learning context and youth learning more broadly found that there is minimal definitive characterisation of YG tutor practices which influence the achievement of positive learning outcomes for YG students. In this project, a number of the tutors were observed and could articulate teaching and learning practices which reflect effective tertiary teaching as defined in the adult education literature (Barnes, 2014; Carbone, Conway & Farr, 1994; Ellington, 2000; Tertiary Education Commission, 2010). Examples of these are summarised in Appendix C. Some tutors however had difficulty describing what they thought was effective teaching practice and how their practice impacted on the students' learning. Many of their examples indicated surface learning approaches only.

The concrete acts of teaching and learning – Shulman's (2005) '*surface structure*' in his signature pedagogies model – were observable and articulated by the tutors across the two PTEs. This level of practice was noticeable in the feedback from the students and managers. It was also clear that the tutors had a genuine desire to see the students succeed. However, across the tutor group there was variable evidence of teaching practice being underpinned

by adult learning theory and understanding of adult learning principles – Shulman’s ‘*deep structure*’ and ‘*implicit structure*’.

Although this project has identified a range of teaching and learning practices of YG tutors which support successful achievement of YG students, it has also raised other points for further consideration about what teaching practices support YG student learning. Posited as questions for further investigation, these include:

- How much do the tutor’s beliefs and conceptions of ‘the YG student’ determine/shape their approach to teaching and their expectations of the student learning (and students’ ability to learn academically)? And what do tutors base these assumptions and conceptions on? Their experiences teaching YG students obviously, but what other information is available for them to base their teaching practice decisions on?
- Do all YG students have short attention spans? And if they are fully engaged in fun, relevant learning where they have some choice, as the students in this project identified, will this influence their attention span and therefore their ability and willingness to learn? This question perhaps highlights the importance of tutors having a clear evidence-base of the ‘YG student’ to avoid assumptions of their abilities and predispositions to learning.
- How can the organisational culture engender YG tutors as creative and purposeful?

### **What is the best model of teaching for YG learners?**

The key aim of this project was to identify and describe tutor good practices which influence the achievement of positive outcomes for YG students. Shulman’s (2005) signature pedagogies model provided the theoretical framework for the investigation. Using the three dimensions of Shulman’s model, Table 4 on the following page presents a synthesis of the findings by summarising the teaching practices demonstrated and articulated by the tutors. The table also proposes a range of desired teaching practices which can inform PD decisions by the individual tutor and the PTE, and positively impact on YG student learning experiences and outcomes.

**Table 4 Current and Future Pedagogical Practices**

<b>Shulman's (2005) Signature Pedagogies model</b>	<b>Project Findings: Current State</b>	<b>Project Findings: Desired Future State</b>
<p><b>Dimension One: Surface Structure - The concrete acts of teaching</b></p>	<ul style="list-style-type: none"> <li>• Teacher-led delivery</li> <li>• Chalk and talk</li> <li>• Teacher at front of class</li> <li>• Workbook focused</li> <li>• Assessment focused</li> </ul>	<ul style="list-style-type: none"> <li>• Role models effective ways to communicate</li> <li>• Develops a sense of community in the classroom</li> <li>• Teaching is informed by teaching and learning theory and adult learning principles</li> <li>• Regular self-evaluation and reflection</li> <li>• Sound learning assessment methods</li> <li>• Teachable moments</li> <li>• Proficient literacy and numeracy knowledge and skills</li> <li>• Transferable learning</li> <li>• Deliberate acts of teaching</li> </ul>
<p><b>Dimension Two: Deep Structure - Assumptions about how best to impart content</b></p>	<ul style="list-style-type: none"> <li>• The programme being fun a priority</li> <li>• Do not see selves as teachers</li> <li>• Knowing about teaching is not necessary</li> <li>• State use of project-based learning (PBL) however unable to fully describe the PBL method</li> </ul>	<ul style="list-style-type: none"> <li>• Structured delivery based on both curriculum and learner requirements</li> <li>• Use of reflection as a tool for improvement/advancement for both learners and tutors</li> <li>• Programme content is delivered through a series of topic based modules and is student-led</li> </ul>
<p><b>Dimension Three: Implicit Structure - Set of beliefs about professional attitudes and values that define a teacher's pedagogy</b></p>	<ul style="list-style-type: none"> <li>• Only YG tutors know what it's like to teach young students</li> <li>• Gatekeeping possibly to obscure limited pedagogical knowledge and skills</li> <li>• Inability to articulate teaching practice</li> <li>• PD is mainly conferences and seminars</li> <li>• Adjust teaching and learning to the mood of the student/class daily, sometimes hourly</li> <li>• Focus on student barriers rather than the strengths they bring and the use of teaching skills and strategies to build on these</li> </ul>	<ul style="list-style-type: none"> <li>• Discusses and analyses practice and curriculum delivery</li> <li>• Committed to the highest levels of learner achievement possible – achieved through quality content and engaging students using sound adult educational principles</li> <li>• Well-planned and well-designed programmes</li> <li>• PD is working with peers and peer team</li> <li>• Critical reflection on and in practice</li> <li>• Identifies PD needs against own practice and engages in PD to build on and/or improve practice</li> <li>• Actively and deliberately transfers PD learnings into own practice</li> </ul>

## What PD supports YG tutors' pedagogical practice?

The tutors across the two PTEs mentioned a number of PD activities they engaged in, identifying informal activities such as peer review and feedback, and formal qualification attainment such as NCALE and Adult Education papers. Managers also identified a range of PD which they supported. Building on these findings, an 'organisational integrated approach' to PD provision is one of the recommendations made in this study. One of the PTEs in the project has a schedule of group training days and a system of preparing, delivering and monitoring individual training plans for tutors following performance appraisal.

Organisations that deliver YG programmes and other adult education qualifications need to think about how they can engender a PD culture alongside the expected Government initiatives such as NCALE, so that tutors don't see this as the only form of PD. A more structured, integrated approach to tutor PD then becomes business as usual in the organisational approach to and provision of PD. This needs to be an organisational, top-down commitment to, understanding and resourcing of PD.

## 5. Recommendations

Three recommendations are made which aim to provide institutions providing YG programmes with strategies to support and enhance the pedagogical practices of YG tutors. The logical line of change is that YG students who experience better teaching practices will have better learning experiences, more successful learning outcomes and future accomplishments. Recommended strategies to support the pedagogical practices of YG tutors include:

1. Apply the Conscious-Competence Continuum model (*Appendix A*) and the PD Decision-making Schema (*Appendix B*) to:
  - Support PD decision-making by tutors and managers;
  - Guide a holistic approach to the recruitment, selection and induction of YG tutors.
2. Improve tutor induction and ongoing appraisal processes by providing targeted YG pedagogical PD.
3. Design and implement a PD programme for YG tutors to provide a structured, needs-based approach to developing pedagogical practices. The programme may include establishment of a tutor community of practice, a formalised peer review process, and a teaching and learning workshop series.

## 6. Future work

1. Given NCALE is a required qualification to be held by the YG tutor, there is a need by WFD and G&H to discover why some tutors do not find NCALE useful. This information can then be used as a training opportunity to help tutors see the benefits and application of the learning.
2. Submission of an Ako Aotearoa Hub-funded grant application to create and trial a Community of Practice (CoP) for YG teaching teams as a PD strategy. The project would explore the effectiveness of the CoP concept as a mechanism for YG tutors' professional development. For premium effect and outcome, a collaboration between WFD and one or more PTEs is suggested.



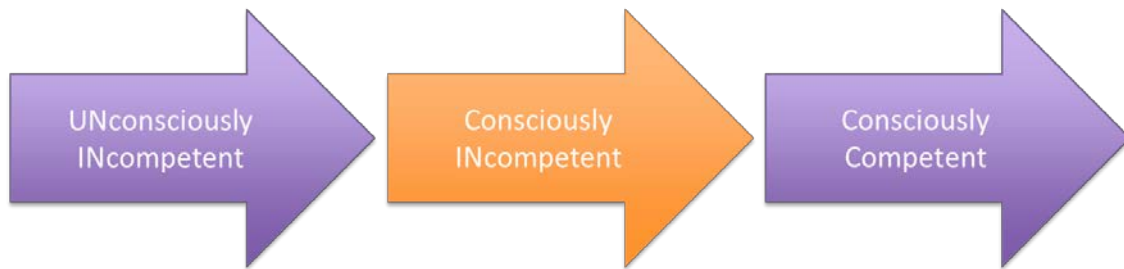
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## APPENDIX A: Conscious-Competence Continuum Model

The continuum identifies and describes three stages of a tutor’s awareness of their signature pedagogy. The continuum helps guide professional development decision-making to support the tutor in progressing towards conscious competence in their teaching practice.

A Community of Practice underpins the continuum as a mechanism to assist tutors in moving along the continuum towards becoming consciously competent as a teacher

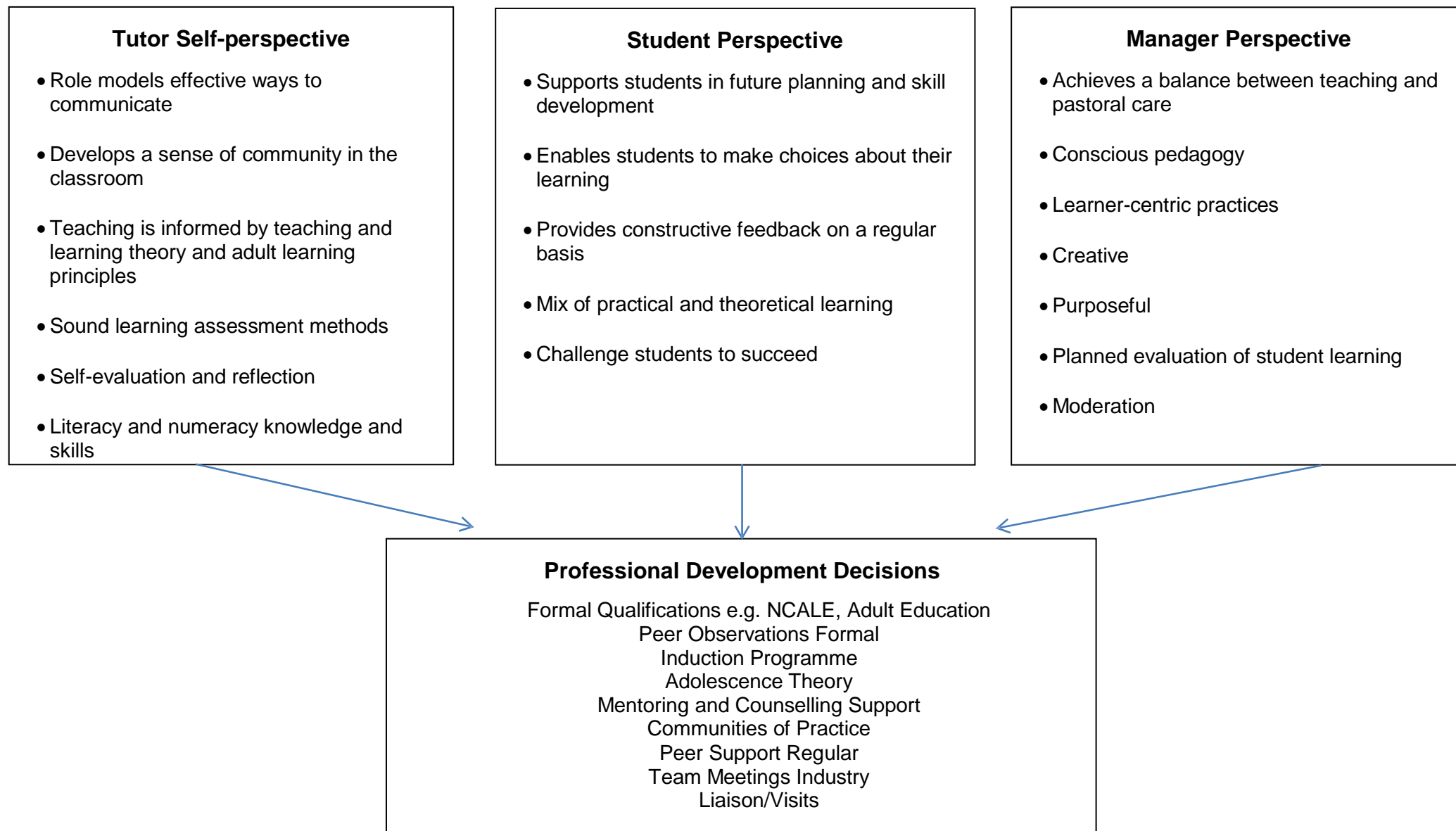


**TUTOR PROFILE**

<p><b>No experience</b> <b>No adult ed. qualifications</b></p>	<p><b>Experience through teaching</b> <b>No adult ed. qualifications</b> <b>Gaining qualifications</b> <b>Trial &amp; error</b> <b>Engaging in peer review</b> <b>Observing other tutors</b></p>	<p><b>Experienced teacher</b> <b>Adult ed. qualifications</b> <b>Pedagogically-based teaching decisions</b></p>
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**Communities of Practice**  
Provides tutors with additional PD support and engenders a culture of collective and collaborative learning and practice

## APPENDIX B: Schema to guide PD decision-making for YG tutors



## APPENDIX C: Synopsis of teaching and learning practices observed across the tutor participant group

TTT-STT Observations Synopsis	
Pedagogically-sound practices	Practices which indicate a lack of teaching capability and understanding of pedagogy.
Informal interactions before and during class	Lack of any clear structure to the learning session
Reinforcement of learning progress	Tutor told students what to do rather than asking them for their thoughts, opinions and ideas
Feedback on individual progress	Communicated importance and relevance of the learning
Expected student self-responsibility with some guidance	Use of profanities
Respectful interactions between tutor and student	Main focus on individual learning in preference to and detriment of whole group learning
Quieter students included, encouraged to get involved in group discussions and activities	Interrupting the flow of individual learning engagement by verbally responding to student interruptions
Built on content to expand meaning, understanding, relevance, application – all of which encouraged student engagement	Minimal structure to the session
Positive, reinforcing language	Aligned the learning to real world examples
Students given opportunities to peer learn - peer learning naturally occurring between some students – tutor regularly encouraged this	Students entering and leaving classroom environment at will, interrupting flow of session
Asked probing questions to discover students' views and own evaluation of how they are progressing through the learning	Use of put-downs and judgemental language
LLN integrated in learning activity	Minimal content covered by tutor; instead students given word game sheets as an LLN activity, unrelated to session topic
Made learning content relevant to individual student contexts/realities	Session plan written on whiteboard. This was not discussed with the students nor followed
Created an inclusive environment: Acknowledged individual strengths and their unique attributes, asked for students' stories	Doing activities for the sake of engaging students in doing something whilst in the classroom
Linked theory to real examples that the students could relate to, making the learning relevant	