

# Harnessing potential. Trade educators and the transformation of a workforce

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# Transforming TVET

...developing a knowledgeable, skilled, adaptable and flexible workforce that engages in continuous learning

‘Unleashing the Potential. Transforming Technical Vocational Education and Training’ (UNESCO, 2015)

# Transforming the educational and training workforce

Incumbent on organisations and industry to ensure that there is a teaching workforce that has ....

Educator knowledge and skills enhances educator agency and the ability to support the development of a flexible, knowledgeable, skilled and adaptable workforce engaged in continuous learning





# Transformation from .....to

.....

A changed and changing world of work and education

Recognition/status

Nomenclature

Occupational identity

Transfer – induction

Teacher education/training

Systems and processes

Technologies and pedagogies

# Occupational Identity is about ...

... certainty, where a person is confident they have the skills and knowledge necessary, can access new knowledge within the zone and can understand the way new knowledge is made within that zone.

...confidence in the knowledge that they know how to negotiate the different aspects of the world – they can ‘speak’ the language and can operate across the spectra that makes up that world.

(Seddon, 2008)

Transformative work requires  
transformative workers

# A study

What is trade and vocational education about?

How can organisations provide for the development of a transformational workforce?

# Themes in the literature

- A dislike of theory
- No requirement
- Administrative processes
- Professional development and priorities

# Who are the tutors?

How do I define myself?

I am a professional educationalist  
that's what I do now.

What defines me?

I am a builder first,  
that's because that is my first identity other than just being me

“I teach builders, that’s what I say,  
I say I teach builders.

There’s that thing of how you do it properly,  
we teach people the proper way  
and we endeavour to make things better.”

“I classify myself as a building tutor.  
My role is to basically just take a young student  
who is attending the class  
and I try and impart the knowledge of a job  
which I’ve acquired over many, many years.”

“I don’t want to give myself a flash name because that’s not the background I come from. So if someone asks me what I do I say I teach – I would never use the word lecturer.”

“I call myself a tutor... to me we definitely aren't teachers.”

“I'm just a mechanic really”

“I'm a facilitator, a guide on the side – I try to encourage the learning process”

“Well I am a professional educator... yes I am a tradesperson but I am actually a professional educator and I take the professional educator title very, very seriously.”

“I’m tutoring but I’m tutoring fitting and turning, the skill that I have. That’s what I do now. I am a tutor I suppose, yeah.”

“I say I’m a teacher now, but it took me a couple of years to make that change in my head ... you know it’s quite a big deal, you still think of yourself as a builder when you first teach then after awhile you realise that’s not my job anymore. You need to make a change in your head.”

# What is this work about?

... we teach people to work –

...it is about those things which we never measure

# Tutors work with young people

...confidence,

maturity,

someone who can think,

reliable workers, with good basic skills,

someone who can communicate,

people who don't give up

-Transformational work-

- This is an educational training workforce
- The question is how we can expect trade teachers themselves to identify as a educational workforce capable of innovative solutions to learning and teaching problems if we are not in a position to provide a basis for that identity?

# To “finding out”

Access to the knowledge and processes for teaching and learning within the trade and the education and training sector

- Systems and structures
- Assessment design
- Programme design
- Options and possibilities

# Dewey's work still to be done

- In 1939 he stressed an urgency for a philosophy of education based upon a philosophy of experience
- “...for education is not preparation for life but is life itself” (Dewey, 1939)

# Trade educators as creators

- In need of repair



+ a strong occupational identity  
+ capable, competent, innovative, creative



= Pedagogies for the future

To paraphrase Dewey

Every great advance  
has come from audacity  
in some form

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