Professionalising Our Practice

2018 conference

Skills for a global future: Working and learning together.

Karen Dymke
ISS Institute Fellowship Program

Investigating strategies to engage disadvantaged learners into post-compulsory educational opportunities and identify effective pedagogy for teachers and trainers in this space.

"The International Specialised Skills Institute (ISS Institute) exists to foster an aspirational, skilled and smart Australia by cultivating the mastery and knowledge of talented Australians through international applied research Fellowships."
Vision: Professionalize our practice

Aim: To help policy makers, educational authorities and educators ensure that students will attain the competencies needed to actively participate in society, education and employment activated by inspired and passionate specialist educators.
Visits:
1. Practice based education programs
2. Policy bodies.
3. Researchers.

Intention:
• Gaining an understanding of challenges facing European nations.
• Insight into innovative policy development and practices
• Identifying research informing policy
• Identification of effective and sustainable engagement and learning programs.
• Opportunities for collaboration.
1. Tallin, Estonia
2. Helsinki, Finland
3. Brussels, Belgium
4. Bruges
5. The Hague
6. Amsterdam
1. Estonian Non-formal Adult Education Association (ENAEA)
2. European Research Network on Adult Trainers Conference – ‘Journey, Adult Educators and Social Inclusion.’
3. The Finnish Lifelong Learning Foundation
5. Open Badges – Micro-Credentials.
7. The Finnish NGDO Platform to the EU, Kehys - Nordic-Russian cooperation project “Non-state actors: Partnership and skills for sustainable development”
8. Helsinki University.
9. European Commission Education Adults Organisation ESERA, OECD , Brussels, Belgium
10. Flemish Ministry of Education, Bruge
11. The Hague, Sociaal en Cultureel Planbureau (SCP) Research into Disadvantaged learners
12. Hogeschool van Amsterdam University , Professor. Mr. H.M. de Jong , College van Bestuur
5th Biennial Conference of the European Society for Research of Education of Adults Research Network (ESREA) for Adult Educators, Trainers and their Professional Development.

Learning Journey: Adult Educators and/in Social Changes
18 – 20 October 2017, Tallin University, Estonia
‘It’s a Global Challenge.’
An Australian Perspective.
Assisting disadvantaged and disengaged learners to move from unemployment and associated disadvantage into employment and education.
• Australian Practice and Success stories
• VDC Professional Learning Programs.
Access, Choice and Equity workshops

1. Outreach/Engagement

2. Learner Support & Well Being

3. Pedagogy

4. Pathways
Dis-advantaged Learners

- Access
- Choice
- Equity

Image source:
Findings
The need for andragogical studies is developing
An emerging field of work
The formation of a professional identity for adult educators. *Tallin University, Estonia Appendix 2*
Call for the professionalization of the field.
The important role of non-formal and -formal vocational education and its wide range of course topics and types as part of the Lifelong learning system should be better recognized at a policy level

( Key findings 87% respondents experience positive changes in learning motivation and in general well being and life satisfaction) Appendix 3
‘Representatives of (disadvantaged learners) are often at serious risk of social exclusion. They may be excluded from the labor market due to lack of adequate language or professional skills or because their qualifications are not recognized.’

EduMap
RMIT University?
Focus: Educational needs of young people with low levels of basic and functional literacy, with deficient language and cultural skills, those who have dropped out of school and those not in education or training due to handicap.

Aim: To help policy makers, educational authorities and educators ensure that young generations as a whole will attain the competencies needed to actively participate in society and the labor market.
What’s qualifications exist in Europe?

- Erasmus Mundus International Masters in Adult Education for Social Change.
- The Formation of Professional Identity for Adult Educators – Tallin University, Estonia.
- The OKKA Foundation, Finland.

- Appendix 11 : Brochures of Subjects
Non-formal education is the key. International and comparative research in adult education still plays a rather small role in adult education research. **Research is needed to inform policies in Life Long Learning.**

Objectives:

1. The contextual and cross-contextual role of the professionalization in adult education in national, international and transnational policies in life long learning.
2. Professionalization in adult education and its governance by educational policies towards life long learning.
3. Professionalization of Adult Education

- Appendix 4: Opportunity: Asia – Europe meeting AESM Education and Research Hub for Life Long learning. 16 – 17 Feb 2018
- Appendix 5: Adult Education in Europe 2016 A Civil Society View
ImplOED project (2016–2018):
FOR A MORE INCLUSIVE & EQUAL SOCIETY

OUR GOAL: INCLUSION OF MARGINALISED GROUPS IN ADULT EDUCATION

WHAT IS OED?
The Outreach, Empowerment, Diversity Grundtvig Network (OED) is an award-winning EU funded project that tackled the need for outreach to marginalised groups, especially migrants and ethnic minorities, for the development of more diversity in adult education. It ran between 2011 and 2014.

WHAT ARE OUR OBJECTIVES?
- Changing the mind-set of policy makers and adult education providers;
- Mainstreaming the results of the OED Grundtvig network;
- Transferring the OED results to different sectors (vocational education and training, basic skills, etc.).

HOW ARE WE DOING IT?
- By organising meetings, conferences and workshops for policy-makers and education providers during 2017;
- By publishing an instruction manual, due in autumn 2018, which brings together proposals on concrete policy and practice solutions.

OUR TOOL: OED RESULTS

WHAT ARE THE OED RESULTS?
- METHODOLOGY GUIDELINES for adult educators to improve empowering teaching methodology for diverse target groups;
- POLICY RECOMMENDATIONS that tackle the integration of marginalised groups, their empowerment and participation in lifelong learning.
‘Adult Education (according to research) makes people happier, healthier and more confident. Learners participate more in society, tend to be more tolerant and better parents.’

Benefits of Life Long learning in Europe. Main results of the BeLL-Project Research Report
http://www.bell.project.eu/cm/?page_id=10
1. Include learner’s voices
2. Encourage participation even more.
3. Increase diversity in adult education.
4. Reach out to underrepresented groups
5. Encourage your staff and facilitators to use innovative and empowering methodologies.

Adult Education has a key role in overcoming significant societal challenges.

Recommended Steps:

A. Outreach.
B. Validation
C. Implementation

Appendix 6: EAEA Policy Paper Learning and Skills for Adults in Europe
Towards Becoming a Good Adult Educator
Learning 4 Sharing Project Nordic Baltic Project

• Building and Developing Curricula
• Adults Educators and the problem of Self – Directedness
• Blended learning
• Learning Styles
• Learning Diary as a Tool for Reflection.
• Feedback to Learners as a Tool for Growth.
• Checklists

Appendix 8 : A Good Adult Educator In Europe.
Aim: To address the need for outreach to marginalized groups, especially migrants and ethnic minorities

17 organizations

14 countries

The aims of Grundtvig Networks are to strengthen the link between the various ‘actors’ involved in adult education in the broadest sense, to improve the quality, European dimension and visibility of activities or issues of common interest in the field of adult learning and to help make lifelong learning opportunities more widely known and available to citizens.

Grundtvig Networks are large-scale networks providing a forum or a common platform for discussion and exchange of information on key issues, policy shaping and/or research in the area of adult learning.
Towards Becoming a Great Adult Educator

- The Learning Situation
- Creating a welcoming environment
- Discovering a learning space
- Listening to the learners voice and being flexible
- Giving up control
- Teaching as relationship
- Making learning outcomes visible
- Recognising the value in diversity
- Working towards inclusion

*Appendix 7: Outreach, Empowerment and Diversity. Guidelines for Trainers and management Staff in Adult Education. OED.*
Cases, experiences and ideas on how to raise awareness for adult learning among the general public, special target groups and policy makers.

Adult learners as mentors
Teaching Approaches in Finland

- Capacity building
- Holistic sustainability – Economic, Ecological, Social and Cultural
- Building more effective partnerships with civil society.
- ACTIVE CITIZENSHIP
- Building Global Citizenship

Appendix 10: The OKKA Foundation, Finland, Bridge 47 – Building Global Citizenship, KEHYSry,
Social Inclusion in Social Work and Education

• Social rehabilitation in Theatre and it’s connection to Vocational Education.

• Appendix 15 : DIAK, Diaconia University of Applied Science

Image source:
Manifesto for Adult Learning in the 21st Century

1. The Power and Joy of learning.
2. Challenges and Answers.
3. Active Citizenship, democracy and participation.
4. Life Skills for Individuals.
7. Migration and Demographic Change.
8. Sustainability.
Validation Approaches

• Validation is seen as one of the keys to lifelong learning and flexible learning pathways.
• Creates further learning pathways.
• Need to increase the accessibility and transparency of systems
• Set up a structured validation process.
• Set up dialogue between stakeholders.
• Study transferability of validation.
• **Example: Open Badges**
• Open Badge Passport
• Open Badge Factory
Associations

- EAEA
- European Association for the Education of Adults.

- Appendix 16: Activity Report 2016
• Research into social issues, including adult education.
• Creating partnerships and project teams with social affairs, education and economic ministries.
• Breaking the silo mentality of sectors.
• Early findings: In practice people change jobs and then become learners.
• Biggest barriers are from basic Voc Ed to Senior Vocational. Why? What are the barriers?

Dr Ralf Maslowski
Sociaal en Cultureel Planbureau (SCP)
Bezuidenhoutseweg 30 | 2594 AV Den Haag
Where are the ‘invisible learners’?
What does that mean for us?
‘We need a deeper representation of excellence in teachers, a greater challenge and commitment to recognizing excellence, and a coherent, integrated, high level of deep understanding about teacher expertise. ‘

Adult Education needs the best trainers and staff.

Recommendation:
The development of high quality education and in-service training. Currently the majority of trainers are free lance and/or volunteers. Training and professional development, in particular for those working with disadvantaged groups, to ensure high quality is crucial.
How did you get into this job?
I WANT A SPECIALIST!
We needed an expert professional
A profession is a vocation founded upon specialized educational training.

E.g. special knowledge and skills are needed to carry out a job in a field.
Professionalisation is the process through which an occupation gradually fulfils the criteria assigned to a profession (Hoyle, 1982).

Research question. What are the criteria to be an expert adult educator?
Research Question
Who are we teaching?

How would you describe the profile of your students?
Characteristics?
Qualities?
Strengths?
Challenges?

Image source:
https://x1.xingassets.com/assets/frontend_minified/img/users/nobody_m.original.jpg
What do our students need?

- Competency
- Literacy skills
- Numeracy skills
- ICT skills
- Employability Skills
- To learn how to learn
- Active citizenship
Is this your class?
What are the challenges?
Adult Education is a changing field

- Low skilled jobs no longer readily available.
- Early school leaving not an option.
- Employment opportunities changing.
- Multi cultural society.
- VET teachers and practitioners are required to meet an increasingly diverse array of learner needs.

Image source: https://saveourschoolsnz.files.wordpress.com/2015/07/no-jobs.jpg
Read this......all day

Social and Emotional SmeldorPRelateb otDyslexia
By: Michael Ryan, M.Band International Dyslexia Association (2004)

Do emotional disorders caused dyslexia?

Research indicates that dyslexia is caused by biological factors, not emotional ones, family problems. Samuel T. Orton M.D. was one of the first researchers to describe the emotional aspects of dyslexia. According to his research, the majority of dyslexic preschoolers are happy and well-adjusted. Their emotional problems begin to develop when early reading instruction does not match their learning style. Over the years, the frustration mounts as classmates surpass the dyslexic student in reading skills. Recent research funded by the National Institute of Health has identified a number of neurological and cognitive differences that contribute to dyslexia. The vast majority of these factors appear to be caused by genetics rather than poor parenting or childhood depression or anxiety.

Why is dyslexia discouraging and frustrating?

The frustration of children with dyslexia often centers on their inability to meet expectations. Their parents and teachers see a bright, enthusiastic child who is not learning to read and write. Time and again, dyslexics and their parents hear, "He's such a bright child; if only he would try harder." Ironically, no one knows exactly how hard the dyslexic is trying.

The pain of failing to meet other people's expectations is surpassed only by dyslexics' inability to achieve their goals. This is particularly true of those who develop perfectionistic expectations in order to deal with their anxiety. They grow up believing that it is "terrible" to make a mistake.
Specific Learning Disorders eg Dyslexia

• Estimated **10%** or up to **20%** worldwide estimates.

• How many in your organisation?

• **40%** deemed gifted

**SLD is not about . . .**

– not being smart
– bad teachers
– under-involved parents
– disinterested/lazy students

**SLD . . .**

- are invisible
- range in severity
- issues not static
- often hereditary
Challenges and Barriers

- Shame
- Fixed mindsets – “I’m stupid.”
- Do not see themselves as learners.
- Trauma
- Learning Difficulties.
- Gaps.
- Family expectations and support.
- Cultural differences.
Adult Community and Further Education

- Indigenous
- Long term unemployed
- Disability
- English as another language
- Refugees and asylum seekers
- Older learners
- Youth at risk
‘Representatives of (disadvantaged learners) are often at serious risk of social exclusion. They may be excluded from the labor market due to lack of adequate language or professional skills or because their qualifications are not recognized.’

EduMap
European Union Horizon 2020 Research and Innovation Programe.
The imperative

It’s about ..... 

• Education  
• Employment  
• Citizenship  
• Social Change  
• Equity and Access  
• People!

BUILDING SOCIAL CAPITAL

http://2.bp.blogspot.com/-0uE0DYk14Q0/UT5GoZHombI/AAAAAAAACE/kg8VeQmNvBA/s1600/Hands+Tree.jpg
‘Adult Education makes people happier, healthier and more confident. Learners participate more in society, tend to be more tolerant and better parents.’

Benefits of Life Long learning in Europe. Main results of the BeLL-Project Research Report

http://www.bell.project.eu/cm/?page_id=10

Outreach, Empowerment Diversity. Policy Recommendations for European and national/regional policy makers and for adult education providers.
Adult educators need specialized skills to deal with vulnerable learners.

**These students can be the hardest to help.**

One of the biggest challenges is supporting students in their transition from lower vocational study to senior vocational study.

Research 2017
Dr Ralf Maslowski
Sociaal en Cultureel Planbureau
Den Haag
What’s the impact?
TEACHING IS NOT A DELIVERY SYSTEM

THOUGHT BY SIR KEN ROBINSON

IT'S AN ART FORM

“How do I get through the Pearsons?”
Who is driving the learning?

The development of successful programs requires ongoing and relevant professional development and support for those who deliver these programs.

It’s a ‘moral imperative.’

Michael Fullen
One day workshops
Best Evidence Synthesis Iteration

- External expertise involved
- Teachers engaged in learning at some point
- Prevailing discourses challenged
- Opportunity to participate in a professional community
- Practice was more important than place
- Consistency with wider trends
- Effective educational leadership

Helen Timperley, Aaron Wilson, Heather Barrar, and Irene Fung, University of Auckland
Effective sequence of professional learning

1. Catalyst or rationale to engage
2. Front-loading of new learning
3. Activities to translate new knowledge into practice
4. Repeated opportunities to revisit
5. Range of activities to refine new and refine new knowledge practice in classrooms
Visible Learning John Hattie

Synthesized influences related to learning outcomes in different meta-analyses according to their effect size (Cohen’s d).

Currently 295 influences identified from very positive effects to very negative effects.

The average effect size of all the interventions studied was 0.40 – the ‘hinge point’
What does the research tell us?
What has the greatest effect to progress learners?

- Collective Teacher Efficacy – 1.57
- Self reported grades – 1.33
- Teacher estimates of achievement – 1.29
- Response to intervention – 1.29
- Prior ability – 0.94
- Video review of lessons – 0.88
- Classroom discussion – 0.82
Hmmm???

- Use of Power Point – 0.26
- Within class grouping – 0.18
- Web based learning – 0.18
- One-on-one lap tops – 0.16
- Distance education – 0.13
- Student control over learning – 0.02
What about adult learners?
What has the greatest effect to progress learning and achievement?
From Intuitive to Intentional

Assisting educators to adopt evidence-based education is the best way to make this happen.
“Standards without an understanding of their impact and their assessment have zero effect” (John Hattie)
What qualifications exist now for adult educators?

- Cert 1V Assessment and Training
- TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice
- General teaching degrees.
- Experience.
- Is that enough?
But why should I do that?!
IT’S DECLINING
Challenges for Educators

- Lack of job security.
- Low wages.
- Contract work.
- No specific skill building.

Set up a structured validation process.
Set up dialogue between stake holders.
Study transferability of validation.

Example : Open Badges
Open Badge Passport
Open Badge Factory
An Open Badge is more than a digital badge

it’s verified proof of learning build on an open standard

Chicken or the egg?

RESEARCH
Informs
POLICY
Which impacts on
PRACTICE
Policy?
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ESREA Research Network
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1. Research into andragogical practice.
2. The formation of a professional identity for adult educators.
3. The professionalization of the field.
4. Recognition at a policy level.
The Journey continues...
Collective Teacher Efficacy 1.57
Jordan today

- Certificate 1 Transition Education
- Certificate 1 Work Education.
- Fully employed as an artist.
- Living independently.
Arts Project, Q Art

Image source:
It’s an ongoing challenge
Expert Educator
Thank you!