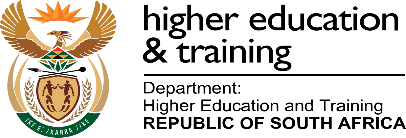
**Advanced Diploma**

**Technical and Vocational Teaching**

**Managing the Vocational Classroom**

Department of Higher Education and Training



Department of Higher Education and Training

Advanced Diploma: Technical and Vocational Teaching

Module: Managing the TVET classroom

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# Acronyms and Abbreviations

|  |  |
| --- | --- |
| AdvDipTVT | Advanced Diploma: Technical and Vocational Teaching |
| DHET | Department of Higher Education and Training |
| HEI | Higher Education Institution |
| LTSM | Learning and teaching support materials |
| NGO | Non-government Organisation |
| OER | Open Educational Resources |
| TVET | Technical and Vocational Education and Training |
|  |  |

# 

# Programme introduction

The Advanced Diploma in Technical and Vocational Teaching (Adv Dip TVT) programme seeks to provide a structured professional learning pathway for current and aspirant technical and vocational lecturers/teachers. The Diploma will equip them with the knowledge and competences to implement and manage teaching and learning in their TVET colleges effectively and in alignment with national goals.

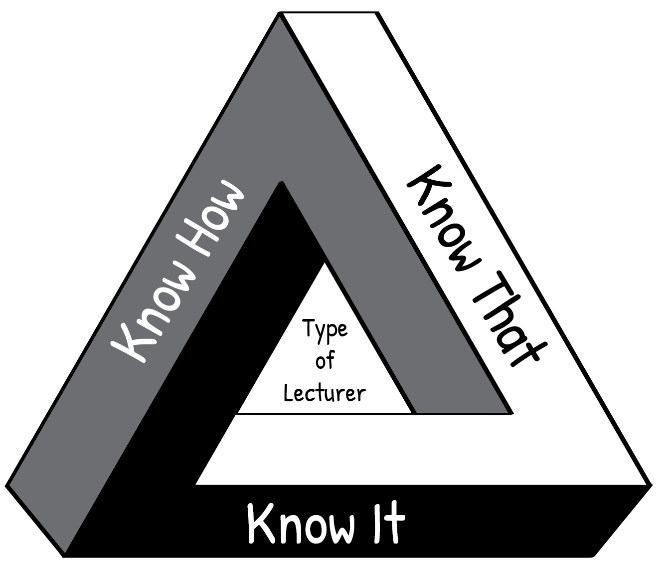
This module is one of a set of modules that contribute to the Advanced Diploma programme. The overall purpose of the Advanced Diploma is to engage lecturers working in the TVET sector in conversations about what it means to be a quality teacher in a TVET college. Each Module in the programme explores this from a different angle, but for every module the foundational concept is about the type of teacher you want to be. We all know that the relationship between teaching and learning is interrelated. So in order to understand the type of teacher you want to be you will need to engage with what learning means in a TVET context.

We often think about vocational and technical or craft knowledge as different from theoretical knowledge. However, there is increasing recognition of the power of vocational and theoretical knowledge coming together to develop the skilled craftsperson whether it is in plumbing, baking, even mathematics and physics. This integration of theory and vocational knowledge is equally important in teaching as well. Teachers are constantly needing to make informed decisions and judgements as they make a selection of what to teach and how best to teach the specific content, concept or skill.

This leads to a question about how different forms of knowledge and skill are brought together and balanced in the curriculum and in teaching and learning.

## Approach to learning

To answer the question above in this diploma programme, a framework has been developed which is referred to as *know how*, *know it* and *know that*, or the HIT framework. This framework is introduced, referred to and deepened in different ways all the way through the programme.



**“Know How”** is *procedural knowledge*, “in our bodies” or *embodied knowledge*.

For example, following a bread recipe.

“**Know It**” is *recognition*, the knowledge of what counts as good; wisdom; technical and theoretical judgments.

For example, is this sourdough good quality bread?

**“Know That”** is *propositional knowledge* or

*theoretical knowledge*, the knowledge of how and why, *cognitive knowledge*.

For example, the science of bread baking.

**Figure 1: The HIT framework**

Think about your own craft of teaching. The kind of teacher you want to be, is one who knows how (the techniques of teaching), knows that (the science and theory behind teaching AND learning) and knows it (knowing and reflecting on what makes a quality teacher). Such a teacher enables students to actively engage with their learning and to develop their full potential.

If you are interested, click on the link provided to watch a short [video](https://youtu.be/9GD-DgNLaxw) in which Wayne Hugo discusses the “HIT model” of TVET knowledge and learning.

### Relating theory to practice

In this module new concepts are often introduced by developing them from a practical situation with which you are probably familiar. This process, which moves from your experience towards a more abstract level of theory is known as inductive learning. It makes learning easier and is very different from deductive learning, which starts by presenting abstract theories and principles, then requires you to “deduce” practical conclusions and concrete examples. You are encouraged to relate the ideas you learn from the Adv Dip programme to your own context and to try to think theoretically about your practice. In other words, to think about the rationale for your practice.

### Reflective practice and the use of a learning journal

One of the Adv Dip TVT modules is called Reflective Practice, and covers the concept of reflection in the life of a TVET lecturer. Of particular importance is unit 2, which describes various models which facilitate reflection. The simplest reflective model that is discussed in this unit, is that of Terry Borton (1970). It consists of three steps as follows:

**Figure 2: Reflective model (after Borton, 1970)**

The three questions to prompt reflection leading to action:

1. What?

**What** happened? In this step you remember or describe the situation or event you have experienced.

1. So what?

**So,** if that happened**, what** does this show you or teach me?In this step you explore what new insights or knowledge the situation gives you.

1. Now what?

**Now** that I have learnt something new by reflecting on the situation, **what** should I do about it? In this step you think about what to do with the new awareness you have gained – i.e. how to make use of it to act more effectively in future situations.

Throughout the Adv Dip TVT programme, you are encouraged to use a model to reflect on your practices at work in the college so that you can improve how teaching and learning takes place. We have embedded reflective practice throughout the programme, and at the end of most units in the modules you will find a reflective activity to complete. The reflective activity will enable you to make the most of what you have learnt throughout the unit, as well as assisting you to apply your learning in your workplace. Throughout the Advanced Diploma modules, we encourage you to use a learning journal. Keep a file (paper- based or electronic). You will use it to write notes and reflections and complete activities. Start your learning journal at the beginning of the programme, and keep it regularly updated throughout.

### Active learning

Most learning theorists tell us that new understandings and learning depend on, and arise out of action. All the modules in the Adv Dip TVT programme include activities. Your learning will be more fruitful if you engage systematically with the activities. If you do not do the activities, you will miss out on the most important part of the programme learning pathway.

### Thinking activities

At various points in the module you are asked to *stop and think* and to take some time to reflect on a particular issue. These *thought pauses* are designed to help you consolidate your understanding of a specific point *before* tackling the next section of the module. One of the habits many of us develop through a rote kind of learning is to rush through things. Work though each module slowly and thoughtfully. Read and think. This is how we develop a depth of understanding and become able to use the ideas we learn. Try to link the issues raised in each thought pause with what you have read, with what you have already learnt about learning, with your own previous experience, and so on. Think about the questions or problems raised in the module. Jot down your ideas in your learning journal so that you can be reminded of them at a later stage.

### Linkages across modules

As you work through this and other modules, you will notice that topics or issues raised in one module may cross refer to the same issue or topic in another module, possibly in more detail. So for example, while there is an entire module dedicated to the investigation of *curriculum,* key issues related to curriculum will also be highlighted and discussed in the modules dealing with pedagogy, psychology in TVET as well as in the assessment module.

### Access to readings

There are links to readings throughout the activities. We have tried as far as possible to provide links to Open Educational Resources (OER). In cases where this was not possible you will be directed in the activity to access these through your university library. The website link is shown in the reference list.

### Assessment

The activities contained in this module and the Adv Dip TVT programme as a whole, promote a continuous and formative assessment process. This approach is intended to support your ability to relate ideas to practice and to contribute to your development as you work through the various modules of the programme.

You will also notice that each module includes a summative assessment task with the assessment criteria set out in an accompanying rubric. This summative assessment task is a model only, intended to illustrate the kind of assessment tasks that may be set by the university providing this programme.

# Module overview

## Purpose

The purpose of this module is to enable the TVET lecturer to develop knowledge, skills, values and attitudes which promote an effective and proactive approach to classroom management. The module uses key management and leadership lenses to teach analyse the classroom environment in a TVET context and develop a sound approach to managing teaching and learning, and leading change where it is needed. The module addresses issues around managing the needs and behaviours of students and managing administrative tasks that promote high quality teaching and learning.

## Outcomes

By the end of this module you will have:

1. An ability to apply key management and leadership concepts to develop an effective approach to classroom management in a TVET college;
2. A knowledge of principles and strategies for managing the curriculum, teaching and learning sessions and resources to structure effective learning experiences for students;
3. A theoretical understanding of the relationship between students’ needs and behaviours and a knowledge of strategies to manage these in order to facilitate learning;
4. An ability to manage key administrative tasks in the TVET teaching environment effectively.

## Structure

Figure 1: Module structure

## Credits and learning time

This module carries 5 credits. This is equivalent to 50 notional learning hours. It is anticipated that you will take approximately 50 hours to complete the module successfully. The 50 hours will include contact time with your Higher Education Institution (HEI), reading time, research time and time required to write assignments. It is also expected that at least half of your learning time will be spent completing practice-based activities in your TVET College. This will involve your individual work on the activity, and may also require you to discuss these college-focused activities with your colleagues. Each activity in this module indicates the suggested time for completion.

# Unit 1: Management in the TVET context

## Introduction

We use the term ‘management’ in a range of different situations in our lives. In addition to the formal management roles we find in institutions, we speak of managing our time, managing our money and managing our relationships. All of these relate to the decisions we make about how to handle different resources for which we are responsible. A student who does not yet have an income might be responsible for managing their pocket money, while a senior manager in an institution might be responsible for managing a multi-million-rand budget. In addition to the resources we manage, each of us is responsible for making choices about how we handle our relationships with the people around us.

What does management mean in the context of your role as a TVET lecturer? Being employed at a TVET college, you come under the leadership and management structures of the college, which comes under the leadership and management of the national Department of Higher Education and Training (DHET). This is very different from working for a small business owned by your favourite aunt! Big institutions can have complex leadership and management structures. As a TVET lecturer you may need to work with leaders and managers who use a range of different approaches and have different priorities. Some of these may be effective and inspire your respect; others you may find ineffective or difficult to work with. It is part of your role as a TVET lecturer to work effectively with the systems and people around you. It can also be your role to challenge these, at times.

You might be involved in leadership or management roles at the level of your college or programme. For example, you might sit on different committees which decide how different aspects of the college or programme are run.

On the level of your own classroom you hold responsibility for a wide range of management responsibilities. Some of these are directly related to teaching and learning – such as managing the curriculum and managing your teaching and learning sessions. Others relate to the psychosocial aspects of education: for example, managing disruptive behaviour in the classroom that might result from issues in your students’ lives. Your management role also includes a range of administrative tasks.

Some of these responsibilities might just involve ‘doing things right’ – making sure you follow a procedure competently. But sometimes you might find that the way something is expected to be done is not effective. It may even create a barrier to your students’ learning. Or it might be unfair. Your role as a professional educator is not to just keep managing things ‘correctly’ in this case, but to engage with the situation. You need to use your professional expertise – maybe in consultation with your colleagues – to understand and analyse what is happening and possibly challenge the way it is handled. Interwoven with your role as a manager, therefore is your role as a leader and agent of change. The decisions you make about how to implement college requirements, how to enact teaching and learning and how to manage resources and relationships will determine the quality of education which your students receive.

Our beliefs and values often drive the decisions that we make. Negative beliefs and values can make a person resistant to developing new knowledge and skills and over time their competency might improve very little. A student with open and positive beliefs and attitudes – about themselves, about their trade, or about learning – might develop their competency far more quickly. So as you explore your role as a manager in the TVET classroom in this module, it is important to note your beliefs and attitudes about the topics we discuss and evaluate whether these support you to develop professionally, to manage effectively and to be a leader when change is needed.

## Unit 1 outcomes

By the end of this unit, you should be able to:

* apply key management and leadership concepts to your context as a TVET lecturer
* identify and discuss the competing priorities and challenges that TVET lecturers are required to manage
* discuss the importance of managers at all institutional levels exercising leadership to bring change
* discuss tools which you can use to continually improve your expertise.

It's valuable to start any new learning by thinking about what you already know and believe about the topic. 'Awakening' your existing knowledge and beliefs puts you in a position to engage actively with new ideas and values and decide whether you will add them to what you already know or whether they might change what you think or believe.

Activity 1: Explore your prior knowledge, beliefs and values

**Suggested time: 30 minutes**

Think about the following questions and write down your responses in your learning journal. By recording what you think and believe before new learning you also create a baseline for your learning: later you can look back and see how your perspective has developed or changed. Take about 15 minutes.

1. How would you define effective management? How is this different from leadership?
2. Think of someone in your college or in your prior TVET experience who you consider an excellent manager. Make a list of the characteristics that you think contribute to them being successful. Think about their knowledge, skill, attitudes and values. Does this person also play a leadership role? How is that different?
3. Now think of someone who you think is a poor manager. Make a list of the characteristics that you think contribute to them being successful. Think about their knowledge, skill, attitudes and values.
4. What management responsibilities do you have as a TVET lecturer? For each of these responsibilities, evaluate whether you think you are managing effectively. Why or why not? Are there some management duties you have which you think are unnecessary or should not be your job?
5. Now share your responses in a small group of 3 to 5 of your fellow students in this course. Take about 15 minutes. Is there anything one of your peers said that you agree with but hadn’t thought of? Add it to your notes. Is there anything one of your peers said that you disagree with? Note this in your journal too. Collaborating with other people who are also learning gives you the benefit of sharing insights to deepen each other’s learning.

Discussion of the activity

In this activity you identified your existing concepts of management and leadership and thought about your experience of the way people manage as well as your own management responsibilities. You’ve begun to explore the role that attitudes and values play alongside knowledge and skill in effective or ineffective management.

In this unit, we begin by exploring what your management role as a TVET lecturer involves and how to keep your focus on your core business of teaching and learning as you deal with a range of management tasks and challenges. Then we explore some theoretical concepts about management and leadership which can serve as tools to help you analyse how management and leadership are handled in your TVET context and to help you consider how you want to develop your own roles as a manager and leader. Finally, we discuss some key habits which can help you to keep sharpening your expertise as a manager throughout your career.

Let’s begin!

## The management and leadership roles of a TVET lecturer

As a TVET lecturer you may find yourself feeling overwhelmed at times by your many responsibilities and tasks. Some of these are directly related to teaching and learning, others will be administrative tasks and still others may be social or cultural activities that you are expected to be involved in as part of your job. How do you work out what is most important? And how do you make sure that your most important tasks aren’t crowded out by others?

Successful management is often about balancing a number of different priorities and working out how to allocate your time according to their priority. When we are immersed in the day-to-day challenges and realities of our jobs we can lose sight of the big picture of what we are doing and why. It’s a good idea to step back from time to time to think about what your role as a TVET lecturer is really about. This can help you see where things are getting off balance and make the necessary adjustments.

Let’s consider how different TVET lecturers might see their role and priorities.

Activity 2: Consider your role and priorities as a TVET lecturer

**Suggested time: 20 minutes**

Read the following scenario and answer the questions that follow.

A group of TVET lecturers are participating in a professional development workshop. They all lecture in different programmes at the same college. In the morning session, they are asked to each take a turn to describe how they see their mission as a TVET lecturer and their strategy for achieving this in one sentence. They give the following responses:

**Lenmore: My mission is to pass on a tradition of skill and expertise:**

my strategy is to teach my students what I was taught.

**Tshepo: My mission is to provide the country and industry with qualified artisans:**

my strategy is to teach my students what is needed by industry.

**Ernest: My mission is to fulfil the mandate given to me by the Department:**

my strategy is to make sure the content in the curriculum is covered.

**Samara: My mission is to ensure my students get their TVET qualification:**

my strategy is to make sure they are prepared for tests and exams so that they pass.

**Enhle: My mission is to help students realise their goals and dreams for their lives:**

my strategy is to customise my lessons to my students’ specific interests and career goals.

1. Why do you think these five TVET lecturers all gave different answers? Do you think any of these responses are right? Are any wrong? Is anyone better than others?
2. Which of these responses is closest to your own?
3. What would happen if these five lecturers all lectured in the same TVET programme and held these five different views but never thought about them consciously and never discussed them with each other?
4. If you think about the actions of other lecturers in your TVET programme, do you think there are differences in the way they see their mission and the strategies they use to achieve them? Does this cause conflict or friction? Have you and your colleagues ever discussed this?

Discussion of the activity

There are a range of different priorities which TVET lecturers might feel they need to meet. If you recognise these it enables you to consider them and decide how much priority to give each so that one doesn’t ‘drive’ or dominate your approach.

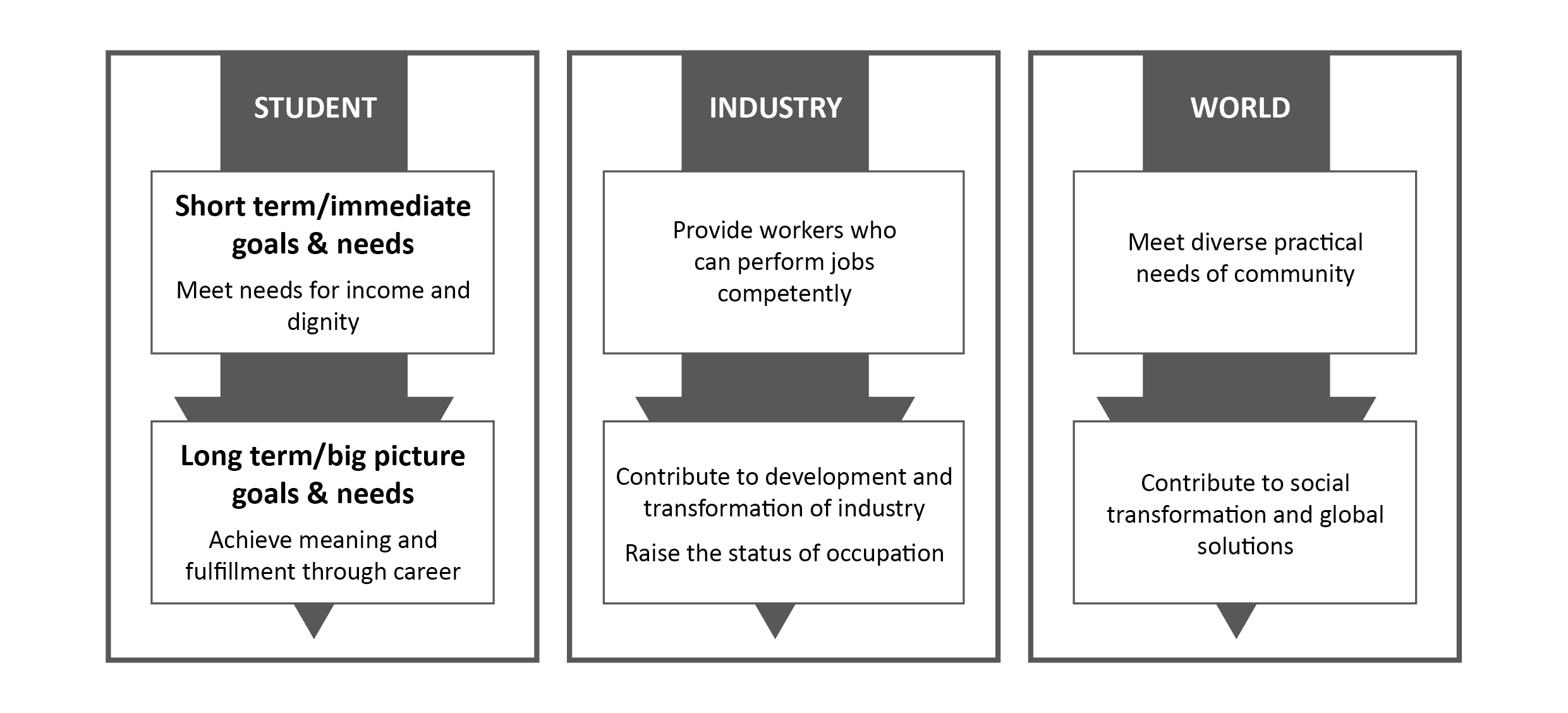
Sometimes a big institution, such as a college, can take on a 'life of its own': it can begin to feel that everyone is there to serve it, and we lose sight of the fact that it – and we, as TVET lecturers – are there to serve the students. We need to be clear about what our goals and our mission really are. In fact, TVET exists to serve three different kinds of stakeholders – and each has needs and goals which need to be considered. Some are short term: what they are hoping to achieve soon. Others are longer term: what they are hoping to achieve over the next thirty years, for example. You will explore these in more depth in the Vocational Pedagogy module, but let's look at these briefly here.

**Students.** Your students are your first priority. In the *short term*, your students need a qualification that will enable them to get a job that will provide a decent income and give them a sense of dignity. In the *long term*, students need their careers to give them a sense of meaning and fulfilment. This can come from feeling that they are experts in their field, for example, or that they have contributed a new solution or invention to the world. Some of them may already have goals beyond getting a job. If a graduate is only equipped to get an entry level job and achieve their short term goal, but does not have a foundation that enables them to move beyond that, their needs and goals over the course of their life with regard to their career won't be satisfied.

**Industry/workplace.** In the short term, an industry needs workers who can do the job correctly. In the long term, the industry needs experts who can develop the industry to new levels and take it in new directions. If all of the new employees entering an industry are able to do an entry level job correctly but none are able to become leaders, innovators and entrepreneurs over the course of their careers, the industry will stagnate and maybe even collapse.

**Society/world.** On a broader level, industries only exist to meet the needs of society. In the short term, society needs people with adequate technical expertise to produce the goods and services they need. In the longer term, they need experts who can develop solutions for bigger problems that develop.

The organiser in Figure 2 shows these three stakeholders with their short and long term needs and goals.



**Figure 2: TVET lecturers need to balance the needs and goals of different TVET stakeholders**

While each stakeholder comes from their own perspective, all of their needs and goals could be met if TVET graduates were equipped not only able to do their jobs well in the short term, but also had a foundation that enabled them to eventually become experts at a high level – giving them personal fulfilment, taking their industry forward and addressing problems in society. The TVET college system, your programme and your job: all of these actually exist only to equip your students in this way.

This means that your top priority and primary focus at all times must be teaching and learning of the highest quality possible. And that means, in turn, that other tasks and activities that you spend your work time on should serve and support your ability – and the ability of your college – to deliver an education to students which will equip them to achieve these goals. However, the reality of a big institution is that there are a lot of other things competing for our time and attention. In addition to administrative tasks, meetings that do not really benefit teaching and learning and cultural, social or political activities at the college may place demands on your time. Problems within the college or the broader environment may also add to your workload.

All of these competing pressures can result in you being not really focused on achieving your mission. It is possible for a lecturer to show up for work, teach their courses, attend meetings and trainings, pass some students and fail others, collect their salary year after year and eventually retire one day while the students they taught find themselves unable to get jobs or advance in their industry. They might have a qualification, but they are missing what is needed for their competence to develop to advanced levels. It is as if the pilot light in a gas furnace has been lit, but the burner can never ignite. The college says the person was a good lecturer because they 'ticked all the boxes' required of them along the way. But they will have failed to achieve the mission – and the price will be paid by their students.

This is where the leadership aspects of your role as a professional educator can strengthen your management of teaching and learning. Effective management skills will help you to balance the demanding tasks of your job effectively, but as a professional educator you must go further: you must critically evaluate which activities serve your core business of equipping students and which do not. You may need to put your foot down and say no to tasks or activities which actually threaten your ability to teach well or take your focus away. You may need to take on a leadership role among your peers and initiate change in the way things are done, address problems that are being tolerated, or look for new resources or knowledge to help you find solutions. You may, at times, need to challenge the management and leadership at different levels at the college in order to protect and promote the college’s first priority of teaching and learning in the classroom.

Leading and managing effectively in this challenging context requires knowledge and skill, but also depends heavily on your beliefs, attitudes and values. Exploring different approaches to leadership and management can help you develop your own thinking about leadership and management so you can decide how to handle your own role and how to interact with others as they carry out their roles.

## Developing a broad understanding of management and leadership

When you discussed examples of effective and ineffective managers with your peers in Activity 2, you may have noticed different people had very different approaches to management. You may have also found your ideas of management and leadership overlap. Let’s explore how management and leadership are different and how they relate to your role as TVET lecturer.

On a basic level, leaders think about what change is needed in a situation and develop this into a vision. They then convince or direct other people to join them in achieving this vision. Managers, on the other hand, plan and coordinate the activities involved in achieving the leader’s vision. They focus on keeping things going according to plan. Leaders focus on ‘doing the right things’ – making things right and changing what’s wrong – while managers focus on ‘doing things right’. These two different roles result in different focuses. Table 1 contrasts these:

**Table 1: Leaders and managers have contrasting roles**

|  |  |
| --- | --- |
| Leaders | Managers |
| Imagine | Implement |
| Create vision | Develop strategy |
| Bring change | Make sure things are done according to plan |
| Change the rules | Follow the rules |
| Focus on people | Focus on systems and processes |
| Inspire commitment from followers | Require compliance from employees |
| Influence | Organise |

If managers share the leader’s vision, then leadership and management should fit together hand in glove. However, in situations where leaders call for significant change conflict can arise. Managers could be comfortable with the way things are and not really feel change is necessary. They might only implement change on a surface level, so things stay fundamentally the same. Or they might disagree with the new vision and actually undermine it. In other cases, if the leader is not involved enough with the practical level of the organisation and doesn’t realise how difficult it is to implement the vision, mangers feel frustrated because they feel they are being asked to do the ‘impossible’.

Stop and think

Can you think of experiences you have had in your life where some of the conflicts described above have occurred?

It is important that leaders consider the different concerns and experience of everyone in the organisation and work closely with managers to make and implement decisions. In fact, you will see as we look at some theories and models for leadership and management that there are strong reasons for *everyone* in an organisation being involved in exercising leadership.

TVET colleges are undergoing change on many levels. Firstly, the TVET sector in South Africa continues to need to make significant changes in order to address inequality which resulted from colonialism and apartheid. There is vision for change, but sometimes there is disagreement about what should be prioritized and how it should be implemented. Secondly, research is shedding more light on how people learn and this is bringing change to the approach to education all over the world. This requires change to teaching and learning in the classroom. But not all lecturers want to change. Some don’t believe change is needed; others don’t know how to change. Thirdly, new technologies and knowledge are bringing change very quickly to our world and reshaping many of the industries for which we are preparing students. TVET colleges need to continually adapt and work with new knowledge and technological change so they prepare students for the way the world will be in the future.

This mean as a TVET lecturer you are in a situation where strong currents are pushing for change and others are resisting change. This might cause conflict or non-cooperation. However, within your own classroom you have the opportunity – and the responsibility – to lead and manage this change expertly so that your students can benefit to the greatest extent possible from greater equality, better teaching methods and preparation for the world that is coming.

### Exploring different views of management

Theories and models help us to make sense of complex situations by highlighting key elements which are the same across very different contexts. We can use ideas from theories and models about management and leadership to understand how these work in the TVET context and how you can use them effectively both in the classroom and in your professional role. The purpose of this section is *not* for you to memorise definitions of theories or concepts. Rather, think critically about a range of ideas and develop a broader perspective which you can draw on in your own context.

When theorists first started thinking about how management works in an organisation, they saw it as a ‘top-down’ system with a formally appointed leader at the top who has the power and makes decisions based on careful consideration of fact; below them a small group of senior managers who develop policy to carry out those decisions; and below them the staff who implement the policy (NCPEA, 2007). According to this way of seeing management, managers act according to their appointed positions in the organisation rather than according to their personal interests or beliefs. In some ways, the people in an organisation are seen like the small pieces making up a machine: each one has a particular function to perform and if one is removed the role can be filled by another who will perform an identical function and the organisation will remain stable.

Stop and think

How similar is this description of management to the one you wrote down in Activity 1?

Other theorists began to point out that in reality things were not this simple. An institution is not just a big machine which always does what it is designed to do. It is actually made up of people who have different personalities and beliefs. They often see things differently and want different things and do not always make decisions in a logical or fair way. Their actions are not limited to their job descriptions.

New models began to describe these other ‘living’ dimensions of institutions. Key ideas in some of these other perspectives provide useful tools for understanding management in the TVET context.

**Figure 3: Different management models, such as these, emphasise different aspects of how management works**

Let’s explore a few of these key ideas.

**There are other ways that people exercise power in an institution besides formal roles.**

**Political** models highlight informal groups within institutions which might have different values and goals than the formal leaders. They might want different policies or want to use the institution’s resources for different purposes. The influence of these different groups may come from their professional expertise, their control of resources, or their personalities. The role of managers, according to the political perspective, is to keep conflict from developing between these groups by creating compromise between what the different groups want.

Stop and think

Are there any groups or individuals who influence the way you feel you can do your job as a TVET lecturer, even though their influence does not come from a formal position? Where does their influence come from? What do they want? Do they succeed in getting their aims met? What about on the classroom level: are their groups of students who have certain kinds of power and influence, even though there is no formal basis for this? Where does their influence come from? What do they want? Does this undermine teaching and learning? How do you work with this as a classroom manager and do you think you are successful?

**It is not what people are *supposed to* think and do but what they *actually* think and do that makes an institution what it is.** While formal models portray an institution as a solid, fixed reality which doesn’t change depending on people’s points of view, **subjective models** recognise that each person in an organisation sees and experiences the organisation in their own way depending on their values and their backgrounds. People’s personal actions determine what the institution is and their personal actions are not controlled by the formal job position they happen to hold in the institution. When something happens in the institution, it has different meanings for different people - there is no ‘correct version’.

Stop and think

On the level of the classroom, think for a moment about how different students experience the college, the course and you as a manager. Think of your top student and your weakest student; think of your most likeable student and the one who frustrates you the most. How do you think their views might differ? How is yours different than theirs? How might each of them describe the way you manage the class to a friend who has never been taught by you? Which of these descriptions is the most accurate or ‘true’? Or does the truth include all of them?

**Often things are chaotic in organisations and things aren’t really happening according to the plan.** While formal models portray organisations as working in a very systematic, predictable and stable way, as if they are big, solid machines, **ambiguity models** highlight that there is often uncertainty and unpredictability in organizations. In reality, goals are not always clear and some groups of people in the organisation do not always work together effectively. Organisations can be more like a collection of changing ideas than a strong, precise machine.

While the policies of the Department of Higher Education and a specific TVET college might portray a picture of a single vision and strategy that they are committed to, in reality there can be a lot of variation in staff beliefs and action. While managerial staff may set policies and procedures, to some extent lecturers can make their own professional judgements within their classrooms. If lecturers in one programme share aims and work cooperatively together, they might have clarity and focus; in another programme lecturers who do not work well together may experience conflict and confusion. When there are changes in policy or in the environment around the institution people react differently, increasing the ambiguity.

Stop and think

Do you feel that the vision and goals of your college and programme are clear or not? Is there conflict between the vision of the leadership and what is actually done on a programme level? How does this affect your power and clarity to design and deliver quality education in the classroom? Are there things you feel that you, your programme or the college need to do, and are supposed to do, but you can’t bring it about because there is too much confusion or conflict?

What about in your own management approach in the classroom level: do you make it clear what you expect of your students in activities and assignments or are things ambiguous, resulting in confusion and sometimes chaos?

**The culture within an institution drives how people act. Cultural** models of management emphasise the power that the values, symbols and traditions of the institution can have over the way people fulfil their formal roles. Sometimes a single culture develops across an institution as a result of members routinely following the same behaviours, and there is a strong sense of ‘this is the way we do things around here’. Multiple cultures can develop within a single organisation as well. In a culture-based management system, those who behave or achieve in ways that reflect the values and priorities of the culture might be given recognition or even treated as heroes. A management approach that emphasises building culture rewards actions that are consistent with the culture. This can be very motivating and unifying to members, but it can create problems. In an educational context, if there are things that are more important in the culture than education, teaching and learning will suffer. Some people might find themselves to be ‘outsiders’ to the culture because they don’t share its values. They may feel dominated or even threatened by it.

Stop and think

Can you identify a dominant culture, or multiple cultures, in your college or programme? Can you think of ways a person could feel oppressed or threatened by the dominant culture? Has this ever happened to you? What about on the classroom level? Are you able to establish an environment that has a positive culture or do students bring with them attitudes and behaviours that pressure other students to follow them, rather than you?

**Professional knowledge is a source of power in an institution.** The **collegial** model of management is based on the argument that in a professional institution where employees share professional values that support the aims of the institution, they should share in power and decision-making. Educators, whose commitment to education goes beyond the fact that they are employed by an educational institution, are examples. The years of training and working in the same field usually shapes professionals’ values and aims in a similar way, often bringing them to a shared understanding of what is important and what needs to be done. Each lecturer is acting as an authority figure in their classroom using their professional judgement without direct supervision by the principal; therefore, they have a right to participate in decisions about teaching and learning because their knowledge and perspectives are crucial.

Stop and think

Do the managers in your TVET programme use a collegial approach? Do you feel that your expertise as an educator and your knowledge of industry are valued and respected? What about your classroom management approach: do you treat your students as peers in learning and in the trade, who may be at the beginning of the learning journey while you are further along? Do you show respect for their knowledge and ideas and a willingness to consider their opinions and learn from them? Do you share your ideas and new things you are learning with them?

Activity 3: Consolidate and deepen your learning

**Suggested time: 45 minutes**

Review the section ‘exploring different views of management’ and revisit the ‘stop and think’ activities. Then answer the following questions in your learning journal.

1. Write down any ideas, insights or questions you have related to the different management concepts.
2. Describe and analyse the management environment in your programme, relating it to the concepts we have worked with in this section.
3. What impact does the management environment in your college and programme have on teaching and learning in the programme? How does it support it? How might it undermine it?
4. Identify changes that you think could be made to the management approach that would better support teaching and learning.
5. How would you describe your management approach in the classroom? Is it authoritative, participative or delegative? Do you use a collegial approach? Do you think your approach is ambiguous? Do you think your current approach is effective? What changes do you think you could make to your approach to make it more effective?
6. What dynamics described in the management models can you see playing out among students in your classroom? What impact do these have on teaching and learning? How do you think you could manage these more effectively?
7. Now share your ideas, insights and questions with your peers in small groups. Note any new insights you gain from them in your learning journal.

Discussion of the activity

By engaging with key concepts from different management models you develop your ability to analyse the behaviour of others and yourself. This awareness helps you think clearly about how to respond to others’ behaviour and what kind of management approaches you want to follow, both in your college and in your classroom. The different experiences of your peers broadens your engagement with these ideas and yours enriches their learning experience.

You may have noticed that many of these management models focus more on the way power works than on effective administration. Leadership values should drive and shape management practices on the institutional level and on the classroom level. Wherever change is needed, leadership is needed. Your leadership approach influences how effective your management roles in your classroom and college are.

### Exploring different approaches to leadership

Let’s look at some of the different approaches to leadership. Again, the purpose is not for you to memorise different definitions or theories but to give you a brief introduction to some key concepts which we will work with throughout this module. Many of these ideas are much more complex than the way we will deal with them here and you may be interested in researching them in more depth on the internet.

**Authoritative, participative and delegative leadership styles**

You may be familiar with the descriptions of leadership as authoritative, participative and delegative. An **authoritarian** (or autocratic) leader keeps most of the power for themself. They are undemocratic: they do not include others in making decisions but expect those under them to carry their decisions out. **Participative** leadership is far more democratic: the leader is responsible for major decisions but gives staff the opportunity to participate in some decisions and have authority over decisions in their own work. **Delegative** leaders hand much of the decision-making and leadership over to those under them. This is also known as ‘laissez-faire’ leadership. This can be successful if the people who end up making the decisions are experts who share a vision and enjoy getting the job done without their boss interfering too much – although they may feel they are doing all the work while their boss is being lazy. But if people do not have the expertise or motivation to do the work, or disagree about the vision, delegative leadership might result in things not getting done properly.

**Figure 4: Basic leadership styles identified by Lewin, Lippitt and White (1939)**

Stop and think

Can you think of people in your college who tend to lead with each of these styles? Which style do you tend to use in leadership positions? What style do you use with your students in the classroom? Are these styles effective in these contexts?

We’ve seen that authoritative leadership is too controlling and delegative leadership is too weak or ‘hands off’ for a complex environment like TVET education. As professionals, TVET lecturers need to be involved in decisions and have the freedom to test out their own ideas in their programmes and courses. But given the environment of change – to promote equality, to improve teaching practices and change in knowledge and technology – strong leadership and vision is needed to keep everyone moving together. Leadership must be participatory.

On the level of your leadership style in the classroom, participatory leadership is also the most conducive to learning. A key attitude and skill that your students need is self-management. They need frequent and varied opportunities to participate in decision-making and to try things on their own. They need opportunities to make mistakes under the watchful eye of an expert who will help them reflect on the experience so they learn from it. An authoritative style would prevent them from having these important learning experiences, while a delegative style would not give them enough support to move forward.

Since these three leadership styles were identified, a number of other theories have developed about how healthy, participative leadership should work. As we did with management models, let’s examine some of the ideas which different theories have raised. They can be useful conceptual tools when working with management and leadership in the TVET context.

The advanced organiser in Figure 5 identifies the theories we will touch on. Authoritative leadership, at the top, is inappropriate for the college or classroom because the leader keeps too much power or control for themself. Delegative leadership, at the bottom, is inappropriate for the TVET context because it doesn’t provide strong enough leadership and vision. Participative leadership, and the other approaches that are shown, all offer concepts for leading in a way that engages others positively. They can be used at both college and classroom levels effectively.

**Figure 5: Key concepts from these different leadership approaches are discussed in this section and used throughout this module**

**Highly involved leadership** gives team members even more power in decisions than the participative style. The leader includes staff in planning and major decisions and encourages them to lead in teams to make their own decisions to implement the vision. In South Africa, the Department of Basic Education encourages school leaders to adopt a highly involved leadership approach (DBE, 2008).

**Instructional leadership** sees the core role of leadership as promoting high quality teaching and learning. It emphasises the professional growth of educators and the academic development of students. All educators can take an instructional leadership approach in their interactions with each other and their students. In the classroom, students would experience a lecturer following an instructional leadership approach as highly focused and deeply invested in teaching and learning. Administrative tasks and disruptions – whether caused by students or external factors – would be dealt with as efficiently as possible in order to protect time and resources for effective teaching and learning. This lecturer has high expectations of students and is willing to support them to reach these expectations.

Stop and think

Can you think of colleagues or leaders in your college who seem to follow the instructional leadership approach? To what extent does your leadership approach in the classroom fit with an instructional approach?

**Transformational** leadership focuses on deep change. Its vision goes beyond achieving ‘adequate performance’ and team members are constantly challenged to raise the institution to a higher level. Burns (2004) notes that transformational leaders believe that others are capable of excellent performance and care about them on a personal level. Transformational leaders also inspire their team through their own example and sacrifice. Rather than forcing others to do what they want them to do, they win the trust, loyalty and respect of their colleagues who then choose willingly to cooperate. They also continually challenge colleagues to be creative and to take initiative to try to change things that are wrong in the organisation or the world.

Stop and think

Can you think of colleagues or leaders in your college who seem to follow the transformational leadership approach? To what extent does your leadership approach in the classroom fit with a transformational approach?

More recently, the concept of ***transformative* leadership** has developed in contrast to *transformational* leadership. Transformative leadership sees that inequality and injustice has been structured into the way institutions work because they are part of the broader cultural and political environment. Improving the existing system will not address inequality: beliefs and structures actually need to be taken completely apart and rebuilt in order for real change to happen. Transformational leadership is more likely to cause conflict with management, because it seeks to disrupt the systems that exist where inequality might be embedded.

Shields (2009), one of the theorists involved with developing transformative leadership theory, argues that education must not keep allocating resources to interventions that are not working. Some of the critics of transformative leadership theory say that focusing on equality and justice will take focus off of academics with the result that academic achievement will drop, while supporters argue that the only way for all students to achieve academic success is if academic institutions address the underlying problems of inequality which cause academic failure.

Stop and think

Can you identify transformative leaders in your institution? How are they perceived by other leaders? Do you feel supportive of their approach? Do you use transformative leadership in any aspects of your teaching and learning?

**An ubuntu approach to leadership**

African approaches to leadership were excluded from institutions in South Africa to a large degree during the apartheid and colonial eras. An important aspect of South Africa’s transformation agenda is to change this. The philosophy of ubuntu underlies many African leadership and management approaches. It is based on recognising the value of others and that each person’s success and their contribution are deeply connected to what others contribute to their development. This leadership approach is marked by respect for others, concern for their wellbeing, and an awareness of what is going on under the surface between people. One African model for leadership based on the concept of ubuntu is the ‘lekgotla’ – a meeting in which the objective is to share the truth about a matter. Each person present has the right to speak and must be listened to with respect, with no negative consequences for whatever is shared (de Liefde, 2003).

Stop and think

Can you think of any examples where the ubuntu approach to leadership and management is used by leaders and managers in your college? Do you ever use this approach in your classroom management? If not, how could it be used in the classroom?

Activity 4: Leadership approaches

**Suggested time: 1 hour**

Review the section ‘exploring different approaches to leadership’ and revisit the ‘stop and think’ activities. Then answer the following questions in your learning journal.

1. Write down any ideas, insights or questions you have about these different concepts.
2. Which leadership approaches can you see being used in your college and how do they impact teaching and learning? Which leadership styles do you think could bring the most positive change to your college or programme?
3. Which leadership styles do you think would be effective to incorporate into your classroom management? What benefits could they yield?
4. Now share your responses with your peers in small groups.

Discussion of the activity

By engaging with key concepts from different leadership theories you are developing your ability to understand the management approaches used by others in your TVET college as well as develop your own leadership approach for your roles in the classroom and the college.

As we have seen, your role as a TVET lecturer involves managing a complex range of priorities as well as exercising leadership where change is needed. This requires advanced expertise. There are key values and habits which successful professionals use to develop their expertise as they manage and lead throughout their careers. Having a value of *lifelong learning* acknowledges that our formal education is not enough to equip us with what we need to know throughout our careers. Most of your learning for the rest of your life will be directed by **you**. One important habit in order to keep learning is to regularly read up on news, research, theoretical ideas and debates on issues in education and in your industry.

Simply reading about an interesting research study doesn’t necessarily integrate that new knowledge into your expertise, however. What makes us improve is thinking carefully about our experiences or new ideas we are exposed to and considering how we will use them to behave differently in the future. This is called *reflection* and it is a habit which will help your level of expertise to continually rise. You will learn how to use a range of tools for reflection in the module Reflective Practice.

*Collaboration* is another important habit of lifelong learning which builds your expertise. Many professionals today are setting up communities of practice, which are groups of people involved in the same field who share knowledge and ideas, discuss theory and practice, help each other solve problems and reflect together on how to improve their practice. A community of practice could be organised by colleagues in the same programme, or it could be set up online and include people all over the world. Many of the activities in this module are designed to encourage collaborative learning with your peers. You will explore collaboration and communities of practice in depth in the module Collaboration in Teaching and Learning.

Stop and think

Which management models and leadership approaches would best support collaboration and reflection – both among colleagues in a TVET programme and as part of teaching and learning in the classroom?

In this unit we have explored a range of ideas related to management and leadership. We end this unit with an activity that draws together many of these ideas in a real life situation.

Activity 5: Identifying management and leadership approaches

**Suggested time: 45 minutes**

As you read the following scenario, look for examples of the different management and leadership concepts and professional habits that we have discussed. Each lecturer in the scenario is following a different leadership approach. Try to identify them as you read. Then discuss the questions that follow with your peers.

Enhle is a new lecturer in the hospitality programme at a TVET college near Durban. One of the students in her class, Isaro, is from Rwanda. She seems quite withdrawn. She avoids making eye contact and she doesn’t talk to the other students unless she is required to work with them in a group activity. She does her work to a high standard and had not missed any classes until this week. On Monday morning, about an hour before class, Enhle was in the ladies’ room washing her hands when she heard loud voices and laughter outside. She turned off the water and listened.

“You think you are so high and mighty! Maybe you should go back where you came from!” said a male voice. There was more laughter.

“Yes, why are you here anyway? Are you running away from something? I heard you are all murderers!” said another male voice. Then she heard something hit the wall.

Enhle opened the bathroom door and stepped out. She saw Isaro bending down to pick up her bag. Two male students were walking quickly away.

“Are you okay?” asked Enhle. “What just happened?”

Isaro kept her face turned away. “It’s nothing,” she said, “I’m fine.” She hurried off down the passage in the other direction.

Enhle felt very distressed. She was not sure exactly what had happened and she felt she should have done something but she wasn’t sure what. Isaro didn’t show up for the class an hour later. At a programme meeting later that day, Enhle timidly asked if she could mention something that had happened and get advice. She described the situation that had happened.

One colleague, Miranda, was furious. “They should both be expelled!” she said angrily. “That is straight out xenophobia!”

The programme head, Sipho, shook his head and laughed. “My dear,” he said to Enhle, “you are going to find we have some very naughty students here. But this isn’t primary school. These are adults. They must sort themselves out. Probably what happened is one of those guys asked her out and she said no and so he just said something nasty because he was embarrassed!”

Nina, another colleague, was getting impatient. “This meeting is supposed to be about teaching and learning,” she said. “This didn’t even happen in the classroom. It’s not really relevant. Please can we get back on track!”

“I don’t believe you!” said Ntokozo. “This is exactly what’s wrong with this institution! We have sexism, racism and xenophobia happening all over the place and all the leaders and managers just put their heads in the sand! We need to deal with this! We need to find out from Isaro who these students are and take disciplinary action. The rest of our students need to know we are not going to tolerate any more of this kind of nonsense. This institution must free of these kinds of injustice.”

“But you can’t take disciplinary action because you have no actual proof,” said Thabang.

“Of course you can!” said Miranda, “They can’t get away with this. Isn’t that right?” she asked Sipho.

“Well,” said Sipho, “we would have to check how those disciplinary procedures work. But I think a stern word to the class next time would do it. I’m sure those aren’t bad boys, really, they just need to be brought back in line.”

Just then another programme head walked past the door.

“Hey, my friend,” said Sipho. “I’ve been wanting to chat to you! I must go, everyone. See you later.” He got up and left.

“What a waste of time!” said Nina. “Nobody around here even seems to care about education. What exactly is this college here for, anyway?!” She stormed out.

Enhle was left sitting with Miranda, Ntokozo and Thabang. She thought for a moment about what had happened. It seemed it had been a big mistake to raise this issue in the meeting. She was new and she had upset just about everyone. And the academic head didn’t seem interested in addressing what had happened.

“I’m sorry,” she said “I shouldn’t have raised it.”

“No, that’s not true,” said Thabang. “This is actually a huge issue. It’s not the first time something like this has happened. We haven’t had any actual violence, but it’s under the surface all the time. Sipho is from a powerful family in this area and he doesn’t see these kinds of incidents take place first hand because most of the students are from here too and they wouldn’t dare do something like that in front of him. But I’m from the north, and I’ve even heard students express attitudes towards me behind my back, actually.”

“These students’ behaviour is creating a huge barrier to education for others,” said Miranda. “Isaro was not only victimised because she is a foreigner but it is also a matter of two men intimidating a woman. That’s not okay. We need to put a stop to this.”

“Yes,” said Ntokozo. “We must find out what the disciplinary policy is so they can be held accountable.”

“But I’m not sure that will change their attitudes,” said Thabang. “In fact, there might be a negative backlash for Isaro. We need to look at a way to bring deeper change, and that won’t happen only through disciplinary action.”

“Yes,” said Enhle, “maybe that’s what she’s afraid of. But what can we do to challenge and change these kinds of attitudes?”

“Look,” said Thabang. “I have a class now, but why don’t we meet for lunch tomorrow and talk about how we can approach this.”

“Good idea,” said Ntokozo. “I’ll find out what the rules are for disciplinary action in the meantime. I can’t believe Sipho doesn’t even know what they are!”

“Hey,” said Thabang, “I was reading something recently about learning games which help students confront their stereotypes and prejudice. Let me find that and email it to you guys. Maybe it’s something we could use.”

“Wow, that’s a great idea!” said Enhle. “Thanks so much, everyone. “It’s great to have colleagues who care about their students and are willing to problem solve.”

“That’s true,” said Miranda, “It might actually be useful for us to meet regularly to chat about some of the other issues and ideas that we know we can’t really bring up in meetings.”

“That’s a great idea,” said Ntokozo. Maybe we should think about a weekly lunch. I know a couple of other people who would be interested.”

Enhle went away thinking that, in fact, it had been the right thing to do to raise the issue at the meeting – even if it had a negative impact on her relationships with some of her new colleagues. She was not in this alone; with her colleagues’ support she would find a way to help Isaro. But something else was also making her feel happy: the idea that she could not only share problems but also explore ideas and keep learning with her new colleagues.

1. Analyse Sipho’s management style and leadership approach using the concepts related to management models and leadership theories we have discussed in this module. What effect does his approach have on his staff?
2. Were you able to identify the leadership approaches of all of the lecturers in the scenario? Provide evidence for your choices. Were these approaches effective or counterproductive in this situation?
3. Identify collaboration in the scenario and discuss the benefits that could result if it continues.
4. Identify an example of reflection in Enhle’s thinking process.

Discussion of the activity

Sipho uses a delegative management style. He’s happy to leave it to the students to sort out among themselves and doesn’t have a desire to use transformational or transformative leadership to address the underlying issues of inequality in the institution. His management approach is also ambiguous: he is not clear on disciplinary policy and is happy to leave his staff without clarity. His power in the college might be enhanced by his social connections and influence, as highlighted by political management models. He doesn’t show respect for his staff’s concerns or opinions and thus doesn’t promote a collegial or ubuntu leadership style.

Miranda might tend to be authoritative in her leadership approach. Her first response is to come down hard if someone does something wrong. Nina has an instructional leadership perspective, but is unable to see past her focus on academics to see the impact of injustice on the wellbeing of students and thus on teaching and learning. As a result she withdraws from collaboration to address the problem. Ntokozo has a transformational leadership approach. She would like to change the institution for the better by applying policy effectively. Thabang has a transformative leadership approach. He thinks that the existing policies of the college will not be able to address the problem and new approaches need to be found to change attitudes. Enhle shows some signs of having a transformative approach as she agrees with Thabang. She is willing to make a personal sacrifice (being liked by colleagues) to try to address injustice – a characteristic which is shared by transformational and transformative leaders.

The lecturers begin to collaborate on finding a way to address the issue when they decide to meet and then agree to contribute different resources. If they continue to meet to collaborate on learning and problem solving on an ongoing basis, they will have formed a community of practice.

Enhle stops to reflect on her action in the middle of the meeting, and feels that it was a mistake because at that point the outcomes seem to be very negative. After the supportive discussion with her colleagues that followed, however, she reflected again on the situation and decided that it had been worthwhile.

In this unit we have looked broadly at approaches to management in the context of the TVET college and the classroom. In the next unit, we will look more specifically at how to manage teaching and learning.

# Unit 2: Managing teaching and learning effectively

## Introduction

Your primary role as a TVET lecturer is to ensure quality teaching and learning. The actual process of how to teach well so that students learn effectively is addressed in depth in the module TVET Pedagogy. As this module deals with classroom management, our focus here is to ensure that different priorities are kept in *balance* and that each is managed effectively. In this unit we look at managing the **curriculum**, designing powerful **learning experiences** and selecting and developing **learning and teaching materials** that support effective learning.

## Unit 2 outcomes

By the end of this unit, you should be able to:

* balance professional choices about the curriculum against the pressures and demands of the environment
* balance the different elements and principles required for effective lessons to plan powerful learning experiences
* select and design teaching and learning resources to enhance your students’ learning.

## Managing the curriculum

Your primary responsibility as a TVET lecturer is to effectively teach your students the knowledge, skills, values and attitudes they need in order to fulfil their short and long term needs and goals as well as the short and long term needs and goals of the industry and society. Remember, while this can sound like a long list of needs to meet, they can actually all be met by the same learning outcome: a student equipped with a solid base of integrated theoretical and practical knowledge, technical and soft skills, and the key values and attitudes for success.

This kind of competence requires you to not only know about something theoretically, but also to know how to do it practically. And having personal experience with something helps you to know when it’s the way it should be, or of a high quality – even though you might not always be sure how you know. All these kinds of knowing blend together, but without one of them, something would be missing. These different kinds of knowing are sometimes referred to as ‘know that’ (knowledge about it), ‘know how’ (having the skill to do it) and ‘know it’ (having a personal sense of when it’s done right).

To understand this better, let’s use an example. Let’s say your grandmother is famous for a delicious stew that everyone in the family loves. Your sister wants to learn to make it and asks your grandmother for the recipe. Your grandmother laughs and says she doesn’t use a recipe. So your sister decides to watch your grandmother make it and write it all down. She now has the recipe: she *knows that* you must chop three onions and two carrots, and so on. Then your sister follows the recipe and makes the stew. You take one bite and you know something is wrong. But you have no idea what. Your sister might *know that* but she hasn’t developed the *know how.* You don’t *know that* (the recipe) or *know how* (to make it) but you most definitely *know it:* and it isn’t right! Neither you nor your sister would be able to find the problem, because you each have only one part of the knowing. Your grandmother, however, has all three: she *knows that* (the ingredients); she *knows how* (to cook it in the right way); and she *knows it* – she can also taste immediately that your sister has not made it correctly. That means she has a complete, integrated competence. The only way for your sister to develop that too is by developing all three by spending time imitating and practicing. It’s possible that she could take a test right now on how to make the stew and get 100%, but neither you nor your grandmother would be very impressed!

In the same way, your students need more than theoretical knowledge, on the one side, and practical knowledge, on the other, to become competent.

Stop and think

Can you think of an example of ‘know that’, ‘know how’ and ‘know it’ in your industry? What happens when a person is missing one of these?

Ideally, the curriculum would identify everything that you need to teach your students. In reality, your students will have had different experiences before arriving at your class. Some will have had an inadequate school education and their basic knowledge might be full of holes and gaps. Others may be confident of their basic knowledge and even have had some additional experience and training in the workplace. There may be content in the curriculum which they don’t need. On the other hand, there may be content in the curriculum which does not need to be taught because things have changed in industry and it no longer applies – or there could be new developments or technologies which your students need to learn about which have not yet been put into the curriculum. You will have to weigh and consider all these factors as you select content for your courses. You may decide it would be best to change the order in which you teach some of the content based on your students’ needs. You also need to consider your students’ particular interests and career goals so that you can use examples and activities that are can benefit them.

In addition to the knowledge and skills that are specific to their qualification and trade, there are general skills which are important across different industries and environments which are extremely important for your students to develop during their TVET course if they don’t already have them. These include having adequate reading, writing and maths skills for the work place; a basic familiarity with office technologies and software; and appropriate communication skills for the work place. Developing a range of thinking skills is absolutely critical for your students to be able to work independently in industry. You will need to assess your students’ skill levels in this regard and create opportunities to develop these ‘soft’ skills.

Knowledge and skills are not enough, however, for long term career success. The beliefs, attitudes and values that a person holds are key to their ability to access opportunities and overcome challenges. Certain ‘habits’ of mind often set apart professionals who reach a higher level of expertise, influence or creativity than others. These include:

1. **Craftsmanship.** A person with a sense of craftsmanship takes care of their tools and their space, does their work carefully and to a high standard of excellence, and has a concern for the broader industry or trade and its development.
2. **Professionalism** refers to an attitude of maintaining respectable and respectful behaviour. This includes values like confidentiality and handling administrative tasks thoroughly and accurately.
3. **Self-management** refers to taking responsibility for identifying and learning what you need to know and solving problems independently. This is becoming increasingly important as industries change and many people need to start their own business or work outside of traditional employment positions. Reflection is a key skill and habit for self-management.
4. **Resourcefulness** refersto being able to adapt quickly and easily to a new situation, work out what new knowledge you need and where to find it. It involves a flexible, self-confident attitude that enables you to tolerate unexpected setbacks and keep trying new ideas.
5. **Collaboration** is a value which we discussed in the previous unit. It is a willingness to work with others, to learn from them and to help them learn.
6. **Social responsibility** involves caring about the community around you and believing you have a role in addressing problems and finding solutions.

Some of these soft skills, key values and attitudes may be addressed explicitly in the curriculum and others might not. However, the nature of these ‘habits of mind’ is that they are often developed gradually through a range of different experiences. You therefore need to hold them in mind as you plan your subject-specific theoretical and technical content so that you can intentionally construct lessons and activities in such a way that facilitate their development. Modelling these skills will also help them to ‘rub off’ on your students even when you are not actively trying to teach them.

Stop and think

Can you see how soft skills, values and habits of mind develop your students’ capacity to not just do a job adequate but increasingly manage and lead in their workplace?

### Creating a term plan

Once you have thought about adjustments you need to make to the content you plan to teach your students, you need to pace it across the teaching and learning time you have available for the course. Keep in mind that you will only discover some of the gaps in your students’ knowledge and skills once you start working with them in the course and so you need to design you plan with some flexibility to accommodate their needs.

Every year the Department of Higher Education and Training (DHET) publishes an academic calendar for TVET which indicates the dates which terms begin and end, the dates allocated for exams, the number of days allocated for teaching and learning and the number of staff service days.

Figure 6 shows the academic calendar for 2020 for NCV and Report 191 (Nated) as an example.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | | |
| Enq: Mr P de Villiers Tel: 012 312 5545 / +082 697 0982 E-mail: DeVillers.P@dhet.gov.za | | | | | | | |
| **TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) COLLEGE ACADEMIC CALENDAR FOR 2020** | | | | | | | |
| **National Certificate Vocational (NCV)** | | | | | | | |
| **Semester** | **Staff commences** | **Classes commence** | **Classes end** | **Exam date** | **Colleges close** | **Lecturing days** | **Lecturing Staff service days** |
| Term 1 | 13 January | 20 January | 20 March | 17 Feb-16 March Supplementary | 20 March | 45 | 50 |
| Term 2 | 31 March | 31 March | 12 June |  | 12 June | 50 | 50 |
| Term 3 | 07 July | 07 July | 18 September | 14 days for internal examinations | 18 September | 53 | 53 |
| Term 4 | 28 September | 29 September | 23 October | LO P2: 26-30 October 02 Nov- 01 Dec | 04 December | 19 | 50 |
|  |  |  |  |  | Year Totals | 167 | 203 |
| **Report: 191: General (Business and Utility) Studies** | | | | | | | |
| **Semester** | **Staff commences** | **Classes commence** | **Classes end** | **Exam date** | **Colleges close** | **Lecturing day** | **Lecturing staff service days** |
| Semester 1 Term 1 | 13 January | 20 January | 20 March |  | 20 March | 45 | 50 |
| Semester 1 Term 2 | 31 March | 31 March | 21 May | 22 May – 12 June | 12 June | 34 | 50 |
| Semester 2 Term 3 | 07 July | 13 July | 18 September |  | 18 September | 49 | 53 |
| Semester 2 Term 4 | 28 September | 29 September | 06 November | 09 Nov - 30 Nov | 04 December | 29 | 50 |
|  |  |  |  |  | Year Totals | 157 | 203 |

**Figure 6: Adapted example of a DHET academic calendar for a year (DHET, 2019)**

It is useful to design a term planner and use the number of lecturing days indicated on the academic calendar for each term to schedule the dates and time allocations for the content for your various modules. An example of a term planner is shown in Table 2. Notice that the lecturer has rearranged the order that some of the modules will be taught to accommodate the existing knowledge of the students.

**Table 2: Sample from N1 Mathematics term planner**

| **Week** | **Module** | **Content** | **Days**  **(1 hour / day)** | **Planned dates** | **Date**  **completed** |
| --- | --- | --- | --- | --- | --- |
| 1 | MODULE 2:  The main operations in Algebra | 2.1 Pocket calculator | 1 | 14 Jan |  |
| 2.2 Brackets | 1 | 15 Jan |  |
| 2.3 Multiplication of binominals | 1 | 16 Jan |  |
| 2.4 Division | 2 | 17, 18 Jan |  |
| 2 | MODULE 4: Equations, manipulation & word problems | 4.1 Manipulation of formulae | 2 | 21, 22 Jan |  |
| 4.2 Speed, distance, time, revolutions | 1 | 23 Jan |  |
| 4.3 Compiling, solving linear equations | 2 | 24, 25 Jan |  |
| 3 | MODULE 1: Exponents & logarithms | 1.1 Exponents | 2 | 28, 29 Jan |  |
| 1.2 Logarithms | 2 | 30, 31 Jan |  |
| REVISION | 1 | 1 - 6 Feb |  |
| 4 | TEST/ASSESSMENT 1 &1 day for corrections | | 5 | 4 – 8 Feb  Maths: 07 Feb  Corrections: 11 Feb |  |
| 5 | MODULE 3: Factorization,  HCF, LCM | 3.1 Factorization | 2 | 12,13 Feb |  |
| 3.2 Fractions | 2 | 14,15 Feb |  |
| 6 | 3.3 Algebraic fractions | 1 | 18 Feb |  |
| MODULE 5:  Algebraic graphs | 5.1 Direct/indirect proportionality | 1 | 19 Feb |  |
| 5.2 Linear graphs | 2 | 20,21 Feb |  |
| 5.3 Rectangular hyperbola | 1 | 22 Feb |  |
| 7 | MODULE 7: Trigonometry | 7.1 Trig functions (Introduce Pythagoras) | 2 | 25, 26 Feb |  |
| 7.2 Solution of right angle triangles | 2 | 27 Feb, 28 Feb |  |
| 7.3 Trigonometry graphs | 1 | 1 March |  |
| 8 | REVISION (WEEK 8)  TEST/ASSESSMENT 2  1 day for corrections | | 5 | 4 - 8 March  Maths: 05 March  Corrections: 11 March |  |

The following activity will give you the opportunity to develop a term planner.

Activity 6: Develop a term planner

**Suggested time: 1 hour**

The purpose of this activity is to equip you with the knowledge and skills needed to do effective term planning by allocating the prescribed teaching time per topic or outcome on the syllabus.

1. Design a term planner for the next term in your field of specialisation by following the steps:
   1. Design a template using MS Word or Excel that has columns for dates for every day available for lecturing, the topic/subject outcome or topic, and the date completed.
   2. In the column for dates available for lecturing, fill in the dates below one another for each day of the coming term. Take public holidays into consideration.
   3. Determine the weightings of the modules that should be covered in the next term from your syllabus.
   4. Calculate how many hours should be spent lecturing per topic/subject outcome by using the following formula:

The formula will give you an estimation of how many days should be spent on a topic.

* 1. Divide the topics or subject outcomes over the coming term so that topics are aligned to days on your calendar and allocate teaching and learning time.
  2. Include dates for assessment as well.

Discussion of the activity

This activity has provided you with an opportunity to create a term planner. This is a tool that can help you to track and manage alignment of content to your available teaching and learning time.

So far we have just looked at the content in light of the students’ needs and the official calendar. However, as you know, in reality there can be quite a range of factors which can threaten to throw your term plan off track. While the DHET calendar may allocate a set number of lecturing days for the term, you may find that on the college level you experience interruptions to teaching and learning. Various activities may be scheduled by your college or programme. In addition, you may find that there are certain days when a significant number of students are absent due to cultural or sporting events or administrative issues. It is important that you monitor the impact of these disruptions on teaching and learning and address them with your academic head. Celebrations, ceremonies, funerals and union activities should not interfere with teaching and learning. If you find that the organisational culture of your programme or college, or a delegative management style on the part of your academic head, allows all sorts of other activities to interfere with teaching and learning, you will need to exercise some instructional and transformational leadership and insist on protecting your teaching and learning time – even if it makes you unpopular.

Another pressure can come from the instructional approach of the college. If there is a heavy focus on assessment and you are loaded with assessment requirements that are for the college, rather than for your own determination of students’ competence, you may find significant amounts of your teaching and learning time eaten up. Administrative requirements from the college can also eat up class time. With reduced class time, and pressure to ensure your students do well in the formal assessments because your college is evaluating your performance by this, you could end up feeling tempted to teach ‘to the test’, prioritising theoretical knowledge which you know the students will be tested on over developing practical skill. If you do this, it may help the students pass the test, but it will undermine their learning of the skills, values and attitudes which are crucial for success. You will be prioritising meeting the ‘needs’ of the college – while your job is to meet the needs of students, who will then meet the needs of industry and society.

While the college may have good reasons for monitoring assessment and some of the administrative tasks may be necessary, if the requirements of the college undermine your ability to teach effectively it places you in a difficult position. The college is your employer, but the student is ultimately the ‘customer’ whose need the college exists to meet! There is no simple solution here – you cannot just ignore the college’s requirements. However, you will need to use skilled management, as well as strategic leadership, to maintain a balance that protects the actual curriculum from competing demands. Management strategies could be to find ways to address administrative tasks outside of class time as much as possible. You may be able to structure your teaching so that students develop an adequate grasp of material that will be on the formal assessment but still devote the bulk of your time to ensuring deeper practical learning experiences for them which engage a range of skills and values.

By using an instructional leadership style combined with a transformative leadership style you may also be able to mobilise colleagues to work together to challenge administrative and assessment requirements that undermine learning. As professional educators who are the ones actually delivering teaching and learning – the core business of the college – it is appropriate for you to raise the issue of how policies can be counterproductive and suggest alternatives that protect teaching and learning time.

Stop and think

If your college or programme strongly reflects the cultural model, where internal traditions and activities are given high priority, how might this affect teaching and learning time? If your college or programme leadership has an instructional leadership approach, how might this impact the teaching and learning time you have to work with in contrast to if it has a delegative leadership style? How could you use an instructional leadership approach to motivate your students and your colleagues in your programme to prioritise teaching and learning over other activities that are scheduled if this conflict arises?

## Managing learning experiences

While managing the curriculum deals with *what* to teach, the next management task in teaching and learning relates to *how* to teach the content. Before we go further, it will be useful for you to reflect briefly on your current approach to teaching.

Activity 7: Analyse your current use of teaching methods, environments and resources

**Suggested time: 1 hour**

1. Draw the table below on a full page of your learning journal. Do this activity alone. You will not need to show it to anyone, so try to be honest with yourself.

|  |  |  |  |
| --- | --- | --- | --- |
| **MY CURRENT USE OF TEACHING METHODS, ENVIRONMENTS AND RESOURCES** | | | |
| **Current teaching method** | **Knowledge, skills, values and attitudes** | **Learning environment**  **and resources** | **% of the course time** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

1. Starting in the first row, identify the teaching method you use the most.
2. Next to it list the content that you teach using this method.
3. In the third column, identify where you teach this content – in a classroom, workshop, sim room or somewhere else. Also list any other resources you use for teaching, such as equipment, tools or consumable materials.
4. In the final column, estimate what percentage of your course time you spend using this teaching method.
5. Add all the other teaching methods which you use on the rows below.
6. Now analyse your results.
7. How many different kinds of teaching methods do you use? Which ones do you use the most?
8. Scan through the knowledge, skills, values and attitudes column. Do you think the teaching method you are using for each of these is the most effective in terms of students gaining real competence?
9. In cases where you think something could be taught more effectively with another method, think about what you don’t use that method. Do you lack access to the environment or resources required?
10. Do you have adequate facilities and resources for providing practical activities and real life experiences for your students? What are the obstacles or lacks that you experience?
11. Are there environments and resources which are available for you to use which you don’t use? What are the reasons for that?
12. Are you surprised by any of your results in this activity? If so, what insights have you gained?

Discussion of the activity

This activity has given you the opportunity to check the way you typically organise learning experiences. With that awareness, let’s consider effective practices which you can incorporate to make your teaching and learning more powerful.

### Using a range of effective teaching and learning methods

To teach all of the theoretical knowledge, practical skills, general skills and attitudes and values that you have identified requires a range of different methods and activities. Both basic and higher education tended to fall into the trap of using lecturing as the primary method of teaching for many years, even though this is not an effective approach when used alone.

Lecturing places you in an active position and your students in a passive position. It approaches knowledge as information to be transferred from ‘the one who knows’ – you – to ‘those who don’t know’ – your students. Not only is that boring and demotivating for students, it also ignores what they already know. And what we already know is actually the foundation on which we build new knowledge. Knowledge can’t just be ‘dumped’ into someone’s head and then become useful to them. They need to actively work with the new ideas, compare them with what they already know and believe, then maybe remove something which has now been proven wrong by the new knowledge or maybe join a bunch of separate ideas together with a new powerful idea you have given them. The new knowledge gets built into a web of living knowledge in their minds and becomes part of them. That is called 'constructing' knowledge. This is very different to listing facts for a student to write down, memorise and regurgitate on a test. Knowledge acquired that way isn't living; it isn't useful; it isn’t part of the person. And skills, values and attitudes cannot be learnt that way at all!

To learn deeply, students need to participate actively in discovering, struggling with, experimenting with, arguing about and practicing different ideas, skills, values and attitudes in different situations, activities, environments and contexts.

Let’s look at a natural progression of learning a skill. The teaching methods you would use are indicated in bold while the mode that the student is learning through is indicated in italics:

**Demonstrating** is a method where you (or a student) take the lead while your students learn through *watching* a real life example of how something is done correctly and then *imitating* the action themselves while you **instruct**. As they *practice*, they take the lead, with you playing a supportive role by **coaching** them. As they gain expertise, you provide different situations for them to use their new abilities so they can *generalise* their skill, while you **coach and advise** as needed.

As you can see, this very natural learning pathway already involves a number of different teaching and learning roles. In this case it starts with you as, the lecturer, taking the lead while the students start by watching, slowly take a more active role and eventually take the lead while you become the one watching.

The theoretical knowledge which you need to teach can be structured into this practical activity in different ways. It could be done as a mini-lecture before the activity – stimulating students’ prior knowledge with questions to get them engaged. It could be done after the activity, when they have already worked with the ideas practically and the theory may answer some questions for them. You could also provide the theory in small amounts during the activity by explaining a technical or theoretical aspect to them right when it is happening.

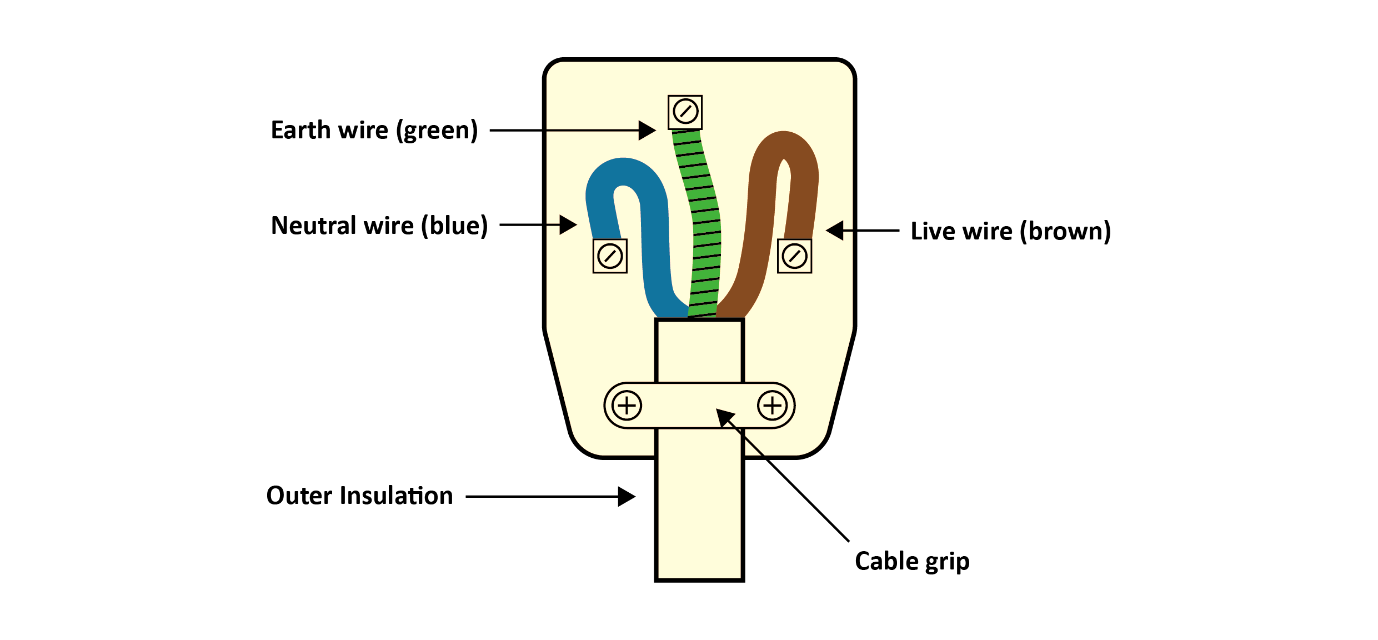
You can set up different learning pathways which reverse the roles from the pathway we have discussed, placing your students in the active role at the beginning, with you observing. By setting up a problem for them to solve, an experiment for them to do, or a question for them to research in groups they are required to use a range of thinking, communication, collaboration and other skills, coming to you for advice as they need it. As their investigation takes shape, you may step in and coach them a bit more and model analytical or research skills. Once they have completed their project you may engage them in a discussion – rather than a lecture – in which you help them to identify and organise the principles they have learnt, relate them to theory, and think about how they might work in another context.

Activity 8: Choose different combinations of methods to teach the same content

**Suggested time: 30 minutes**

Read the scenario and discuss the questions that follow with two or three peers.

Mary is a lecturer in electrical engineering. She lectured for two years at another TVET college and has just begun her new post at this TVET college. She needs to prepare a lesson on how to wire an electrical wall plug.



In the past she presented the information in a lecture and illustrated it with a drawing on the whiteboard which students copied into their books. However, she recently attended a workshop on teaching methods that would help her students construct knowledge and so she has drawn up a number of different possible approaches to teaching the content as follows.

| **Teaching method** | **Student role** | **Lecturer role** | **LTSM** |
| --- | --- | --- | --- |
| Practical lesson with a problem solving approach. | Students sit in groups of six members each. Their task is to connect an electrical wall plug. | Do not provide prior theory or demonstration.  Move between groups to make sure students are on task. Lead discussion at the end | Six wall plugs, pieces of electrical wire, side cutters, screwdrivers. |
| Whole class instruction: demonstration via video clip | Students watch video on how to connect a wall plug. Each group give a short feedback after watching the video. | Pause and explain parts of the video clip. Manage students giving feedback in their groups. | Laptop, video clip |
| Individual work | Students draw a picture of a connected wall plug from their textbooks into their workbooks. | Walk between tables to advise. Conclude lesson by summarising what was done. | Students' workbooks, textbooks, pencils. |

1. Which approach do you think would be most effective if you were a student learning this content? Why?
2. Which approach do you think you would find most interesting and motivating? Why?
3. Which approach do you think would be the least effective? Why?
4. Which approach do you think would be the most boring and demotivating?
5. Which approach is best suited to teaching theoretical knowledge, specific practical skill, general skills and key values and attitudes all in one lesson?
6. If you were teaching this content, how would you design this lesson? Why?

What knowledge, technical skills, general skills and attitudes and values would you be able to cover in your lesson?

Discussion of the activity

By considering different methods and combinations of methods for teaching content, you will develop your ability to envision and design a variety of effective learning experiences for your students. Let’s now look at structuring the whole lesson.

### Structuring effective lessons

Developing a group of lessons together allows you to plan progression from one lesson to the next. Some of the activities you use in the lessons may continue for several days.

Try to design lessons that *you* feel excited about teaching. Your students will respond to your enthusiasm and this will help to motivate them. You may have taught the same content many times, but you can always try new things to improve the learning experience. For example, bring in new research on your industry; take a field trip somewhere new; invite an expert in the industry to come speak; design a new inquiry activity which interests you; bring in new materials to experiment with. Also look for ways to connect with your students’ individual interests and goals, as well as their prior knowledge.

In fact, it’s a good practice to start your lesson with an activity to activate your students’ prior knowledge. You could use many different activities to do this. You could start with a five to ten-minute discussion on the topic, for example. You could show them an object or image related to the learning topic and asking them what they think it is, what it is for, and so on. Make the learning outcomes of the lesson clear to your students – this helps to build their self-management as they then can focus on achieving these objectives themselves during the lesson.

After you activate their prior knowledge, you can sequence the activities you have designed to provide learning experiences for them. In the TVET Pedagogy module you will gain experience working with tools that will help you choose teaching methods and activities that will be effective for the content you are teaching and your students’ needs. Remember that while using a variety of teaching methods and activities in your teaching will benefit your students, you do not want to spend too much of your lesson time transitioning between activities. Combine activities that work smoothly together.

Round off your lesson by engaging your students in reflection about what they have learnt. By helping them articulate what they have learnt and think about how it connects to what they already knew reflection can deepen their learning. You will learn about different ways to do this in your Reflective Practice module.

Think about how you will assess whether they have achieved the lesson outcomes. You can use reflection, observation and listening and a wide range of other methods for both informal and formal assessment. You will learn more about methods for assessing your students in the module on Assessment.

Make sure you allocate time for your own reflection as well. If it’s possible, reflect for a few moments after every lesson when everything is fresh in your mind. Otherwise allocate a time in your schedule every day to reflect systematically on the lessons you have taught. Think about whether the teaching methods, activities and materials you used were effective, and whether you would do it the same way or differently next time. Think about what students actually learnt and how to connect to this the next day. Think about interactions you had with students. What did you learn from them? Could you have handled interactions more skilfully? Think about the time allocations you planned and whether they were realistic. Reflecting on all of these aspects regularly will help you to continually improve your teaching and work expertly with the specific conditions of a class.

Activity 9: Plan a lesson

**Suggested time: 30 minutes**

A lesson plan is a tool for organising the different elements of your lesson in one place. Here is an example of a template for a lesson plan.

|  |  |
| --- | --- |
| **Course:** | **Lecturer:** |
| **Curriculum area/topic:** | **Date:** |
| **Lesson:** | **Total time allocation:** |
| **Learning outcomes:** | **Assessment of outcomes:** |
| **ACTIVITIES:**   1. **Prior knowledge / links to previous lessons**   **2**  **3**  **4 Reflection:** | **RESOURCES and TIME ALLOCATION:** |
| **Advance preparation:** | |
| **Self-assessment and reflection:** | |

Using the knowledge, you have gained in this unit about managing the curriculum, teaching methods and resources, design a lesson plan for a new topic you plan to teach soon. Plan on the basis that the topic is in a new area that you haven’t covered with your students before and you are not sure what knowledge or skills they already have.

1. Copy the lesson plan template provided above into your learning journal, or recreate it using Word or Excel. Make the sections large enough that the template fills a page.
2. Fill in the template.
3. Identify the learning outcomes and how you will assess that they have been met.
4. Identify the activities you will use during the lesson. Use at least four different kinds of activities. Begin with an activity to access your students’ prior knowledge and end with an activity where they reflect on what they have learnt.
5. For each activity, identify the resources you will use.
6. Allocate time for each activity.
7. List any tasks you will need to do in advance and indicate when they must be completed. For example, do you need to make phone calls or collect materials?
8. Share your lesson plan with two or three of your peers. Note ideas they have used which you would like to try.

Discussion of the activity

Creating a lesson plan provided an opportunity to integrate different aspects of the new knowledge you are constructing in this course into your existing knowledge about managing teaching and learning effectively. You will also learn about lesson planning in greater depth in the module From Interpreting Curriculum to Lesson Planning.

### Principles for creating powerful learning environments

After planning the lesson carefully, the next step is to teach it! Throughout the lesson you can use key principles to manage the learning experience in ways that raise the motivation of students and deepen learning. These don’t take more time – once you are aware of these principles they can help to inform your decisions about how to use your space and interact with your students during the learning experience.

**Give students enough support but challenge them towards independence.**

When your students are learning something new the concepts or skills may initially be difficult for them. *Mediating* involves helping to close the gap between their understanding and the concept: ‘translating it’ into the language that they already know until they are familiar with it. It might involve giving them an example from everyday life that they can relate to, or explaining it in simpler terminology.*Scaffolding* means providing enough support that the task becomes manageable for students. If it is too easy they will lose interest; if it is too difficult, they will become frustrated; but if it is appropriately challenging so they have to work hard but can experience success it will be motivating, rewarding and build their self-confidence.As your students develop their competence, gradually decrease the support you provide so that it remains challenging.

**Stay connected with everyone and monitor their learning.**

Make eye contact with each student regularly and interact with them individually. Walk around the class and ask each student questions about what they are doing with an attitude of support and interest to informally evaluate whether they are achieving the learning outcomes. Just because one student articulated their learning clearly, don’t assume everyone else has understood. If someone is getting frustrated, step in and give them just enough guidance to move forward.

**Hunt for competences.**

While interacting with students you will have many opportunities to incorporate soft skills and key attitudes and values. Watch for examples of students demonstrating a skill and name it for the class. For example, “Using your shoelace to stabilise your model was a great idea! That’s a good example of resourcefulness!” Or, “I’m so happy that you went and looked up more information on this after our discussion yesterday. Taking your own learning forward is a key part of lifelong learning. It’s a characteristic of successful people!” This takes advantage of natural opportunities where the skill or attitude is demonstrated visibly and where students can learn from each other.

**Use collaboration and encourage talking.**

When students work together on projects or problems they benefit from each others’ knowledge and learn from peer modelling. Communication, critical thinking, collaboration are key skills and values. Try to weave these into learning experiences through group activities and projects. A happy buzz of conversation in the classroom develops a sense of community and identity. Students may find it easier to ask a peer a question about the material than to come to you. If students who are not learning in their home language are free to talk in the classroom it allows them to switch languages to check and deepen their understanding. Monitor group work to make sure everyone is actively involved.

**Treat your students as junior colleagues in industry and as fellow learners in life.**

It is vital that you model to your students that even a professional should keep learning and growing their whole lives. Share new things you are learning or wondering about; ask their opinions. Openly admit to your students when you don’t know something and show them how you will go about researching it to find out. This sends a powerful message that learning is a lifelong, exciting journey and that you see them as feel travellers on this journey, rather than that you see yourself as the one who knows and them as the ones who don’t. Treat them as junior colleagues in the industry. This inducts them into an identity and pride in their trade and helps to instil a value of craftsmanship. Let every student know that you believe they have something valuable to contribute to their peers’ learning and also to your learning.

**Differentiate for individual needs, interests and abilities.** Differentiating involves creating different versions of an activity. You can adapt activities to students' different interests or career goals, to accommodate a disability, or to give one student more practice and another student more challenge. With practice you will learn to see easy ways to create different options for different students without increasing your workload. Ask your students to think of ways an activity could be differentiated so that they could each do something they enjoy while all working on the same competence.

**Model a growth mind-set to your students.** Many students believe they have a limited capacity. Some have drawn the conclusion from their school experience that they are stupid. They may be afraid of making mistakes or even asking questions because they think this might reveal their weaknesses. In a growth mind-set mistakes are a necessary part of experimenting. We realise we can often learn as much from what went wrong as from what went right. Model this to your students in your responses to their mistakes and your own: show curiosity about what went wrong and what that reveals. Let every student know that you firmly believe that they are capable of learning what you are teaching them.

**Celebrate learning and progress, not only formal achievement.** Make sure that you focus on the joy of learning itself and do not treat the content as an obstacle that must be overcome in order to get to the assessment. Don’t only acknowledge those who achieve the top marks but also acknowledge those who have worked hard or who have made progress.

Activity 10: Use key principles to make a learning experience more powerful

**Suggested time: 45 minutes**

In the previous activity you designed a lesson for content you plan to teach soon. In this activity you will experiment with using some of the key principles you have learnt about in this section to make the lesson more powerful.

1. Using the lesson, you planned in the previous activity, think about how you could incorporate each of the key principles in this section into your management of the lesson.
2. Now write out a description of the lesson as you imagine it happening, noting how you are using the key principles throughout the lesson.
3. Read your description to two of your peers and listen to them read theirs. Discuss the ideas they used which you found useful or which you think could be improved. Listen to their feedback on your lesson.
4. How different did it seem to imagine your lesson with a conscious focus on these principles, in contrast to the way you usually teach? how do you think this approach would impact learning?

Discussion of the activity

By using your imagination to practice using new concepts in familiar content and surroundings you are helping to integrate your knowledge and skill so that it can be readily available to you when you are in an actual teaching situation.

## Choosing and developing teaching and learning resources

One of your key management responsibilities in teaching and learning in the TVET context is to ensure the learnings experiences you create for your students involve a variety of different experiences and materials. It is vital that your students have opportunities to interact with real world environments and materials. Interacting with real life objects and places give students the opportunity to develop ‘know it’: when they hold something in their hands, feel its weight and texture and experience how it behaves, their knowledge of it and relationship to it takes on another dimension than simply theoretically understanding how it works or how to use it.

### Choosing resources

One of your most important resources is the learning environment itself. In your programme you might have a workshop or a sim room in addition to a classroom environment. If you have a learning environment where your students actually provide goods and services to the public – such as a restaurant or service shop – students have opportunities to use real workplace materials. This helps them to develop resourcefulness and self-management as well as generalise their skills and knowledge to different situations. Placements in a variety of work environments are also an important part of giving students experience in real life environments. Here they can use their growing expertise in complex situations where everything does not always go as planned.

You will need to simulate different work place scenarios as well as you can wherever you do not have access to a real world environment. You may be able to use different environments within the college to create different experiences for students. Using workshops in other programmes could offer new environments. Collaborate with other lecturers to organise programme-wide or campus-wide events where students can practice a wide range of planning, communication and design skills, as well as skills specific to their course. You can also organise field trips to different environments in your area which can provide new learning experiences.

Stop and think

What learning environments do you have available for your courses? Do you think these are adequate? What other environments would you like to have for teaching and learning?

In addition to learning environments, teaching and learning resources can include a wide range of equipment and materials. In addition to the traditional materials used in classrooms such as textbooks, worksheets, whiteboards, charts, videos, posters, learning games, projectors and computers, your course might include content which relates to tools, machinery and other equipment specific to your industry. You may use a number of three dimensional teaching objects: models, samples, or goods created in your industry, for example. You will also need disposable materials for practice and projects; in different courses these could be cardboard, fabric, wood, or other materials.

Choosing resources for a lesson involves considering the design of the lesson, how much time and space will be needed and the quantity of resources needed to achieve the learning outcome. It is a good idea to check well in advance if the resources are available or in stock and that they are in working order and to give you enough time to make any modifications to the resources that are necessary. When you have a selection of resources that you can choose from, consider which option students would find the most appealing.

One of the management challenges you will experience as a TVET lecturer is the limited resources you have available. Your programme might not have the budget to purchase the materials you would like to use. Resources that were purchased in the past may be damaged or may have been stolen. This can cause frustration as you try to plan effective learning experiences for your students. Some lecturers in this situation may give up and stick to lecture style teaching. But, as we have seen, this does not enable students to develop the kind of integration of knowledge, skill, attitude and value that results in competence. Let’s look a scenario where a lecturer encounters this situation.

When Mary began her new post in the electrical engineering programme at the beginning of the term she was allocated a classroom and a number of resources. Some of the resources were poorly cared for. Much of the stock seemed to be missing. Someone had written with a permanent marker on the whiteboard. The computer provided to her was outdated and slow. Some of the tables in the workshop were wobbly as a result of missing screws. Mary was determined to use a range of teaching methods in her classes and she decided to put things in order. She scrubbed the permanent ink off of the whiteboard using acetone. She arranged with the facilities manager to repair the tables

The campus had an equipped workshop available for electrical engineering courses. The workshop also had a tool room with a person responsible for issuing supplies. In order to use the workshop a lecturer booked out the tools and equipment they wanted to use for the lesson.

Mary decided to design her lesson on how to wire a wall plug (which we discussed in Activity 8) using investigation. She planned to give her students each a wall plug and have them attempt to wire it before using a demonstration to show them the correct method. In the process she would provide the relevant theoretical knowledge. She was sure there would be plenty of plugs available in the tool room, but on the morning of the lesson she was only able to source six wall plugs. This meant she did not have enough for each student to have their own for the activity. She was frustrated by this, but was determined to go forward. She decided to use a group activity in the lesson. Students were divided into groups of six and each group member took a turn assembling the wall plug. She booked out six screwdrivers for loosening and tightening the screws holding down the wires. She also booked out six side cutters or pliers for cutting wire and she booked out enough electrical wire. The students were given a rubric against which they would be assessed afterwards. Each group was given half an hour to cut and attach the wires to the wall plug supplied.

Initially, the students were excited to have the opportunity to wire a real plug. As the first student attempted to wire her plug, the others crowded around, giving advice and discussing the theoretical concepts that would determine how the plug should be wired. Mary was so happy to see this active and engaged learning. However, it took the first student about twenty minutes to complete wiring the plug. By then, the interest of the other students had begun to lag. The buzz of on-topic chatter had shifted to noisy conversations unrelated to the class and playful and disruptive behaviour. The other five students in each group had nothing to do. They were bored. The second student in each group was still busy with their task when they ran out of time.

Mary felt frustrated and defeated. She could see that it could have been a very successful learning experience if each student could have had their own plug. She felt resentful towards the college for not providing, and maintaining, the resources required for her classes. She thought the next time she taught the course she should maybe just go back to her former lecture-based approach.

Stop and think

What advice would you give to Mary about how to approach this situation? Can you think of any similar experiences you have had? How did they affect your motivation or future behaviour?

### Developing resources

Because many TVET colleges have limited resources, this is an area where transformational and instructional leadership is needed in your management approach. It is an important part of your role to be resourceful in finding creative solutions to overcoming barriers to teaching and learning.

Think about what environments, equipment or materials your programme and courses need – ideally, in collaboration with your colleagues. Begin to identify and advocate for these to be prioritised in the college’s planning and budgeting processes. You may also be able to build valuable networks with industry, businesses, NGOs or universities which could open up access to other environments or resources you could use for teaching and learning. Approach potential donors directly for funds or materials.

There are also many everyday materials which can be sourced without cost and used as is or modified for teaching purposes – for example, recyclable materials such as newspaper, bottles and tins; natural materials collected from the environment; toys; household items; tools or appliances borrowed from offices; or broken equipment which can still be used for demonstration. Table 3 illustrates some uses for everyday materials in teaching and learning.

**Table 3: Examples of teaching uses for everyday materials**

|  |  |
| --- | --- |
| **Activity** | **Example of everyday material** |
| Measuring mass | Bring a bathroom scale from home and allow every student to measure their own mass.  Use kitchen scale and weigh objects found in the classroom.  Collect plastic drink bottles and fill with different amounts of water; measure their mass. |
| Reading, understanding and creating accounts and invoices. | **Example:** Bring old accounts from home to show accounting students an actual account |
| Understanding electrical circuits and appliances | **Example:** Bring working or broken electrical appliances, such as irons, kettles or hairdryers, for electrical engineering students to investigate. |
| Automotive mechanics | **Example:** Toy cars can be used to explain simple concepts such as wheel alignment. |
| Communication skills in business | Use dolls in a role play to demonstrate the different elements in communication. |
| Practical activities in textbook where recommended materials are not available | **Example:** Choose a practical exercise in a textbook choose alternative ways in which to present the practical exercise to students using everyday materials. |

You can also reach out to your neighbours, local businesses, local universities, NGOs and government programmes to source LTSM. Make a phone call or stop by a business. You may be lucky enough to find they were just about to dispose of a quantity of materials you can use. If you make your needs known, over time these contacts might call you when they have some of the materials you need. You could go to a local appliance repair centre, for example, and ask if you could leave a large box or bin with your name, programme and phone number on it and a list of items which would be useful. When they are disposing of one of these items, they could place it in the box.

Resourcefulness is one of the key attitudes and skills your students need to learn. Involve them in finding everyday materials for teaching and learning. In addition to teaching them more effectively because you have better resources, you are teaching them the attitude and skill of identifying and finding what they need even when it isn’t readily available. You can even design activities around your syllabus content which involve having your students identify everyday materials which can be used to model or represent concepts, processes or equipment they are learning about (Cheng, 2001).

In some cases you may be able to design class projects which are effective learning experiences for students but also create resources that can be used for teaching future classes. Models are three dimensional representations of real objects which may be complete in detail or simplified and may be smaller or larger than the actual object. If you make a model as part of an activity with students, it could serve as a resource for future classes. In this way over the years you can build up a diverse collection of three dimensional resources.

As a TVET lecturer you may have some beliefs or attitudes which make you feel uncomfortable, or unwilling, to use everyday materials to support lessons. These may include:

* not feeling interest or excitement about designing practical activities;
* an incorrect assumption that experiments and practical experiences can only take place laboratories, workshops and sim-rooms using apparatus and equipment;
* an incorrect assumption that experiments and practical exercises should only be done in the way described in the textbook, or that that way is best;
* a lack of confidence to develop or modify experiments and practical exercises from textbooks to incorporate the use of everyday materials on your own;
* struggling to imagine how everyday materials could be connected with your subject content;
* struggling to see ways to adapt textbook activities to be done with materials other than those recommended in the textbook (Cheng, 2001).

If you recognise the importance of your students having practical learning experiences that cannot be created with the resources provided by the college, you have a starting point to overcome your discomfort. Also consider that part of lifelong learning is to grow and develop as a professional, and this means being willing to continue to try new things and develop new skills. Collaborating with your colleagues and students on ideas to source or make resources also takes the pressure off of you to think of, collect, or make everything yourself. As you experiment with the creative process of thinking differently about materials, you may discover that it is extremely rewarding to make use of everyday materials to support lessons. You may enjoy the very different ideas that colleagues and students come up with and these might spark new ideas of your own.

Let’s see how Mary responded to the setback she experienced when she didn’t have enough wall plugs for her students.

Mary reflected on her experience with the lesson on wiring wall plugs. She decided that the content would be learned most effectively by the students if they each had their own wall plug and worked in groups so that they could discuss what they were doing. She put in a request for wall plugs to be ordered, but her colleagues told her there would probably be no funds available and she would need to make the request for the following year. She decided she would make her own plan. On the weekend, she asked some of her relatives and friends for broken appliances they had lying around. She brought these into class on Monday and showed them to her students, telling them that she realised the lesson had not worked well, giving them the reasons and explaining her plan. They were impressed by her commitment to making lessons interesting and effective and appreciated her recognition that the lesson had not worked well. She asked them to bring any broken appliances from home so that they could collect enough plugs for the next group of students. She also asked them to bring empty ice cream containers they had for storing the plugs. She was overwhelmed by their response: the next day, nearly everyone brought one or two broken appliances.

Now let’s apply these ideas to your own context.

Activity 11: Expand your use of resources

**Suggested time: 45 minutes**

Answer the following questions in your learning journal.

1. What attitudes and skills are Mary modelling to her students when they see her overcome the limitation she faces from the college she thought of ways to use everyday materials from home and from the college to meet her needs?
2. What kind of management and leadership approach does her attitude align with?
3. How do you feel about sourcing resources from home or the community, or making them? What attitudes and beliefs underlie the way you feel about this?
4. How do you think it would impact your students to involve them in considering which everyday materials could be useful resource for learning and in collecting these?
5. How might you be able to advocate for new or better learning environments, equipment or other resources for your students?
6. Now make a table with four columns on a new page in your learning journal. Give the columns headings as follows.

|  |  |  |  |
| --- | --- | --- | --- |
| **Knowledge, skills, attitudes or values** | **Activity** | **Resource** | **Ideas for sourcing** |
|  |  |  |  |

Return to the table you made in Activity 7. Copy what you wrote in the second column of that table into the first column of your new table. Now, think about different teaching methods and activities you could use or new resources you could use to teach them. Write these in the columns to the right. In the final column, ‘ideas for sourcing’, brainstorm ways you could find or make the resources you’ve identified. Include ways you could involve your students. You might think of new ideas for resources or activities as you brainstorm. If so, add these to the appropriate columns.

1. Now share your table with two of your peers and consider the ideas that they came up with. If they had ideas which you could use, add them to your table.

Discussion of the activity

Mary demonstrated resourcefulness and self-management to her students when she made a plan to find resources despite the lack of support from the college. Her dedication to teaching and learning aligned with an instructional leadership approach and her determination to improve the resources of her classroom, spending time and effort over the weekend rather than accepting the barriers she encountered, aligned with a transformational leadership style. In this activity you have explored how you could expand the resources you have available for teaching and learning and how these could be integrated into the learning experiences you create.

In the next unit we will explore how to work with students’ psychosocial and physical needs and negative behaviours that might arise to ensure that they can fully benefit from the well-designed learning experiences you create for them.

# Unit 3: Understanding and managing students’ needs and behaviour

## Introduction

Some of your students will have experienced extremely difficult conditions during their lives. These may have left their mark on the student’s personality and may have impacted their opportunities in life. Some may be struggling with extremely difficult circumstances currently and you may be unaware of the situation they are facing.

Each of your students will be dealing with a different combination of challenges. These challenges may motivate them to behave in different ways to try to meet their needs. The challenge that is motivating a particular behaviour may not be obvious to you – or even to them. Some of these behaviours may interfere with teaching or learning.

In this unit, we will examine the needs and challenges which students face which can create barriers to learning and result in disruptive behaviour. We will explore strategies for creating a positive classroom environment and managing behaviour positively and proactively.

## Unit 3 outcomes

By the end of this unit, you should be able to:

* identify and analyse needs and environmental factors which can present barriers to learning and impact on students’ behaviour
* develop strategies for creating a supportive, positive learning environment
* develop strategies for preventing disruptive behaviour
* apply positive discipline strategies when disruptive behaviour arises
* follow disciplinary procedures appropriately if needed.

## Understanding students’ needs and barriers to learning

Students’ experiences and needs are complex. Theoretical models provide us with tools to help us to make sense of what we experience in the world around us. They also help us to see aspects of what is happening that we may have missed. Using a theoretical model can be a bit like putting on a special pair of glasses that enables you to see things that you normally can’t – like wearing 3D glasses at a 3D movie. But while the 3D experience of the movie disappears when you take off the 3D glasses, theoretical ideas that make sense to you will become a permanent part of the way you see the world, enabling you to see more in situations you encounter in the future.

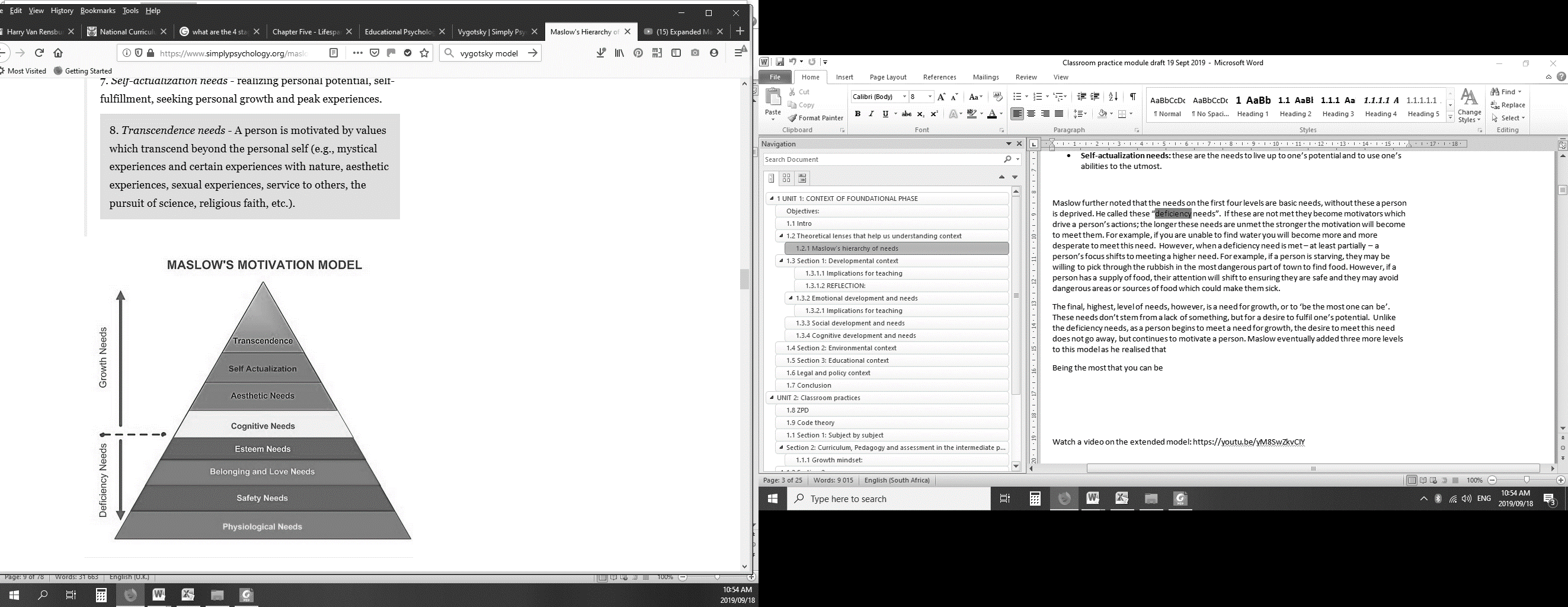
### Theoretical models which help us understand human behaviour

Two models which can be very useful lenses for understanding human behaviour are Maslow’s motivational model and Bronfenbrenner’s ecological systems theory. You may already be familiar with one or both of these models from your previous studies. You will explore Maslow’s hierarchy of needs in the Vocational Pedagogy module in this programme as well. Let’s go over these two models briefly to collect some of the concepts they offer which can help us to understand students’ needs and behaviour. When you are able to see and understand the factors influencing your students more clearly, you are then in a position to be able to make powerful choices to work with these effectively as a lecturer.

#### Maslow’s motivational model

Abraham Maslow was a psychologist who developed the theory that most of our behaviour is motivated by trying to meet our needs. If our needs are not being met we will take action to fulfil those needs. Many human behaviours can be understood as attempts by people to meet their different needs.

Maslow identified eight ‘levels’ of needs, as shown in Figure 7. His model is sometimes called a ‘hierarchy of needs’ because it starts with the most basic needs that have to be met at the bottom and moves up to needs that people try to meet once their basic needs are met.



**Figure 7: Maslow’s hierarchy of needs (McLeod, 2018)**

The needs are divided into two groups. The four levels at the bottom are called ‘deficiency needs’ because these are basic needs and if a person does not meet these needs they cannot be ‘okay’ in the world. These are as follows:

1. **Physiological needs.** These are the basic things our bodies need to survive: food, water, warmth, shelter and sleep. If these needs are not met, a person will focus all their effort on meeting these needs and will not be able to think about much else.
2. **Safety needs.** These are the needs to be physically safe and emotionally secure. This means being safe from threats in the environment, such as cold weather, rain or dangerous people or animals. It also means being in an environment that is psychologically safe – for example where we are not afraid of being abandoned, of being humiliated or of people we loving being hurt.
3. **Belonging and love (social) needs**. These are the needs to feel accepted by others, to feel that we belong, and to give and receive friendship and love.
4. **Esteem needs:** These include the need to feel that we respect ourselves, the need for the respect of others and the need for a sense of accomplishment and achievement.

If these basic needs are not met our motivation to meet them will become stronger and stronger. For example, if you are unable to find water or food you will become more and more desperate to meet this need and may sacrifice higher needs, such as safety, to meet the more basic needs. However, once a basic need is met, at least to some extent, a person’s focus shifts to meeting a higher need. For example, once a person has a supply of food, their attention will shift to ensuring they are safe.

It is very likely that some of your students did not have all of these basic needs met while they were growing up and some may still be struggling to meet these needs today. As adults they need to be able to meet these needs for themselves. Earlier in this module we talked about the purpose of TVET education being to meet the long and short term needs of students, industry and society. We identified students’ short term needs that TVET needs to address as the need for a decent income and a sense of dignity. A job with a decent salary enables an adult to meet basic physiological needs, the need for physical safety, some needs for belonging (as a member of a trade and a team in a workplace) and contributes to our sense of self-respect and accomplishment and others’ respect of us.

The top four levels are ‘growth needs’: these are not as essential for human wellbeing, but once people meet their basic needs they usually start to feel the desire to develop themselves further in the different areas of these needs. Unlike the deficiency needs, as a person begins to meet a need for growth, the desire to meet this need does not go away, but continues to motivate a person.

1. **Cognitive needs:** These are the needs for knowledge and understanding of the world; it is expressed through curiosity and exploration.
2. **Aesthetic needs:** These are the appreciation and search for beauty, balance and form.
3. **Self-actualization needs:** These are the needs to live up to one’s potential and to use one’s abilities to the utmost.
4. **Transcendence needs:** These are the needs for meaning beyond one’s personal experience of life. This can include spiritual faith or becoming involved in helping others in a way that doesn’t directly benefit oneself.

When we looked at the goals and needs of students earlier in this module, we identified the long term needs of students that TVET needs to address as getting a sense of meaning and fulfilment from being an expert in their field, having financial security, and contributing something to others’ lives. This corresponds to the self-actualisation and transcendence needs. Many students choose their career path also out of a desire to create or to be around beauty or to be involved in satisfying design work. This can be related to their aesthetic needs.

Usually the needs on one level need to be partly met before a person is able to focus on meeting the needs on the next level. For some people the order could be different. For example, a person could experience their need for esteem as being even more intense than their need for belonging and love. Much behaviour is motivated by a person trying to meet more than one of their needs at the same time. Sometimes difficult experiences in life, such as the loss of a loved one, can cause a person to have to shift their focus to lower level needs again.

Notice that cognitive needs – the need to develop our minds and abilities – is not grouped with the deficiency needs but is the first of the growth needs. A student may be motivated to get a qualification so that they can earn an income and meet their basic needs sustainably, but if their basic needs are preoccupying their minds they may not feel as much curiosity and appetite to learn as a student who has their basic needs met. They might appear unmotivated to learn, but this might be because their motivation to meet basic needs is dominant. Those higher needs are there, however, waiting to be uncovered.

In the context of teaching and learning we might not be able to address all the deficiency needs in students’ lives, but we can do two important things:

1. Use classroom management practices to meet deficiency needs by creating an environment of emotional security, belonging and esteem; and
2. stimulate students’ motivation for cognitive and other growth needs through interesting and activities that connect to their experience and goals and dreams and give them opportunities for creativity and deeper meaning.

Activity 12: Understand needs which drive students’ behaviour

**Suggested time: 20 minutes**

Read the following descriptions of students’ behaviour and consider which needs on Maslow’s hierarchy could be motivating the behaviour.

1. You continually find Jane texting on her phone under the table. You’ve spoken to her, but she doesn’t stop. If she’s not texting, she’s whispering to her friends.
2. Jamal’s career goal is to create an NGO where he will pass on his skills to people who have not finished their basic education so that they can have a means to generate an income.
3. Neliswe arrived late to class today. Her project was not done. She actually fell asleep halfway through the class.
4. Alisha has a very detailed plan for her future. She is doing some free online courses in entrepreneurial skills during the winter break to develop herself further.
5. Mhleli gets the best marks in the class. Everyone thinks it is because he is very bright, but you notice he is working very hard. He constantly offers to help you in the classroom and tells you how much he enjoys your class.
6. Nyasha tends to arrive last and sit in the back corner where it is quite dark. He avoids talking to others unless he is required to.
7. Marcus often asks questions about the topic that go beyond what you planned to cover; he spends extra time on his projects and finishes his work with pride.
8. Gethwana goes the extra mile on visual projects. She’ll spend hours designing her work with an original flair.

Discussion of the activity

While we cannot know for certain which needs – if any – are driving someone’s behaviour, especially when we have so little information, we can make an educated guess. Let’s look at them in the order of Maslow’s levels.

1. Neliswe might be not meeting her **physiological need** for sleep. She might have heavy responsibilities at home.
2. Nyasha may be trying to meet his **need for emotional safety**. He might be trying to escape notice so he won’t feel exposed or humiliated.
3. Jane may be trying to meet her **belonging needs**. She is far more interested in gaining acceptance and giving and receiving friendship than in the topic you are trying to teach.
4. Mhleli may be trying to meet his **esteem needs**. He wants to feel respected by you and his peers and by himself and needs a sense of achievement.
5. Marcus may be trying to meet his **cognitive needs**. He is curious and eager to learn. Extend him by suggesting topics to google or opportunities to do a more complex project.
6. Gethwana may be trying to meet her **aesthetic needs**. She is motivated to put in extra time to create something that is visually satisfying to her.
7. Alisha may be focussed on her **self-actualisation** needs: she has big plans and wants to be a well-rounded, competent person.
8. Jamal may be focussed on his **transcendence needs**. He wants to find ways to use his skills to help others and does not seem concerned about income or his own achievement.

Do you notice that while some of the students may not be working as hard or be as focussed on learning as others, it is not because they are ‘bad’ and the others are ‘good’? Those with more appealing behaviour may be trying to meet needs through their behaviour just as much as the others. It’s important to keep this in mind as you interact with students and ensure that you treat all of them in an equally supportive, respectful way, not favouring those who make your job easy and being harsh toward those whose behaviour is more difficult.

We have seen that there are many different needs a person has in their life and if these are unmet they can create barriers to learning. Bronfenbrenner’s ecological systems theory offers us another useful lens for understanding the barriers students can encounter to learning and how these can motivate students’ behaviour.

#### Bronfenbrenner’s ecological systems theory

Urie Bronfenbrenner developed the theory that individuals and groups are linked together into a greater web (or ecology) of systems which influence and rely on each other. These ecological systems are modelled in the diagram in Figure 8. A young child who comes into the world is already a system of interacting parts (centre circle). The child is connected to, and part of, larger systems around them and these connections continue to develop throughout a person’s life.

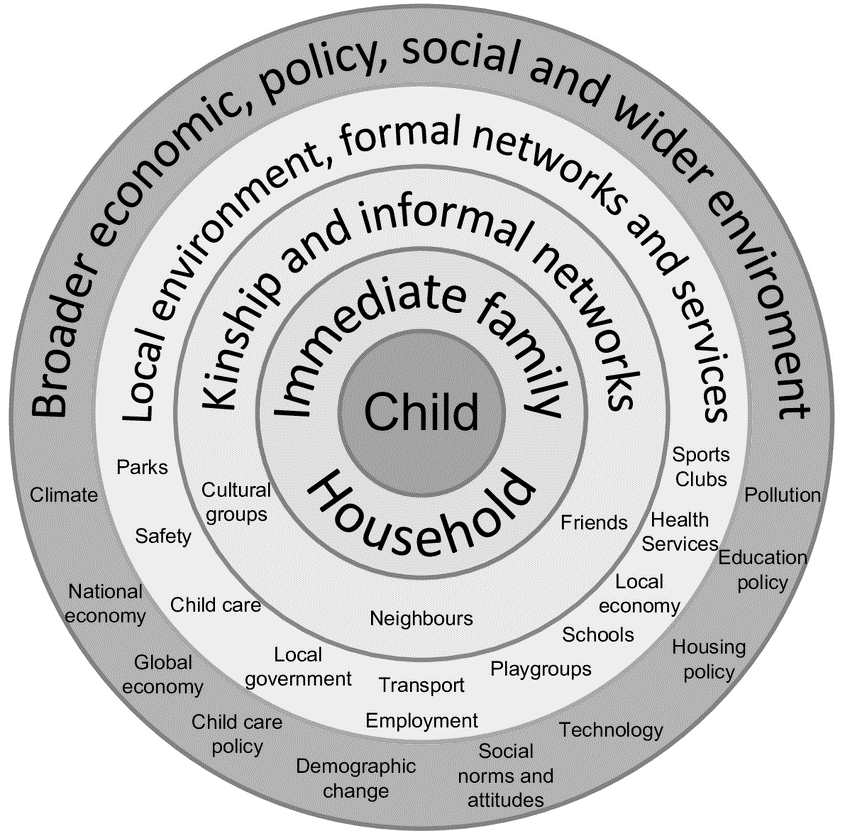


Figure 8: Bronfenbrenner’s ecological model (Diagram by Joel Gibbs in Scott, 2016).

Let’s see what each system involves and how barriers to learning could develop at that level.

**The individual (child or adult).** The first system is the person themself: the interplay of their body, mind and emotions. Some children’s bodies do not follow a normal development path: they may have been born with a physical disability, experienced malnutrition, or experienced physical change due to an illness or accident while they were growing up. The types of different physical challenges and the barriers to learning which they could create are countless. Some students might have poor motor skills such as balance or coordination which could present a barrier to developing skills with their hands or using certain tools or equipment. They may need more time to complete a task or practice a skill. Others may grasp concepts more slowly than others and may need more scaffolding and mediation from lecturers. They may struggle to explain what they have learnt verbally. Others may find it difficult to concentrate. Some psychological problems are caused by chemical imbalances in a person’s brain. They may feel depressed, confused, anxious or angry unless they have medication to restore balance to their brains.

**The family or household.** The next system, encircling the individual, is their immediate family or household. A person’s family is the primary source of their basic needs being met. Some families are unable to meet their children’s basic needs for food, safety and security due to poverty, war, psychological problems or other reasons. Instead of families meeting children’s needs for respect and value and belonging, some parentsconstantly criticize and humiliate their children, using harsh physical punishment instead of meeting their needs for emotional and physical security, acceptance, belonging and love and esteem. Parents may be emotionally detached or aloof toward their children. They may have unreasonable expectations of the children like expecting them to take responsibility for very young siblings. Others may abuse their children physically or sexually.

Some of your students may have experienced the death of one or more member of their household at a young age. A very alarming number of children in South Africa grow up with no adults to care for them. They may have had to care for younger siblings while they were still young, setting aside their needs to meet those of others. Children who grow up without having stimulating discussions with adults about life may not develop their ability to think critically and form and express their views well. As students, this may show up as difficulty giving reasons, explaining processes or seeing more than one perspective.

Some of your students may still be dealing with the trauma of childhood experiences in their family. Others may still be living in homes where abuse is common, where a loved one is ill or dying, or where they have heavy responsibilities for younger siblings. Students from families with low socioeconomic status may experience problems in their families as a result of financial stress. These students may also become chronically absent when they have to work to earn wages for the survival of their families. They may not have personal space where they can study and do assignments without interruption and may have to work during afternoons and over weekends to supplement the family's income. These students may become chronically absent, disrupt classes or submit poor work.

On the psychological level, a person who has experienced abuse or other trauma may have ongoing difficulties meeting their needs for emotional security and esteem. A person who has not had trusting, caring relationships with others may have unmet needs for belonging and love. Some may turn to alcohol, drugs or other addictions to try to relieve their emotional pain. Some may become so desperate that they consider suicide. Some psychological problems result in a constant search for affection and approval, attempts to gain power over others, or a desire to be alone (Boeree, 2006).

Stop and think

If some of your students have never had their basic needs for love and belonging met, is it possible their need to form relationships are more important than being curios and motivated to learn? Others may be intently focused on how a qualification and secure income could help them escape threatening circumstances and achieve safety and security.

**Kinship and informal networks.** The next system encircling a person is the neighbourhood and extended family. A number of barriers to learning can arise on this level. There is a strong link between students’ achievement and the socio-economic status of their community. Students from low socio-economic neighbourhoods often have to cope with gang violence and criminal elements in their neighbourhoods (Hugo, 2011).

A person who has a physical disability or challenge or is different in some other way – such as having a parent in prison or coming from a family that is from a different political party – may be bullied or excluded, causing them to struggle to meet needs for acceptance, belonging and esteem. **Peer pressure** from friends may push a person to engage in harmful activities such as abusing alcohol or drugs, unsafe sex, or bullying or abusing another person in order to achieve the acceptance or esteem of their peers.

In our world today many people around the world are leaving their homes and migrating to new places due to as poverty, violence and climate change or the need for better access to jobs, education and health care. While immigrants can bring many positive things to their new communities, they are not always welcomed. In South Africa there have been incidents of extreme violence over the past several years which have been termed ‘xenophobia’. You may have students who have experienced hostility as children because they are foreign, or continue to experience it now, resulting in ongoing needs for physical and emotional safety, belong, acceptance and esteem.

**Local environment, formal networks and services.** This system encircling a person’s informal networks includes schools and health services. Most black learners in South Africa continue to go to previously disadvantaged schools where many barriers to learning still remain. Most learners and students in South Africa also do not have the opportunity to learn in their own language, which presents an additional barrier to learning. These barriers to learning at the level of basic education result in failure and frustration, impacting learners’ self-esteem. This can follow them into tertiary education. The frustration experienced by academically poor students can express itself in disruptive behaviour motivated by a desire to draw attention away from their poor performance (Hugo, 2011). This can be understood as an attempt to meet their esteem needs.

**Broader economic, political, social and environment.** This is the final system encircling an individual in Bronfenbrenner’s model. In South Africa, the continued impact of the injustices in South Africa’s history continues to affect many aspects of life across the country. Because of colonialism, much of society remains structured according to European cultural values and English is given priority. This continues to give advantages to those who grow up with European culture and English at home create many more barriers for others. Young people today who experience these barriers as a result of their culture or language may experience intense frustration and anger. This might be directed at the education system or people in authority – such as yourself.

Maslow’s model helps us to understand the needs which can motivate human behaviour and Bronfenbrenner’s model helps us to understand the circumstances on different levels of a person’s life which can result in a person’s needs being unmet. Now let’s use both of these models to analyse the behaviours you experience in the classroom.

Activity 13: Relate life circumstances to students’ needs and behaviour

**Suggested time: 45 minutes**

Working alone or with a peer, complete the following steps.

1. Draw a table in your learning journal using this example:

|  |  |  |  |
| --- | --- | --- | --- |
| Behaviour | Need which may be motivating the behaviour | Possible life circumstances responsible for the need | Management technique to address the behaviour |
|  |  |  |  |

1. In the ‘behaviour’ column, brainstorm a list of behaviours your students have exhibited in the class. Include behaviours that have been destructive and disruptive as well as those that have seemed uncooperative, withdrawn or strange.
2. Starting with the first behaviour on the list, work through each level of needs in Maslow’s hierarchy, considering if the behaviour could indicate an unmet need at that level. Start at the lowest level (physical needs) and work your way up. You may see possible needs at several levels. Write the group of needs (e.g. safety needs) and the specific need which you think might motivate the behaviour in the middle column.
3. Now work through each of Bronfenbrenner’s systems, beginning with the individual. Consider if there could be factors in each of the systems in the student’s life which could be responsible for the needs you have identified in the middle column. Write the name of the system (e.g. family) and any specific circumstances which you think could result in the need being unmet in the third column.
4. Leave the fourth column blank. You will return to this table and complete it in a later activity.
5. Compare your table with those of other peers or groups. Have they identified the same behaviours you have? Have they made different associations with needs or systems? Consider whether their reasons are convincing and whether you want to add anything to your table.

Discussion of the activity

When a disruptive behaviour occurs in the classroom our first response may be to react to it in an confrontational way. We are focussed on teaching and learning and it is presenting an obstacle. It is not easy to stop at that point and reflect on what might be driving the behaviour. By using these models to explore possible underlying causes of behaviours while you are not in the middle of teaching and learning you can reflect and analyse without your own emotions and needs, such as respect, getting in the way. This may enable you to think more clearly about how to respond – rather than react – to these behaviours in a way that settles them, rather than aggravating them further. You can use this tool regularly to reflect on behaviours that arise during teaching and learning.

## Managing students’ needs and behaviours

The way that a TVET college and its lecturers view students and the purpose of education will affect how they view students’ behaviour and the approach they take to discipline. Traditional approaches to behaviour management – which you very likely encountered during your own schooling – focused on strict rules which often required students to be passive and quiet for many hours at a time and all behave in the same manner. This is not normal or even healthy human behaviour. There was a culture in educational institutions where anyone who behaved differently than this was considered ‘bad’ and was punished. Strategies included reprimands, oral and written warnings, detention, additional work, withholding privileges, disciplinary hearings, suspensions and expulsions. Too often, educators resorted to forms of verbal, emotional or physical abuse – such as shouting, threatening, humiliating and inflicting physical pain on students – in their efforts to control behaviour. These forms of behaviour management violated the human rights of learners and students. In addition, because they failed to investigate and understand the needs and challenges that may have been driving students’ behaviours, these approaches very often made the students’ personal difficulties worse and sometimes even worsened the behaviours.

The South African education system today is committed to respecting and protecting the rights of every individual. Educators in all educational institutions are expected to see their students as whole people with equal human value to themselves and be committed to promoting their wellbeing in every area of their lives, not only their academic development. It also recognises that humans learn better through interacting and trying new things than by sitting for long periods of time while one person speaks. Students should not be punished for normal behaviour. Rather educators should manage teaching and learning through effective structures and routines to ensure students’ behaviour doesn’t undermine their own or others’ learning.

This perspective changes discipline away from unnecessary control and punishment of unhealthy behaviour to rather managing it successfully so that it is not disruptive. However, due to the many needs, challenges and barriers which students face in their lives which we have discussed earlier in this unit, the reality is that some students will continue to engage in a range of disruptive behaviours despite effective management approaches. In many cases students are not intending to disrupt learning but are acting to meet their more urgent needs, often unaware that this is what they are doing. In some cases, they might be intentionally disruptive or destructive – harmful to themselves, others, or to property. No matter how disruptive or threatening a behaviour may be, the management choices must always comply with the law and respect the rights and dignity of the student. They should never involve verbal abuse, humiliation or physical punishment. There is still a place for formal disciplinary action when students engage in destructive or dangerous behaviours, or when disruptive behaviours continue after other methods have been tried (Oosthuizen, Russo & Wolhuter, 2015). But the most effective approach to behaviour management is to set up the right conditions so that disruptive behaviour is less likely to arise.

Stop and think

In Unit 1 we explored the idea of management sometimes being strongly driven by institutional culture. What beliefs and attitudes about behaviour management do you think are embedded in the institutional culture of your TVET college? Can you see how an authoritative leadership style aligns with a traditional behaviour management approach which emphasises obedience and punishment? What needs might an authoritative leader be trying to meet for themselves by imposing strict control over others? What impact would a shift to a collegial leadership style have on approaches to behaviour management? What about an ubuntu leadership style?

Creating a teaching and learning environment in which students feel their needs and other barriers to education are addressed in a supportive way and in which teaching and learning is protected requires a combination of effective management strategies. Firstly, let’s explore positive approaches to classroom discipline. Then let’s look at how to create a supportive environment which promotes cooperation and learning and minimises disruptive behaviour. Then let’s look at strategies for dealing with disruptive behaviour when it does occur.

### Positive approaches to behaviour management

Assertive discipline, cooperative discipline and positive discipline are three approaches to behaviour management which provide positive strategies for promoting cooperative behaviour proactively – before any negative behaviour arises – rather than only reacting to negative behaviour once it happens. These approaches each offer some useful concepts which can be used in behaviour management in TVET classrooms.

The **assertive discipline** approach (which was originally developed by Lee and Marlene Canter) assumes that students actually want to cooperate and learn. It focuses on clearly, firmly and continually directing students’ behaviour toward cooperation. It involves three strategies:

1. Firstly, make it very clear to your students from the start what you expect from them in terms of cooperative behaviour and what action you will take if they do not cooperate.
2. Secondly, continually watch for the behaviour you’ve indicated to students that you expect and acknowledge it when you see it.
3. Thirdly, when a student engages in negative behaviour, take the action you indicated you would take.

The **cooperative discipline** approach focuses on intentionally creating opportunities for students to meet their needs to feel that they are capable (successful), connected to others, and they are contributing something of benefit for others in order to encourage them to cooperate (Universal Class, 2019). Working on a similar idea to Maslow’s motivational model, this approach attempts to address some of students’ underlying needs which motivate disruptive behaviour so that they will be able to focus on their need to learn.

A **positive approach** to discipline positions the lecturer strongly on the side of the student. Table 4 explains the key characteristics of this approach. In the column on the right are questions to ask yourself which will help you relate these concepts to your prior learning in this module.

Table 4: Positive discipline is driven by a set of key values (CJCP & DBE, 2012)

|  |  |  |
| --- | --- | --- |
| **Characteristics of positive discipline** | | |
| **Holistic** | A student’s life circumstances, behaviour and learning are interconnected. | ***How does this relate to Maslow’s motivational model and Bronfenbrenner’s ecological systems model discussed in this unit?*** |
| **Strengths-based** | All individuals have strengths and abilities and educators should aim to build on these. Mistakes are not seen as failures, but as opportunities to learn and improve. | ***How does this relate to a growth mindset, discussed in Unit 2?*** |
| **Constructive** | Educators have a responsibility to help students develop self-esteem, confidence and self-management. An educator should focusing on modelling the knowledge, skills attitudes and values they are teaching their students and try to guide their students towards this, rather than focusing on control and punishment. | ***How does this relate to the principles of hunting for competences and giving students both support and challenge discussed in Unit 2?*** |
| **Inclusive** | Students have different abilities and needs but equal rights: teaching and learning, and the learning environment, must be adapted to overcome the different barriers to learning which students experience in order to ensure that all have access to the same standard of education. | ***How does relate to the key principle of differentiation discussed in Unit 2?*** |
| **Proactive** | Educators should focus on students’ long-term success. Behaviour management should thus be based on understanding the roots of learning and behaviour difficulties and putting in place strategies that will help to address issues in the long-term. | ***How does this relate to providing an education that enables students to meet their long term needs as well as those of their industry and society, discussed in Units 1 and 2?*** |
| **Participative** | Rather than focussing on controlling students and forcing them to do things, educators should seek out students’ opinions and ideas and involve them in creating a classroom environment that supports learning. | ***How would a collegial management approach fit with this? How about an ubuntu leadership style?*** |

In the next activity, you will have the opportunity to integrate some of the ideas you have learnt about so far in this module and relate them to your classroom experience.

Activity 14: Relating key teaching principles to behaviour management principles

**Suggested time: 45 minutes**

In Unit 2 we explored a number of teaching principles which can be used to create a powerful learning environment. Let’s see how these teaching principles relate to the principles in the discipline models you have read about.

1. Review the section, ‘principles for creating powerful learning environments’ after Activity 8 in Unit 2 again.
2. For each principle, consider the discipline approaches and whether they support each other or are in conflict. Use the questions in the right-hand column of Table 4 that you have just read to guide what you need to do. Make notes detailing your findings in your learning journal.
3. Present your findings to your peers.

Discussion of the activity

By doing the work of relating two sets of principles to each other you have constructed new knowledge which wasn’t provided to you in this text. Did you see how these discipline approaches work hand in hand with powerful teaching and learning principles? It’s important to note that this approach to discipline does not take time away from learning but rather supports it. Similarly, the teaching and learning principles promote motivation and cooperation, minimising disruptive behaviour.

You will see how these principles inform the strategies we look at next.

### Creating a supportive and cooperative environment

Obviously you can’t meet all of students’ basic needs that might be unmet. But you can create an environment which supports their basic needs as much as possible. When you address these needs by the way you manage teaching and learning you can help to uncover students’ underlying motivation to learn (their cognitive needs). This can address problems of lack of motivation. Also, you can design teaching and learning in such a way that helps to stimulate their growth needs, which are also powerful motivators. And by being aware of these needs and how they express themselves, you can avoid classroom management approaches which undermine or frustrate these needs. In this way, you can contribute to preventing students from engaging in disruptive behaviour.

You can also help them find assistance for meeting the basic needs in their lives which lie outside the scope of teaching and learning. These could range from the most basic level of needs (physiological needs) such as the need for food and accommodation, to the need for safety if they are in an abusive home or relationship, or addressing psychological needs that have resulted from trauma or mental health issues. You can help students access appropriate services at the college or in the surrounding community which might be able to assist them. Some educational institutions work closely with social services and health services to assist with students’ needs. If you see an opportunity to strengthen networks of this kind between your college and services in your community, this could be a valuable way to take a leadership role.

#### Creating an environment that supports students’ needs

Let’s explore how different principles of effective classroom management can serve to support students’ needs.

**Make it clear to your students what you expect of them**.

Let your students know clearly how things will work, what you expect of them and what they may expect of you. This helps to meet their need for a secure environment. A classroom management style that is vague or ambiguous, on the other hand, will create psychological insecurity. Also, a lecturer who makes up rules as they feel like it and ignores the rule one day and come down hard the next day creates an environment of insecurity. Let’s look at a few ways you can make your expectations clear and consistent.

**Code of conduct.** One way to do this is to develop a code of conduct and post it on the wall. The code of conduct should be a few short, simple statements about the beliefs, attitudes and values that you want to guide teaching and learning experiences and a few simple rules that you expect everyone to follow. It should not contradict any of the college’s policies. The code of conduct should include not only what you expect from your students, but also what your students can expect from you. State things in positive terms: for example, “We will treat each other with respect” rather than, “No one may treat another person disrespectfully”. The code becomes a pledge. In fact, in many schools, learners are now required to sign a code of conduct. Make sure the code is not too long. Spell things out clearly in language that all of your students can understand.

Engage students in a discussion about the code of conduct with your students, and give them examples. Ask their opinions and, if a student makes a valuable suggestion, be open to adding it to the code of conduct. This helps everyone have a sense of ownership of rules and helps to develop their self-management. It also helps to meet their need for belonging. All of these factors can help to motivate the student to follow the code of conduct.

**Establish routines and procedures.** In addition to making principles and rules clear to your students, teach them specific routines, procedures or protocols to follow in different situations. This predictability will also contribute to their sense of security. They will be able to proceed calmly with minimum disruption and wasting of time. Some of the routines you might want to establish are:

* what to do when they arrive at the classroom or workshop
* how to transition from one type of activity to the next (this might involve moving to another learning space, rearranging furniture or setting up equipment)
* what to do when they are finished with a practical activity
* safety or cleaning procedures for a particular task or piece of equipment
* what to do if they did not complete an assignment or leave it at home
* what to do if they have a question or idea. For example, if you frequently have students working in groups at different tables, you could have a red flag and a green flag on a stand for each table. If the group has a question or is stuck, they could raise the red flag. If they have completed the activity, they could raise the green flag.
* what to do if they need to speak privately to you about something
* what to do if you start speaking while they are doing an activity (eg. turn off machines and listen). For example, if you say, “Listen everyone!” or “Heads up!” because you want to speak to them all, they should put down whatever they are doing immediately, turn toward you and make eye contact.
* how to request to leave the class to use the toilet. For example, if in the classroom environment students know that if they need to use the toilet they should raise two fingers, then you can give them a thumbs up to go ahead or a thumbs down to wait until the current activity is finished without interrupting what you are saying or doing.

Be clear and specific so you don’t have to continuously redirect dozens of different responses. A routine that promotes learning can build a sense of connection, belonging and professional pride. In fact, when students know what their roles are and are able to initiate what needs to be done without specific direction, it builds their self-esteem and self-management.

**Be properly prepared for classes.**

Prepare well for lessons. It is an important strategy for creating an orderly and secure learning environment where disruptive behaviour is kept to a minimum (Smit & Rossouw, 2015). A lecturer who displays good subject knowledge and uses examples from industry to enrich lessons earns the respect of students. Teach with enthusiasm and energy and keep the lesson moving at a good pace. Involve students in challenging and interesting activities. This can help students to forget the other issues that may be weighing on their minds and settle with enjoyment and interest into the lesson. Let your students see that you think they are capable of success and that you enjoy working with them.

**Be interested in each student and be open about yourself.**

Some lecturers feel their students will lose respect for them if they do not keep a distance from them. However, if you take time to learn your students’ names and get to know your their backgrounds, interests and goals it will not only help you design effective learning experiences but will also meet their needs for belonging and esteem and win their respect and cooperation. Be friendly and caring, but remain professional. Admit to your mistakes, be willing to apologise and be open about what you don’t know. This does not show your students that you are incompetent but rather models being a lifelong learning. Your own personal experiences about when you were a student or were in industry can lead to fascinating and motivating learning opportunities. This approach is consistent with a collegial leadership style.

**Support your students’ physical needs.**

On the level of the needs of the physical body (Maslow’s first level of basic needs), your students may have a wide range of physical characteristics, abilities and needs, including a wide range of physical disabilities, which could present barriers to learning. As these will change with each group of students, you need to assess the needs of each new class at the start of a course and be willing to adapt the learning environments in any way necessary.

In 2001 the South African government published the Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (SA, 2001). This document focuses on ensuring every person can access education, regardless of the barriers they face, and explains that in order to tackle barriers to learning the entire education system must change. This means that you, as a lecturer, are expected to exercise a leadership role in contributing to the process of change. You may encounter lecturers, principals or others who are more senior than you who have not embraced these values. As part of your duty under the law you can work towards inclusive education both in your classroom and in your institution.

The physical environment can contain numerous barriers to learning. One of the key principles of this approach is ‘universal design’. This means that all aspects of the physical environment of the school must be usable by all people, regardless of their differences in ability. If you are aware of any physical barrier a student a student is experiencing, it falls within your leadership role to address that with your programme or the college.

There is much that you can do to overcome barriers by the way you use and arrange your own learning spaces. The way desks, tables or equipment are positioned can create or remove barriers to learning. The barriers your students experience will be different, and will change from one group of students to the next. Be willing to make changes depending on their needs. It is useful to start with a self-assessment quiz in your first class, where you ask them if there are any barriers they experience and how you can assist them. Students can choose their seats or work stations to give them some control, but watch out for the power dynamics between students. Don’t allow the most vulnerable students to be pushed to the most uncomfortable or ‘hidden’ spaces in the classroom. A student with a physical disability could arrive last to the class and then end up furthest from the lecturer or the demonstration, and in the most disadvantaged place. If you have a student in a wheelchair, routinely ensure they are in the front during a demonstration so their view is not obstructed by other students who are standing. A student with poor vision or difficulty processing visual information might be best seated in the front and middle of the class where the board and lecturer are easiest to see.

**Ensure your students’ safety.**

The threats to physical safety which TVET students could encounter during teaching and learning will vary widely from one programme to another. Risks could include exposure to chemicals, diseases, injury by animals or machinery. It is important that you design your learning environments so that any potential threats to safety are safely contained and train your students carefully in safety protocols before they interact with any potentially dangerous substances, equipment or situations. Make sure that equipment is properly maintained and teach students how to look after equipment and hazardous supplies as well. This will not only enable them to protect themselves in work environments but also build their confidence and sense of identity as they gain mastery of different aspects of the job.

Also be aware of safety issues which your students might experience on the broader campus. If there have been incidents such as rapes or attacks this will cause anxiety and create barriers to learning in the classroom in terms of your students being able to concentrate or even feeling comfortable attending classes. If there are areas of the campus which feel unsafe, such as the toilets or other areas, use your leadership capacity to initiate change.

Stop and think

Are there any physical aspects of your campus or learning environments which you think could be a problem to some students? How could you address these? Have a walk around the campus with this question in mind. Try sitting in the back of your classroom and workshop and think about how students might experience the environment from that position.

Activity 15: Draft a code of conduct and a survey

**Suggested time: 1 hour**

It’s useful to work with some of these practical ideas now while they are fresh in your mind or you might not remember to use them later. In this activity you will draft a basic code of conduct and survey to get to know more about your students.

1. In your learning journal, brainstorm what you would include in a code of conduct. Consider:

* Key values
* What you expect of students in terms of behaviour (positive statements)
* What your students can expect from you
* Specific rules
* State clearly how you will respond to disruptive behaviour

Compare your list to those of your peers and make any changes you would like to.

1. Draft a survey you could give your students during the first class of each course to get to know more about them. Consider asking them:

* What they would like to include in a code of conduct
* What they already know related to the subject and if they have any experience in this industry or any other work experience (prior knowledge)
* if they experience any barriers to learning which you could assist with (e.g. a disability)
* What are their career goals and dreams?
* What they consider their strengths and weaknesses
* What are their interests outside of the programme (e.g. sports, music)?
* What they hope to learn in the course
* If they have any questions about the course
* If there is anything they would like to know about you
* If there is anything else they’d like to tell about themselves. Invite them to tell you about any problems they are facing in their lives in the survey or in person.

Compare your survey with those of your peers, and make any changes you would like to.

Discussion of the activity

You now have a basic draft for a code of conduct, and a survey to learn about your students. Now that you have applied your mind to this task, you may find more ideas coming to you in the days ahead. Once you start using them the results you get will give you new ideas to incorporate as well.

### Addressing behaviour issues

Even when you have created a supportive and cooperative classroom environment and used positive behaviour approaches consistently, students will sometimes engage in behaviours which disrupt teaching and learning or which indicate that they are experiencing personal issues and may need help. Keep in mind that the problem may also be stemming from your teaching approach. Consider your own role in the problem before you assume that the problem originates in their life. It could be the tasks are too difficult or too easy for them. They may find your management approach too ambiguous and feel emotionally insecure because they don’t know what to expect.

In general, it is most effective to pay as little attention to minor disruptive behaviour as possible. Minor disruptive behaviour can disrupt teaching and learning more than the behaviour itself did. If the behaviour continues, redirect them in ways that are not disruptive to teaching and learning. Consider what need you think they might have. Try to choose strategies for redirecting them which meet the need rather than making it worse. In the next activity let’s apply this principle to addressing the behaviours you identified in Activity 14.

Activity 16: Identify techniques to redirect disruptive behaviour based on students’ needs

**Suggested time: 30 minutes**

Here are two examples of disruptive behaviours which often occur in classrooms. The right hand column identifies a management technique which could redirect the student back to task by meeting the need.

|  |  |  |  |
| --- | --- | --- | --- |
| **Behaviour** | **Need that may be motivating the behaviour** | **Circumstances which could create need** | **Management technique which may be effective** |
| Whispering to friends | Psychologically insecure | Your instructions for the activity were unclear (ambiguous) | Repeat instructions clearly. Go to student individually to check if they understood and reassure them that they are on the right track. |
| Making loud jokes and comic behaviour | Seeking attention to get esteem and belonging | Father is not interested in having a relationship with them. | Give the student a prominent and visible role that they will enjoy to enable them to meet this need while staying on task |

1. Now return to the table you made in Activity 14.
2. Brainstorm ways to respond to the behaviour that could help to meet the need and redirect the student back to task.
3. Compare your strategies with those of one or two peers. Add ideas from their table which you think could be useful to you to your own table.

Discussion of the activity

When you stop to consider what might be driving a disruptive behaviour you may find that it becomes clearer how to redirect the student back to task effectively and easily. As you gain more experience using this approach you will build up a range of different techniques you can draw on.

As we have discussed earlier, a powerful strategy to reinforce cooperative behaviour is to name the behaviour you are looking for when the student does it. For example, in the case of the student who was making jokes, when they are on task again comment loudly, “I can see you are working hard. You seem to really be grasping these concepts well.” This will reward the student for cooperative behaviour and, in this case, also help to meet the very need that motivated the disruptive behaviour.

If the student continues to disrupt teaching and learning after you have tried to redirect them two or three times, you will need to take more direct action. Remember that it may be possible that the student is experiencing unmet needs that are so intense that they actually cannot engage with teaching and learning. Speak to the student privately and indicate that their behaviour is disrupting teaching and learning and is thus unacceptable and they will need to stop it immediately. Instruct them to see you after class. Never try to embarrass, humiliate or shame a student in an effort to force them to cooperate. Never shout at them or get into a hostile confrontation in the classroom. These kinds of reactions will further undermine their psychological safety, destroy trust and a sense of belonging. It will also undermine their self-esteem, respect for themselves and their sense of others’ respect for them. Make sure you know what your college policy and protocols are for emergencies so that if a situation ever arises where a student threatens or commits harm to themselves or someone else you know how to get help quickly and effectively.

Your code of conduct should make it clear to students how you will respond if they continue to be disruptive or non-cooperative. Implement this procedure consistently and with minimum disruption to the class. For example, have cards prepared which detail what action you will take and what they are expected to do, hand them the card, and ask them quietly to leave the class.

When you speak with the student privately later, communicate to them that you are concerned about their holistic wellbeing but that you cannot allow teaching and learning to be derailed by their behaviour. Encourage them to tell you about the issues they are experiencing and help them try to see links between their behaviour and their needs. Your understanding and compassion might be enough to motivate them to cooperate with teaching and learning even if their issues are not resolved. Consider what support services they may need and help them personally to connect with these services if they are interested.

**Taking formal disciplinary action**

If a student’s behaviour continues to be disruptive or is threatening or degrading to themselves or others, you may need to initiate formal disciplinary procedures. If you decide to do this it is important to take legislation, policy and the principles of common law into consideration. Also remember that the student may need to be referred to support services in the college to help them address underlying issues.

Because the Constitution is the supreme law of South Africa, any policies or procedures which a TVET college establishes must be consistent with it. The Higher Education Act (101 of 1997) of South Africa allows TVET colleges to develop policies and procedures for handling student discipline. It indicates that every student registered at the institution is legally required to comply with the policies of the institution and is subject to its disciplinary procedures. Policies and procedures must be determined in consultation with the senate and the student representative council of the college. Discipline which involves physical or psychological punishment is illegal. If you become aware that the college is supporting psychological or physical discipline or is turning a blind eye to it, or that another lecturer is using these illegal forms of discipline in their classroom, it is your responsibility to report it.

There are a number of common law principles which are consistent with the Bill of Rights and are important to understand in the context of student discipline. These are the *in loco parentis position* of lecturers and two rules of natural justice: *audi alteram partem* and the *nemo iudex in propria causa* principle (Roos, Oosthuizen & Smit, 2015). Let us look at these briefly:

* *In loco parentis* means that in an educational context parents of children under the age of 18 give some of their parental rights and responsibilities to the educator while they are educating their child (Roos et al, 2015). These rights and responsibilities include the right to maintain authority and exercise discipline over students and the responsibility to care for and protect the psychological and physical welfare of students.
* *Audi alteram partem* is a Latin term which means ‘to hear the other side’. This means that if disciplinary action is taken against a student, that student must be given the opportunity to explain their own side of the situation.
* The *nemo iudex in propria causa* principle, also called the ‘rule against bias’, states that no one can serve as the judge in a case in which they are involved. This means that the person who chairs the disciplinary must not be someone with financial interests, family ties or other connections the student.

Disciplinary action taken against students has to be handled through a fair process (SA, 2000).

The student must be notified formally about the disciplinary action and the reason for it and be given enough time to plan how they will respond. The notice to attend a disciplinary hearing should indicate the date, time and venue of the intended disciplinary hearing, as well as the allegations made against the student and the evidence that will be used (Roos *et al*, 2015). The student must be given the opportunity to get assistance or legal representation, to present and dispute information, and has the right to appear in person.

Stop and think

Have you been part of a disciplinary hearing or action before, either as a student or as a lecturer? Reflect on your experience. Using the knowledge you have gained in this unit, can you identify what may have motivated the student’s behaviour? Can you think of proactive ways the environment could have been managed more skilfully and disciplinary action could possibly have been avoided?

In this unit you have explored a range of circumstances and needs which could influence a student’s behaviour and ways to manage behaviour effectively. In the next unit we look at the administrative aspects of classroom management.

# Unit 4: Managing resources and administrative tasks

## Introduction

Being part of a large institution brings with it a heavy administrative load. In addition to the administrative requirements of the individual courses you are teaching, your college will have a number of administrative requirements you need to fulfil. In Unit 1 we discussed the importance of balancing your different management tasks to ensure that your top priority, quality teaching and learning, is never compromised. Many of the administrative requirements are important to ensuring a high quality of education, whether in the short term or the long term. For these, good management involves doing them as efficiently as possible, so that they do not take up more of your time than they need to. This means selecting the most effective systems for record keeping, filing and the storage and care of your resources, among other things. This is the focus of this unit.

As you work through this unit, reflect on how administrative tasks support teaching and learning and how much time you spend on each task. Does the amount of time correspond to the importance of the task? If not, could you reorganise it to be more efficient? Remember if you, as a professional educator, consider an administrative requirement or task to be unnecessary or to be undermining teaching and learning, it falls within your rights and responsibilities to engage with the college about this. This is consistent with exercising instructional leadership as well as transformational leadership.

## Unit 4 outcomes

By the end of this unit, you should be able to:

* create and maintain effective systems for recording and analysing data
* develop a system, or improve your existing system, for storing records
* organise your resources safely, securely and efficiently to support teaching and learning
* design and implement a system for monitoring the condition and quantity of resources

## Creating effective systems for recording and analysing data

As a TVET lecturer you will need to keep a number of different types of records. Some of these will be electronic and others will be recorded on paper. Your college may give you templates or forms which you are required to use, or you may need to create your own. In some cases the college may not require you to record a particular kind of data but you may find it useful and so you may create your own recordkeeping systems for this purpose.

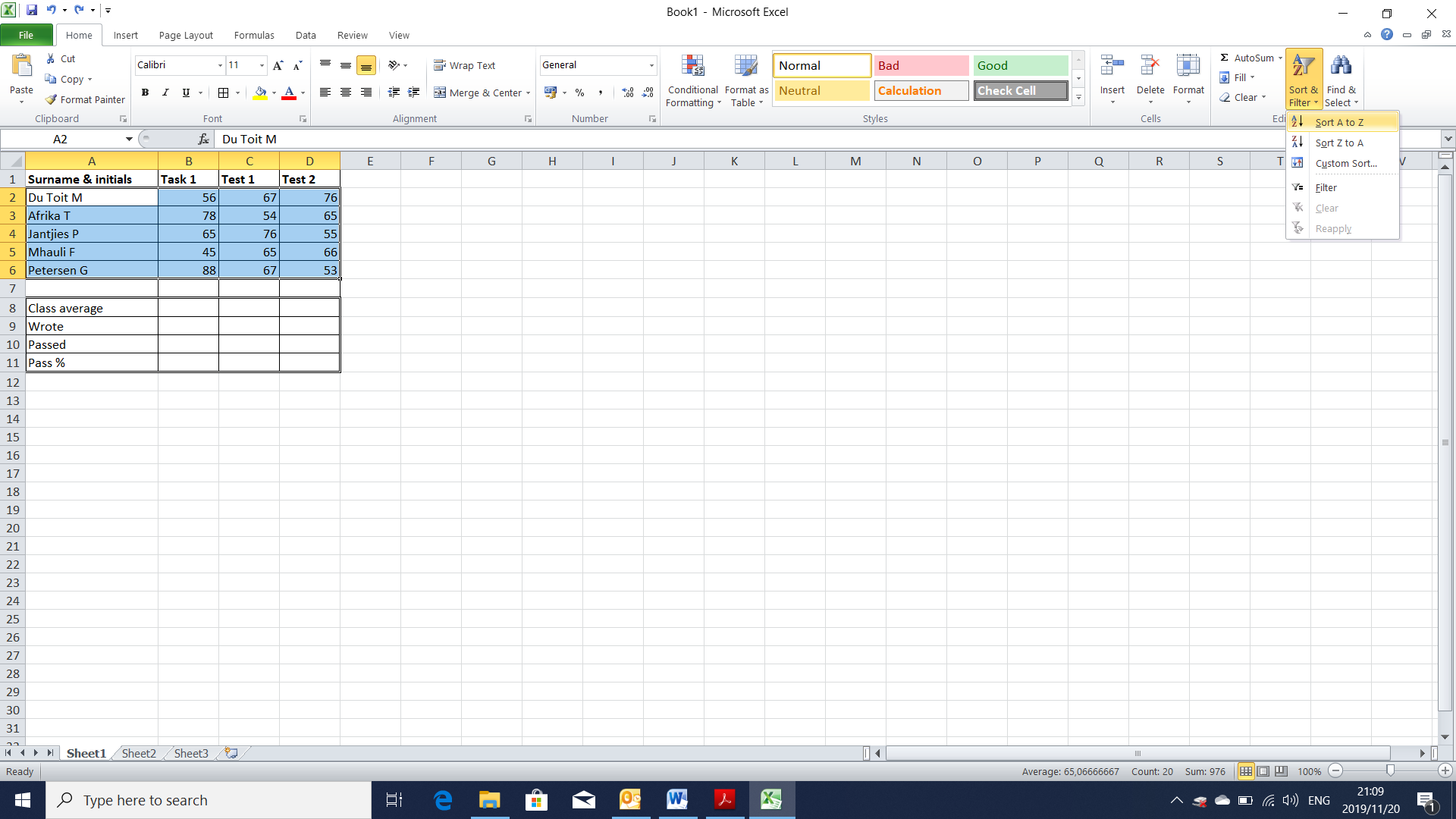
Paper records have some advantages because they can easily be taken to the place where the data needs to be recorded (for example, the workshop or workplace), they allow data collection to be easily delegated (you can simply pass the clipboard to a student) and they can be easily viewed – for example, you can flip through a few pages on a clipboard on the wall to see who has not returned equipment.

Keeping records electronically has a number of different advantages. They can be safely stored without being lost or damaged and they can be easily updated or rearranged. You can easily add a new student’s name to a class list in the correct place in alphabetical order, something you cannot easily do on a printed class list. You can simply add a column to a sheet if you think of something else you would like to record.

You can also easily analyse the data you record electronically in different ways to find out important information. For example, it is not only important to record student marks accurately but also to keep track of their progress. Analysing their results can give you an indication of underlying problems. If the class average is very low and many students fail a test it might indicate that your teaching of some of the content was not effective, the test questions were unclear or the test was too difficult. If the class average is very high and all students pass the test, it might indicate you taught the material effectively or, on the other hand, that students may have copied from one another.

Let’s walk through how to do some of these useful functions.

**Arrange students’ records alphabetically.** After recording your students’ surnames and initials in an Excel spreadsheet select the students’ surnames and their marks. Click on the filter function and ‘’Sort A-Z’’ as seen in Figure 9 below. The data will rearrange according to the alphabetical order of the surnames.

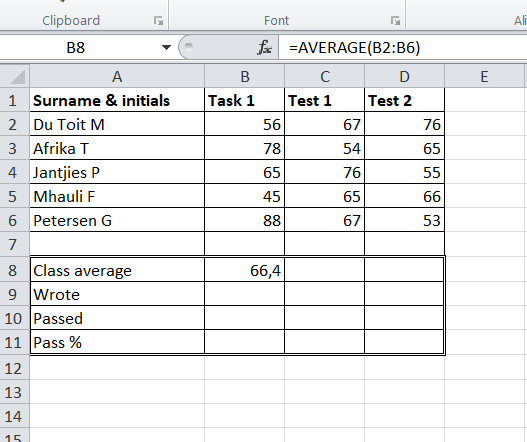


2. Then click on ‘’Sort A-Z’’

1. First select surnames and marks

**Figure 9: Records captured in Excel can be easily alphabetised using the sort function**

**Class average.** To calculate the class average, click on the cell in which the average should be calculated (B8 in Figure 10 below). Then look at the command bar on top and type ‘’=AVERAGE (B1:B6)’’. Then press enter.



1.First click on the cell in which you want to work

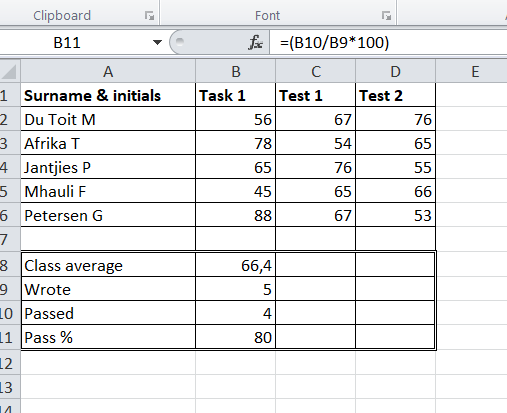
2. Then type the formula in the formula bar and indicate the cell range you want to include

**Figure 10: Marks can be averaged using a formula**

**Pass percentage.** For calculating the pass percentage for a test you need to calculate the number of students who wrote the test and the number of students who passed. The pass percentage is the number of students who passed divided by the number who wrote multiplied by 100.

Pass %.

In Excel, click on the cell in which you want to work and then type the formula in the formula bar as illustrated in Figure 11 below:

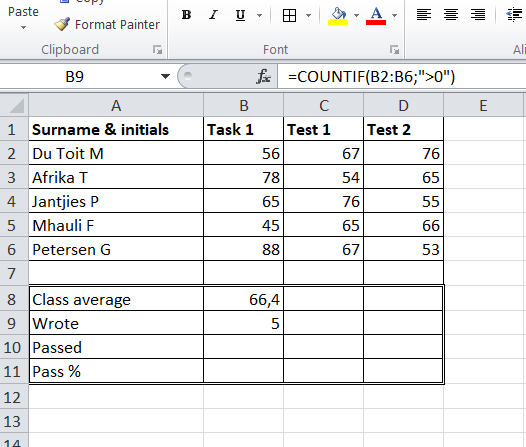


1.First select the cell in which you want to do the calculation.

2. Then type the formula to divide the number who passed by the number who wrote and multiply by 100.

**Figure 11: The pass percentage can be calculated using a formula**

**Number of students who wrote.** To calculate the number of students who wrote the test, click on the cell in which you want to work and then, in the formula bar, type COUNTIF(B2:B6; ‘’>0’’). Excel will count every value above zero. This is shown in Figure 12 below:

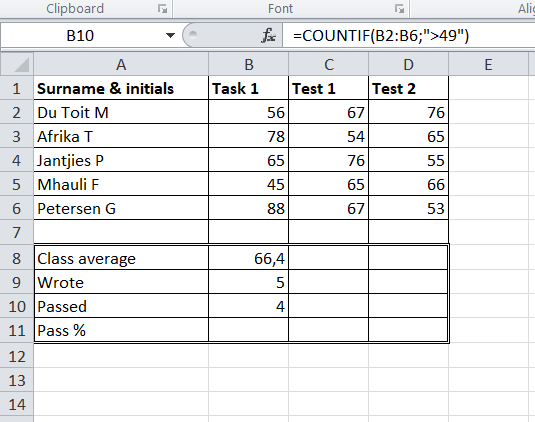


2. Then type in the formula, range B2:B6, and the values you want to be counted.

1. First select the cell in which you want to do the calculation. Five students wrote.

**Figure 12: The number of students who wrote can be counted using a formula**

**Number of students who passed.** To calculate the number of students who passed click on the cell in which you want to work. Then, in the formula bar, type COUNTIF(B2:B6; ‘’>49’’). In this case the pass percentage is 50%. You would want to count every mark that is 50% and above to determine how many students passed. This is explained in Figure 13 below:



1 .First select the cell in which you want to do the calculation.

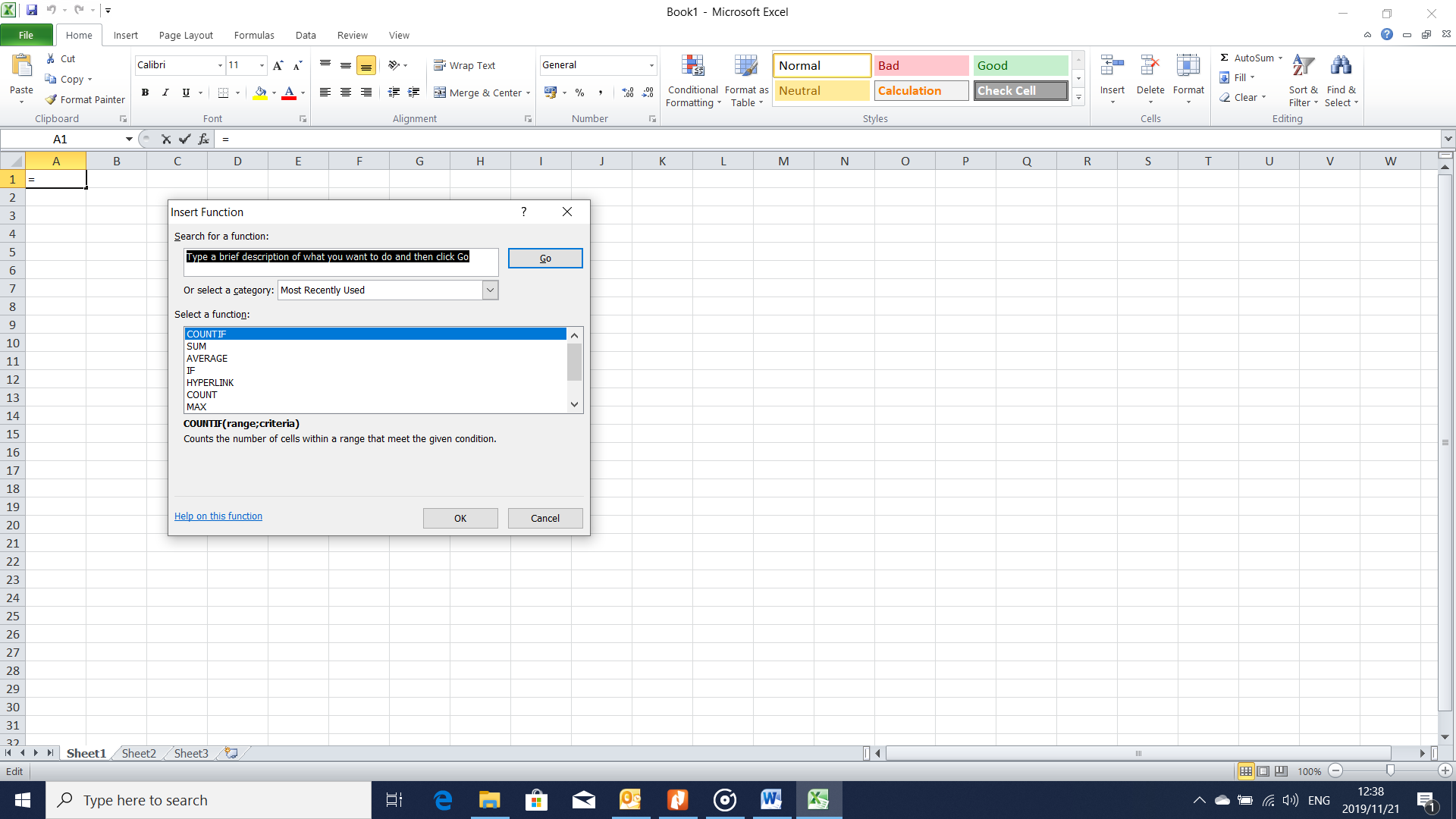
2. The marks to be counted should only be those of students who passed, or >49

**Figure 13: The number of students who passed can be counted using a formula**

When using Excel it is important not to leave out any symbols or to leave any spaces that should not be in the formula. Leaving out a single comma or symbol will make the formula unable to work.

If you are uncertain of a formula you can click on the insert function symbol next to the formula bar as shown in Figure 14:

1.First click on the insert function symbol.



2.Then choose your function from the list.

**Figure 14: A function can be selected by clicking on the insert function symbol**

Activity 17: Analyse students’ results

**Suggested time: 1 hour**

Now you will have the opportunity to practice analysing students’ results in Excel yourself.

1. Recreate the table below in Excel.

|  |  |  |  |
| --- | --- | --- | --- |
| **Surname and initials** | **Task 1** | **Test 1** | **Test 2** |
| Fani S | 35 | 10 | 56 |
| Ndondo P | 48 | 35 | 45 |
| Smit V | 76 | 65 | 76 |
| Swanepoel M | 45 | 30 | 22 |
| Klein S | 87 | 45 | 76 |
| Class average |  |  |  |
| No wrote |  |  |  |
| No passed |  |  |  |
| Pass % |  |  |  |

1. Arrange your students’ surnames alphabetically
2. Now calculate the following:

* the class average
* The number of students who wrote
* The number of students who passed
* The pass percentage of the class

Discussion of the activity

By capturing your data in Excel you can easily do a number of useful analyses.

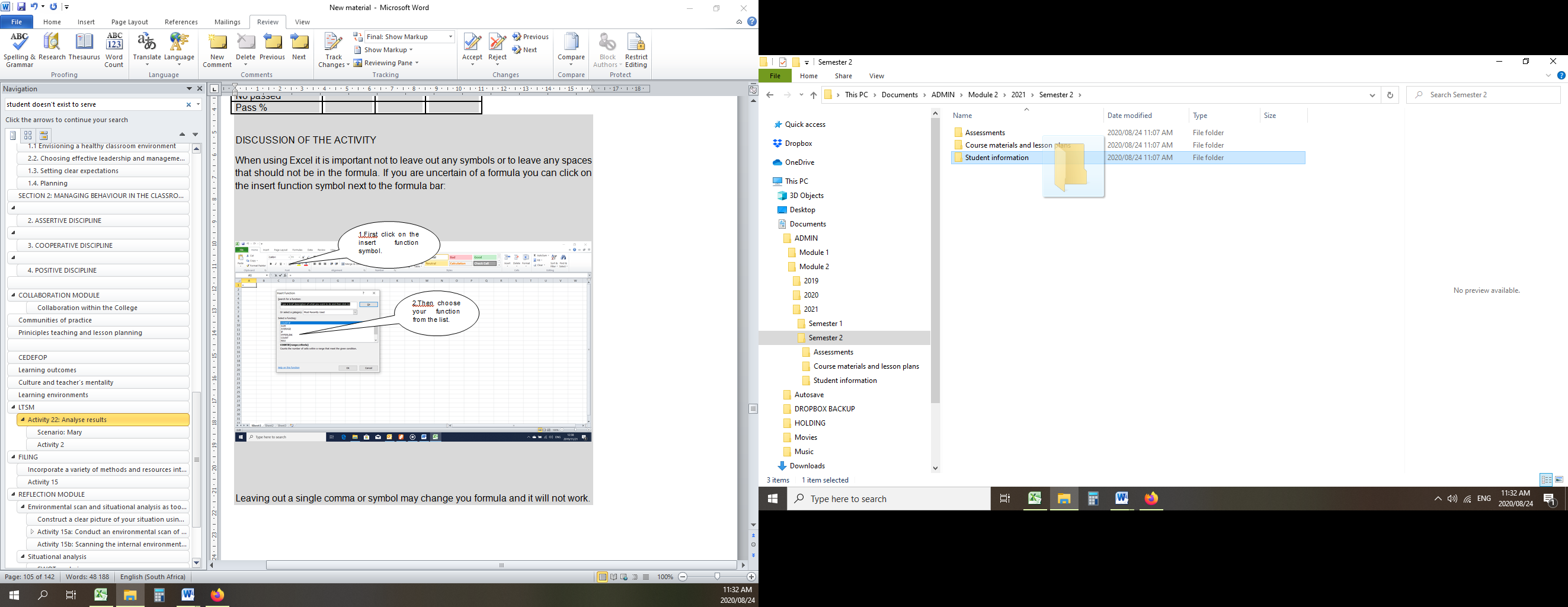
## Establishing an effective filing system

As a TVET lecturer you will have a number of different types of records and documents which you need to manage. These will include registers, inventories, teaching aids (worksheets), students’ work (portfolios, assignments, assessments, marks) and correspondence (such as letters and memos). It is important to set up an efficient filing system that enables you to classify, organise and store your records in a way that you can easily find them again. Electronic (‘soft copy’) and physical (‘hard copy’) documents have different filing requirements.

### Filing electronic records

Electronic documents stored on the computer obviously have advantages such as not taking up space and being easy to copy and share if needed. The search functions on a computer can also make it easier to find a document if you have forgotten where you filed it, as you can type in the name of the document and the computer will search for the location, rather than having to search manually through paper files. It is important to name your files clearly and logically and be disciplined about saving them in the correct folders and sub-folders, however. It can be tempting to save them quickly under a temporary name or save them in different places on your computer or flash drives, but if you later forget what you named them or where you saved them this can cause very serious problems as many records are irreplaceable. Clearly indicate what the information is in the file name and add the year or date to the name. For individual student files, use the student’s surname and then initials, or student number. Name your folders by subject or type of folder and keep these together in a folder that is named for the course, semester or year.

A simple example of folders and sub-folders displayed on Windows Explorer is shown in Figure 15. Down the left-hand side of the screen, you can see that a main folder labelled 'ADMIN' has been created under 'Documents'. Under this folder, sub-folders have been created for Module 1 and Module 2. In the Module 2 folder, sub-folders have been created for the years 2019, 2020 and 2021. In the 2021 folder, sub-folders have been created for Semester 1 and Semester 2. The Semester 2 folder is currently open, with its contents shown on the right-hand side of the screen. It contains sub-folders labelled 'Assessments', 'Course materials and lessons' and 'Student information'. The folder 'Student information' is currently being dragged to a different location. This is shown by the folder being highlighted, and an enlarged folder icon representing the folder as it is moving.



**Figure 15: Example of folders and sub-folders displayed in Windows Explorer**

### Filing physical records

In addition to electronic records, you will have a range of paper ('hardcopy') documents which you need to store in a way that you can easily find any individual document when you need it. This requires setting up a physical filing system to contain your records. There is a wide range of storage and filing products you can choose from and combine in different ways depending on your needs. These include manila folders, plastic pockets that can be filed in a ring binder, ring binders, lever arch files, suspension boxes and filing cabinets. The following characteristics are useful to keep in mind as you consider filing options:

**Suitability.** The system should **be well suited to the types of documents** you need to store. For example, if there are papers of different sizes and perhaps invoices and till slips, it may be easier to use pockets than lever arch files where each paper must be punched or hanging files where small pieces of paper might slip out. If some of the documents might be too thick to punch, consider a hanging file or a storage box.

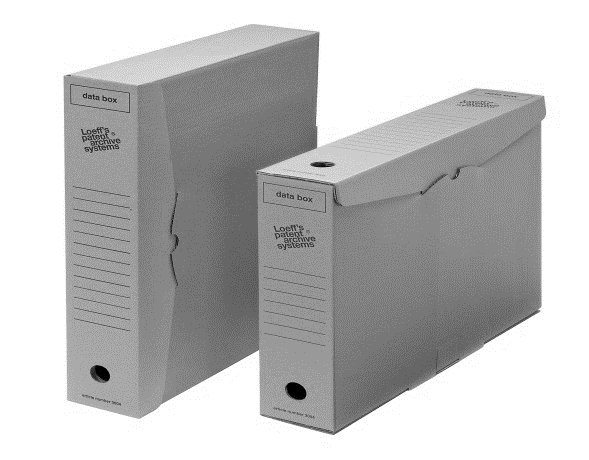
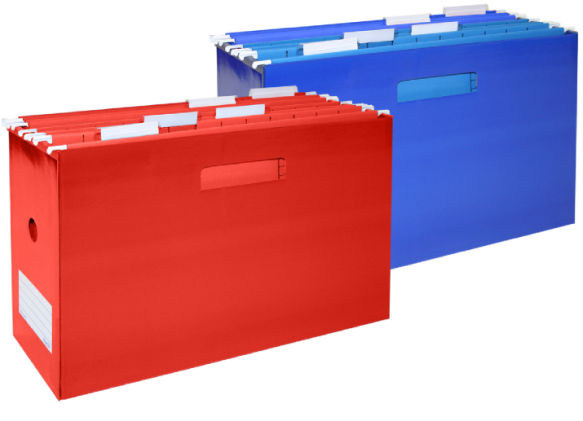
**Accessibility.** You should be able to find a document you are looking for quickly and remove it easily.

**Confidentiality.** Some records must keep confidential from your students and from non-teaching staff, such as cleaning staff. These include personal information about your students. Ensure that however these are stored is secure. They should not be stored alongside other files which students are allowed to access, for example. They should also not be stored in files or boxes in classrooms which may be left open and unattended. If you need to store them in a classroom which may be unattended, consider using a filing cabinet that locks with a key, or keeping these files in a locked cupboard.

**Flexibility**. The system should allow you to add new documents wherever necessary. Keep in mind that the number of documents might grow significantly over time. Make sure that your system allows for the records that will be added semester after semester.

**Mobility.** Think about whether you will need to carry some of your files with you to different learning or work environments: for example, to the classroom, workshop, workplace; or to your office, home or to a staff meeting. A lever arch file or ring binder is much easier to transport than a box. Also consider whether your desk, office or other administrative space at the college is likely to change. If you are likely to be working from the same place for years, a filing cabinet might be the most durable and convenient option. If you are likely to change offices and desks from time to time, it might be easier to work with storage boxes.

**Neatness.** Also consider a system which looks professional and can be neatly stored, even as the number of stored documents increases. Also consider dust and other debris that might be created in your workshops or sim rooms. If you need to take files into these learning spaces keeping them in plastic sleeves, a plastic accordion file which snaps shut, or a filing box which closes securely will allow you to keep the records themselves free of dust or dirt.



**Figure 16: Storage boxes (left) and suspension boxes (right)**

The boxes above are examples of products that are available which you could use as part of your physical filing system. Hanging folders in a suspension box can be labelled according to the categories of documents you need to file, as shown here.

After choosing a method of filing, you will need to decide on categories, and possibly sub-categories, to classify your documents and label your folders and files accordingly. There are different classification systems that you can use as follows:

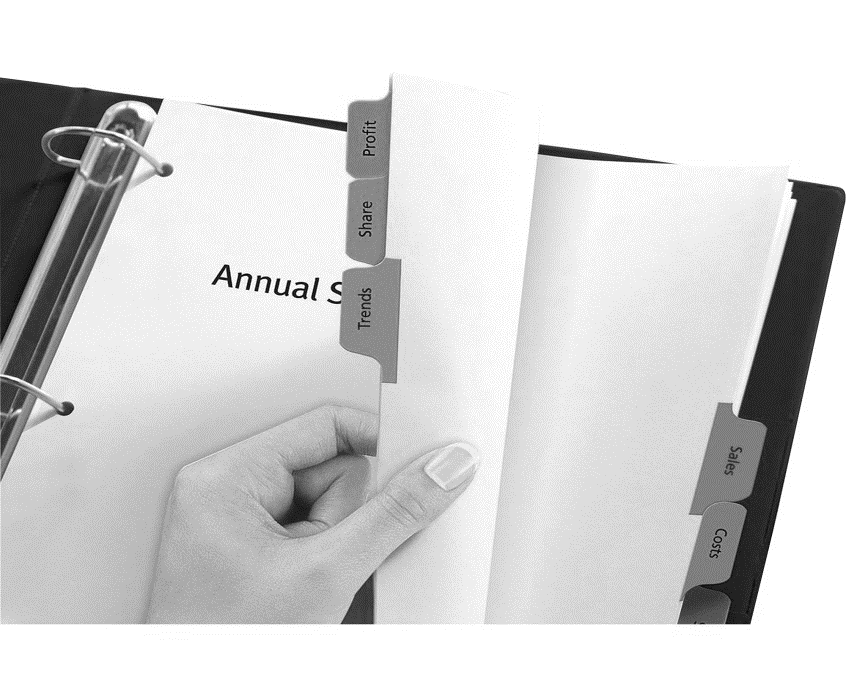
* **Personal classification** is when every correspondent or client has their own file with their name on it and is filed according to the first letter of the surname or company name. With the personal classification system an alphabetical arrangement is usually used to file records by names of individuals, businesses, institutions, and so on according to the sequence of the letters of the alphabet.
* **Subject classification** is the arrangement of records by topics or categories rather than by personal or business names. Files are filed according to the subject alphabetically with regard to the first letter of the alphabet. Examples of subjects are finance, transport, complaints, etc.
* **Geographic classification** uses countries, regions or towns for classifying correspondence.Different campuses may also fall under geographic classification. All correspondence regarding a region is placed in a file while the name or subject of correspondence is not relevant. Files under each region are usually arranged in alphabetical order.

To arrange files, it is important to consider how you expect to use the records and how many you are likely to store over time. With a small number of records, the alphabetical arrangement is usually is generally adequate. If the filing system needs to be more expandable the alpha numeric system is a better choice. The arrangement of files is:

* **Alphabetical** arrangement that maintains records according to the alphabetic sequence of letters. Files are classified by names of individuals, businesses or institutions all according to the sequence of the letters of the alphabet. Files are first placed alphabetically under the applicable letter of the alphabet. Then documents or files under each letter are arranged in alphabetical order. Every file has a protruding strip or tab with the name of the correspondent on it. When two or more correspondents have the same surname the first name of the person is taken into consideration.
* **Numerical** arrangement makes use of numbering to distinguish documents from one another. The speed of filing and retrieval is considerably faster with the numerical system. A number is allocated to a new file of the person regardless of the person’s name. The file is placed in numerical order on the shelf behind the previous file number. An index to the files is used where each correspondent gets a separate index card. The correspondents’ particulars and file number is written on the index card. The index cards are stored alphabetically.
* **Alpha-numerical** arrangement of files is a combination of alphabetic and numerical filing systems. Files are arranged alphabetically by placing all surnames starting with a specific letter under that letter, for example, all surnames starting with the letter ‘’B’’ under the letter ‘’B’’. Each correspondent then receives a number. For example, the sixth person whose name starts with the letter B would be labelled “B6”. Index cards are also used with this system (Oosthuizen & Coetsee, 2012).

You can also add a coding system – such as using different colours for different categories. If you want to classify information in more than one way, you can combine systems. For example, you could file all records alphabetically, but then use a colour coding system to signify other useful categories and add stickers of the appropriate colours to the edge of the document so you can easily scan through your filed documents and identify those you are looking for.

For a neat appearance you can print labels for your folders rather than handwriting them. A simple way to print folder names is to create a table using MS Word (using the menu choices for ‘insert’ and then ‘table’ and type your folder names into the table. You can then print it and cut up the table to make labels. Alternatively, the ‘labels’ function in MS Word can be used to print stickers made for labelling to name your folders. Similar documents can be safely stored in folders that have a descriptive name that describes the type of document stored in the folder. In Figure 17 below you can see an example of labelling in a ring binder file. You can make more tabs for a ring binder by using a piece of cardstock or coloured paper. Turn it sideways and trim it so it stands out just a centimetre or so beyond the documents that are filed once it is punched.



**Figure 17: Tabs labelled for different categories in a ring binder**

Activity 18: Improving your filing system

**Suggested time: 1 Hour**

It is likely you already have a filing system in place. Based on what you have learnt in this section, consider what improvements you could make as you work through this activity.

1. In your learning journal, draw a line down the middle of a blank page to create two columns. Label the left-hand column 'ELECTRONIC' and the right-hand column 'PAPER'. Think carefully about all of the different types of records and documents that you need to manage as a TVET lecturer and list them in the appropriate column. It might be helpful to glance through your records on your computer and in your physical files to make sure you don’t leave anything out.
2. Now look at the items in the 'ELECTRONIC' column as a whole. What are the relationships between them? Are some of them sub-categories of others? Do some of them have further subcategories – for example, subjects, or semesters? Think about how you could organise all of these neatly as a system of folders and sub-folders on your computer. Is the current system you use effective or can you see better ways to organise your files? Write down the categories and sub-categories that you will use in your learning journal. Then go to your computer and restructure your system where needed. You may need to rename some folders (right-click on the file name to do this) or move some folders into or out of other folders (you can do this while viewing the folders on Windows Explorer by dragging the folder from its current location and dropping it into the new location, or pressing 'CTRL X' to remove the folder from one location and ‘CTRL V’ to add it to the new location).
3. Now look at the items in the ‘PAPER’ column and do the same. What relationships can you see? Which things belong together and which broader categories are they part of? Does this reflect the current organisational plan of your filing system? Would filing and retrieving information be easier if you changed it? Write down in your learning journal the classification system you will use to label your files.
4. Now think about the actual physical filing products that would best suit the types of physical records you need to file. Do you have these available? Would the college provide them? How could you be resourceful and locate what you need, or adapt other materials to your purpose? Is there a local business that might be migrating its record keeping to electronic formats and have filing cabinets, boxes or files it would be willing to give you? If you can think of any ideas for sourcing what you want, make a plan to follow this up.

Discussion of the activity

This activity has given you the opportunity to apply principles of effective filing to your own context and begin to make changes to improve your system. Being more aware of the systems and products which can help you manage your records and documents efficiently will help you to see opportunities to improve your system as new needs or opportunities arise.

## Organising and maintaining your learning environments and LTSM

Classrooms, workshops and other learning environments need to be organised and maintained regularly so that teaching and learning can happen without wasting time clearing space or looking for materials that have been misplaced.

Stop and think

Have you ever taken the initiative to arrange the learning environments you use to best suit the learning experiences you create? If not, why not?

### Planning how you will arrange your learning environments and resources

Take some time to think about how to organise and set up each of your learning environments to best support teaching and learning before the year or semester begins. If you share learning spaces with other lecturers, you can provide some leadership by asking them to do this collaboratively with you. Have some ideas ready for improvements that you think could be made. Involving your students in this process is also appropriate, as it creates a learning opportunity for them to think about safety and efficiency and develop their sense of ownership and responsibility. The practical solutions that arise may be ideas they can later use in their work environments on the job.

#### Arranging your learning environments

When you plan how to arrange a learning environment, consider the following:

* Walkways and passages (for example, between tables or workbenches) should be clear so that students understand these are not places to put bags or equipment.
* Ensure electrical cords do not cross walkways or hang from overhead. You can attach them securely to walls or beams with duct tape to ensure they are not in the way. Don’t route an electrical cord through an area that may sometimes be wet, to avoid the risk of shock.
* Post safety notices wherever needed in workshops, kitchens or other work areas.
* Provide rubbish and recycling bins for waste (and teach your students which waste can be put in which bins)
* Cover any sharp edges present in the learning space.
* Ensure a first aid box and fire extinguisher are provided in each work area where there is a potential for injury or fire. Make sure these are maintained regularly (ie. that the first aid box is stocked with supplies and the fire extinguisher is recharged every year). Hang them on designated hooks to reduce the risk of them being misplaced and mark them clearly – for example, with bright red tape or paint.

#### Storing resources

Give careful thought to where and how equipment and supplies can best be stored. If each resource has its designated place which it must always be returned to after use this will enable students to collect and return the resources they use during a lesson without wasting time looking for them or clearing a place to put them. Consider whether different tools and materials would best be stored on shelves, in bins or in containers.

Also think about whether they need to be accessed often and if they need to be protected. Some things need to be easily accessible: resources that you and your students use often. Other things are not used often or may not be used at all in the course you are currently teaching; if another lecturer using the same space does not need them, they could be stored in a closet or even in a separate storage room to reduce clutter and to keep them clean and protected until they are needed.

If the activities that are done in the room result in a lot of dust in the air, find a way to store your resources to protect them from becoming coated with dust. This could be inside large cupboard, inside large storage boxes or bins with lids, or even behind curtains, which can easily be hung in front of shelving to keep dust out.

Other items might need to be stored securely so that they cannot be stolen or damaged when the room is left unattended. You might need to have a locked cupboard or put padlocks on cupboard doors and drawers. Equipment used by students in a workshop or simulation room can be tracked and controlled in various ways:

* Students can be required to sign for the equipment when they collect and return it.
* Equipment that is numbered can be issued to students according to their order on the alphabetical class list.
* Students can be placed in groups and one person in each group is given the responsibility of collecting and returning equipment.

Remember that personal information about your students is confidential and needs to be kept secure at all times. Never leave files with this kind of information lying on your desk during a lesson or while you are away from the classroom. Ensure that they are stored in a locked filing cabinet at all times where no other students or staff who should not have access to them (for example, cleaning staff) can view them when they are unattended.

Before asking your college administration to order storage materials for you, think of ways to source or build these using materials you already have available. Are there waste materials generated by the college which you could use? For example, a damaged PVC pipe could be cut into sections of different lengths and stood in a bin or box. Short sections could be used to store smaller supplies like nails or tape measures; longer sections could be used to store longer supplies like levels or rods. Also think about resources in your community. Is there a manufacturer who has a waste product which could be converted into useful storage containers? Is there another TVET programme which could manufacture what you need, providing students in that programme with a learning project in which they supply a real world need, while meeting your need? If so, discuss your ideas with your colleagues in that programme.

If you label shelves and storage containers it will help both you and your students to find materials quickly and easily and also help to ensure that they are returned to their correct storage place.

#### Storing and displaying students’ completed projects

Another aspect to think about is where students’ completed projects will be kept. Students can spend many weeks on their projects and when they have finally completed them room needs to be made for new projects. But it is demotivating for students to then put them in a dusty closet where they can’t be seen – or even worse, for them to be heaped in a corner and over time get dirty and damaged. Think about how you can show respect for the work your students have done and display it proudly.

You could allocate a table or some large shelves for displaying past projects. After a couple of weeks, students could take their projects home. Another idea is to install a high shelf along an entire wall of the room – or running all the way around the room – which is out of the way and does not take up work or storage space but still allows items to be seen. Projects could be put on display on the shelf for the rest of the semester. It could even be useful to display some examples of excellent projects from past years to inspire students before they begin on their own projects.

You can also show your pride in your students’ work – and find more storage space at the same time – by going beyond your classroom. What about installing display cabinets in the passages of your TVET building, or even the administration building? You could then display some of the most excellent pieces of work in these for other staff and students to admire, or rotate different students’ work for display over the course of the semester. If the project is made of materials that would not be damaged by sun, rain or wind, consider creating a display area outside. Also consider the risk that other students could steal or vandalise items on display, however

What about having the visual arts department come and take photos of the projects and post them on the college website? Or include them in promotional and marketing materials for the college. It would give your students a great sense of pride and build their confidence to see something they have crafted displayed on a glossy brochure or poster.

Activity 19: Plan the organisation of your learning environments

**Suggested time: 1 hour**

In this activity you will think through the practical aspects of arranging each of your learning environments and organising your resources. You can do this activity with colleagues who share these learning spaces with you or even with your students, as it will provide a real life learning experience for them.

Be aware of your attitude as you do this activity. You may feel that your existing system works adequately. If so, that’s excellent. However, try to keep a curious, open attitude that supports *lifelong learning*: explore how new ideas from this discussion or from what your colleagues share might be valuable and be willing to experiment with how they could further improve the effective system that you have. Also be aware that if the plan you are using is working well, you can contribute your ideas to benefit the lifelong learning of your colleagues.

1. Allocate two pages (left and right) in your learning journal for each of the learning environments you use for teaching and learning. (Include new learning environments you would like to create or use following what you have learnt in this module)
2. On the right-hand page, write the name of the learning environment (eg. workshop, classroom, etc.) and draw the space, adding structural features such as doors, windows, electrical plugs, taps, basins and drains.
3. On the left-hand page, draw a line down the middle to make two columns. Label the left column 'RESOURCES' and the right column 'STORAGE'.
4. In the left column, list all the resources you have available in the left-hand column. Include everything: tables, desks, chairs, tools, machines, models, materials which are consumed during lessons, and anything else you can think of. Add students' past projects to your list. They may not seem to be 'resources', but if displaying them in the learning space helps to motivate and inspire students and build their sense of craftsmanship.
5. Now consider what would be the best way to position or place this resource in the room. Some of the things on your list will need to be positioned in the room and others will need to be stored neatly out of the way – either where they are easily accessible or where they are securely locked up. If the item needs to be stored, write where and how you want to store it in the right-hand column under 'STORAGE'. For example, if you want to store different sizes of screws and nails, you might say: sort in margarine containers arranged in a box lid and stored on shelf C (label shelf 'C' in your drawing on the right-hand page).
6. There may be some things that are fixed in the space and you cannot move them and have to work around them, such as basins or lighting. For worktables, consider what arrangement would be best. Do they need to be close to electrical plugs? Taps? Machines? Make sure there is enough space between them for students to move freely. Think outside the box: if you realise that you could teach more effectively if there were more plug points in the room, make a note to see what you can do about this. Remember to think collaboratively: maybe your colleagues in electrical engineering would welcome the opportunity to have their students equip your space with more plug points. Discuss your ideas with your managers as well and, if need be, request modifications to your learning space.

Discussion of the activity

You have spent time thinking carefully about how to arrange your learning environments. This process may stimulate new ideas in the coming days which you can use in the future.

### Maintaining your learning environments and resources

Once your learning environments are organised and your resources stored, you need to maintain them in good condition. This means taking the time every time your learning spaces are used to ensure the space is cleaned if necessary and resources are put back safely in their places. Objects left around the learning space could be hazardous to cleaning staff or other students who come into the room – for example, if there are cables they could trip over, equipment left plugged in which could be harmful, or heavy or sharp objects stored inappropriately which could fall onto people and hurt them. Equipment or resources that are not properly stored could also be at risk of being damaged or stolen. Chemicals or other liquids that are not sealed properly or are left sitting out could be spilled or opened by others who enter the classroom, potentially causing harm and also wastage. If water or grease is left on the floor, it could cause a slipping hazard.

Planning time at the end of the lesson for you and your students to ensure the space is left neat and orderly will prevent these problems and will also help to instil in your students the value of taking good care of equipment and workspaces as part of their pride in their craftsmanship. By modelling to your students your own involvement in this rather than leaving a mess for cleaning staff to deal with, you show them that it is all part of doing their work with care and dignity.

#### Inspection and inventory

In order to ensure that your resources stay in good working order and that you have adequate stock, you need to periodically inspect all of your equipment and take stock of your supplies. Again, these are valuable tasks for your students to participate in so that they learn both the skill and value of caring for resources properly.

Inspect each tool or piece of machinery carefully to ensure everything is in working order and identify any parts which need to be replaced or tightened, both to ensure that they will work properly and to address any potential safety problems before they become dangerous. Show your students how to replace blades, bits, filters or other parts and how to check that all electrical cables and plugs are in safe condition. Depending on the nature of your resources, how heavily they are used, and their particular safety factors, you may need to inspect machinery and tools at the start or end of every class, weekly or less frequently. Some tools will need to be cleaned or oiled regularly. For some courses it may be adequate to inspect all equipment before the start of each new course.

Make up an inventory list of all of the resources in each of your learning environments. Include permanent resources such as tables or machinery which you do not expect to need to replace regularly. Having a record of how many you have and their condition can help you determine if any of your resources have gone missing, are not in working order, or will soon need replacing. Furniture and equipment should usually not be moved from one classroom to another without a transfer document.

An inventory list for items which do not need to be replaced regularly could look like this:

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning space (eg. classroom or workshop number):** | | **Lecturer name:** | **Date:** |
| **Item** | **Quantity** | **Condition** | **Estimated value** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

If furniture and equipment are assigned numbers by the college, add a column to allow you to record this.

Materials which are consumed during courses need to be counted regularly to ensure that supplies are adequate and so that more supplies can be ordered if needed. You can design your inventory with additional columns to accommodate items which need to be ordered regularly, or design a different inventory list for consumables. If you are working with a particular budget and need to keep track of prices, you can include a column for that as well. It could look like this, for example:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning space (eg. classroom or workshop number):** | | **Lecturer name:** | | **Date:** |
| **Item** | **Quantity required in stock** | **Quantity currently in stock** | **Quantity to reorder** | **Item price** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Involving your students in taking stock, noting the condition of equipment, and assessing when and what quantities to order provides them with opportunities to learn real world business environment skills, as well as to develop values of maintaining equipment in good condition and not wasting supplies.

Once you have taken stock of your resources, you will need to follow up by ordering items or requesting repairs if you have noted damaged equipment or furniture.

Activity 20: Design an inventory and take stock of your resources

**Suggested time: 1 hour**

This activity is intended to help you implement the ideas in this section.

1. Do you already keep an inventory and take stock of your supplies? It may be that you are required by the college to do so and that you are given forms which the college requires you to use. If so, think about whether this system is working well or if there are any ways you can see that it could be improved. If you can see opportunities for improvement, consider taking the initiative to propose these to your administrative office or manager. If you feel the power dynamics within the college environment would make this difficult to do, consider whether it would be useful to keep additional documentation for your own purposes, in addition to what the college requires.
2. If you do not already keep an inventory of your equipment and supplies, draft an inventory list using Excel or MS Word. You can use the examples above for ideas, but try to develop it based on your specific needs and context. Populate (fill in) the list with all of the equipment and supplies you have. It will be easiest to do this by actually walking around your learning environments to make sure everything is accounted for. It may make sense to have different lists for different learning environments (eg. classroom, workshop) but you can decide what you think makes the most sense for your context.

Discussion of the activity

An inventory will help you to be able to plan effective learning experiences for students, as you will know what you have to work with and be able to plan in advance to order what you need.

In this unit we have looked at your administrative responsibilities as a TVET lecturer and considered how you can manage some of them more effectively. It is important to regularly step back and reflect on all of the tasks you are doing and consider whether each of them is really important. How does it contribute to quality teaching and learning? Identify anything which you don’t think is important. Can you leave a committee that you don’t think is achieving anything? Are you attending training workshops that are not really beneficial to you? Could you talk to your colleagues and perhaps arrange to take turns representing your programme at some ceremonies or events?

And are there any things that are important to teaching and learning which you actually aren’t doing at all, because you are too busy or you lost track of them? Exercise leadership to bring positive change.

# Conclusion

In this module we have explored your management role as a TVET lecturer. Using key concepts from theories about management and leadership we considered the priorities you need to protect as you balance your various responsibilities. We discussed ways to effectively manage the curriculum, plan and manage effective learning experiences and organise a range of teaching and learning resources. We used theoretical lenses to investigate the relationship between the circumstances in students’ lives and the needs which they have and we examined how unmet needs can motivate various behaviours. We discussed strategies for creating a positive classroom environment to support learning and for managing disruptive behaviour. Finally, we considered the administrative tasks that are part of your management role and explored ways to handle these effectively and efficiently.

Throughout this module you have done a lot of work to relate new concepts to each other and to your context. You have thus constructed new knowledge for yourself. This has been deepened and broadened by sharing your learning with peers. You have generated useful ideas for improving your classroom management and you have created some management tools which you can implement in your daily practice. Much of your new knowledge and the ideas and tools you have generated are recorded in your learning journal. You may find it useful to review your journal from this course from time to time to refresh your memory of strategies and ideas you can continue to use. Using a journal for daily reflection will help you to continue to make important links between theory and practice, generate new ideas and solve problems, enabling you to continually raise the level of your expertise.

# Summative assessment task

**Suggested time: 2 hours**

The lecturers in your programme have decided to meet once a month over lunch to share their new learning and ideas. Each time a different lecturer has the opportunity to present. You will be having your turn in two weeks and have decided to present on some of the concepts you have worked with in this course. You will cover the following:

1. Discuss the **importance of designing learning experiences in which students interact with real world objects and environments**. You will present specific ideas for creating new learning environments, or developing existing ones, for your specific programme. You will give examples of workplace equipment and materials that could be used as well as everyday objects which could be adapted and will provide ideas for how these could be sourced inexpensively.
2. Explain how **behaviour can be linked to students’ needs which, in turn, can be linked to their life circumstances**. You will describe how to set up a supportive environment and handle behaviour issues using positive discipline. You will identify any aspects of the physical environment and any policies or practices at your college which might undermine students’ needs and propose change to address this.
3. You will discuss the **importance of ensuring that administrative tasks support teaching and learning.** You will identify areas where administrative tasks in your programme may be unnecessary or may be inefficient and propose alternatives.

Plan and write up what you will say in your presentation. Your presentation plan will be assessed against the following criteria:

| **Criteria** | **Excellent** | **Good** | **Needs development** | **Inadequate** |
| --- | --- | --- | --- | --- |
| **1: Present importance of and practical strategies for real world engagement for students in your programme.**  **(35)** | Clear and motivating explanation of importance. Strong range ideas for learning environments and materials described which relate to your programme. | Clear explanation but not motivating.  Several ideas for learning environments and materials described which relate to your programme. | Explanation is unclear or inadequate.  Ideas and materials need to be expanded, need to be more practical or need to be related to your programme. | The importance is not explained.  Ideas for learning environments and materials are not provided. |
| **2: Explain needs-behaviour links, describe how to set up supportive environment and promote positive discipline in your programme**  **(35)** | Links, supportive environment and positive discipline explained clearly and applied practically to your programme. | Links, supportive environment and positive discipline explained adequately and some application made to your programme. | Links, supportive environment or and positive discipline need to be more clearly or thoroughly explained or application to your programme needs strengthening. | Links, supportive environment or and positive discipline not explained or application to your programme not made. |
| **3: Explain importance of admin supporting teaching and learning, identify improvements for your programme.**  **(30)** | Importance explained clearly and convincingly, strong suggestions made which apply to your programme. | Importance explained, suggestions apply to your programme. | Importance need to be explained more clearly, suggestions need to be stronger or applied to your programme. | Importance not explained or suggestions not made. |
| **TOTAL:** | | | | |

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