

Curriculum and pedagogic concepts and practices shaping VPET futures



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Premises and case

Occupational and workplace requirements constantly change, as do the purposes of VPET

Need to align these changing purposes with appropriate curriculum and pedagogies (VPET provisions)

VPET provisions go beyond activities

Experiences in work settings, through enacted in communities now key elements

Interdependence with others, text, and

Mature VPET systems are inclusive, of contributions

A VPET system for Hong Kong needs imperatives, structures and purposes



Premises and case

Occupational and workplace requirements constantly change, as do the purposes of VPET

Need to align these changing purposes with appropriate curriculum and pedagogies (VPET provisions)

VPET provisions go beyond activities in VPET institutions and teaching Experiences in work settings, through project activities and tasks enacted in communities now key elements

Interdependence with others, text, graphics and artefacts required

Mature VPET systems are inclusive, engaged with and respect a range of contributions

A VPET system for Hong Kong needs to be shaped by its own imperatives, structures and purposes, not copied from elsewhere.

Progression

Educational purposes for VPET

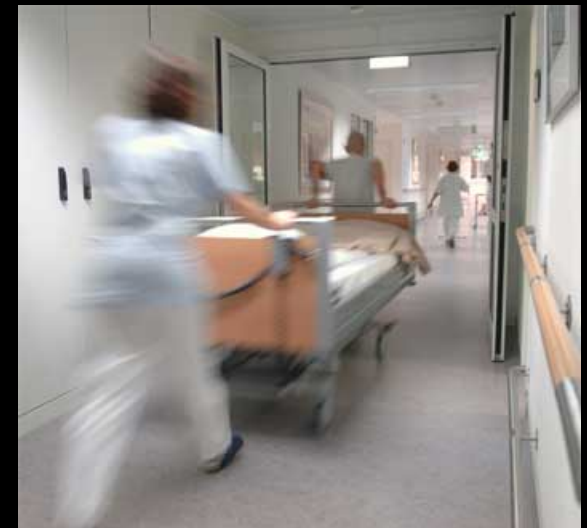
Contributions of tertiary education and workplace settings

Curriculum practices

Pedagogic practices

Learners' bases for working and learning

So what?



Educational purposes for VPET

These purposes comprise:

- i) assisting individuals identify to what occupation they are suited;
- ii) developing occupational capacities (Dewey 1917) and
- iii) sustaining them across lengthening working lives (Billett 2011).

Two domains of knowledge

i) Knowledge required for p
Conceptual, procedural disp
- dynamic as occupational

ii) Situational requirements
Conceptual, procedural disp
- dynamic as situational (e



Procedural knowledge

Educational purposes for VPET

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- iii) sustaining them across lengthening working lives (Billett 2011).

Two domains of knowledge VPET has to generate:

- i) Knowledge required for practising occupation – (i.e. canonical knowledge)

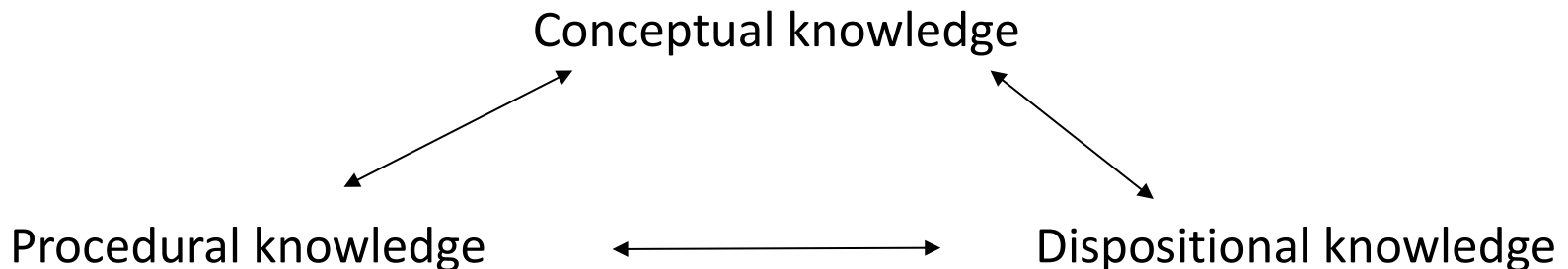
Conceptual, procedural dispositional dimensions

- dynamic as occupational requirements change

- ii) Situational requirements

Conceptual, procedural dispositional dimensions

- dynamic as situational (e.g. workplace) requirements change



Contributions of education and workplace settings

Development of occupational capacities mainly occurred in workplaces across human history

They were learnt - mimetically

Educational provisions and teaching relatively new phenomena

Experiences in both work and educational settings, and their integration is now important



Generating the required
and dispositional

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Contributions of education and workplace settings

Development of occupational capacities mainly occurred in workplaces across human history

They were learnt - mimetically

Educational provisions and teaching relatively new phenomena

Experiences in both work and educational settings, and their integration is now important

Provide experiences for generating the required conceptual, procedural and dispositional knowledge, in both settings

When workplace experiences are unavailable, work-based activities in VPET institutions may suffice



Mature and effective VPET provisions for Hong Kong

Mature provisions of VPET likely founded on effective relations amongst educational institutions, workplaces and community

Includes responding to local needs and imperatives, including learners

To realise this goal, three curriculum considerations important:

Intended curriculum –

Enacted curriculum –

Experienced curriculum



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To realise this goal, three curriculum considerations important:

- | | |
|--------------------------|--|
| Intended curriculum – | What should be learnt, and how experiences are organised and ordered |
| Enacted curriculum – | How those experiences can be enacted and augmented – pedagogic practices |
| Experienced curriculum - | How individuals engaging with and learning from experiences afforded |

1. Curriculum practices

Focussing on experiences, not just content



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Focussing on experiences, not just content

What experiences likely generate the required knowledge?

- greater availability of experiences (e.g. workplace, classroom, virtual, text-based, taught, discovered etc.)
- learners' readiness to engage in these experiences

What should be the ordering of those experiences?

e.g. practice-based first, in the middle or last, what kinds!

Analyses of experiences and situation

Local discretion by 'teachers' to inform decision-making about:
situational requirements,
learner readiness, and
availability and sequencing of experiences



2. Pedagogic practices – enacted curriculum

Pedagogic practices - goes beyond teaching

Classroom pedagogies – group, individual, mass provisions of education -

when are they appropriate and/or essential?

Workplace pedagogies – those to be enacted through work activities (verbalisation, modelling, pedagogically rich activities)

Discovery by students – what our
discovery (e.g. students' paid work)

What knowledge requires teaching
(symbolic, symbolic knowledge)

Integration of experiences across
before, during and after work



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Workplace pedagogies – those to be enacted through work activities (verbalisation, modelling, pedagogically rich activities)

Discovery by students – what outcomes are best learnt through discovery (e.g. students' paid work)

What knowledge requires teacherly interventions (digital, symbolic, symbolic knowledge)

Integration of experiences across work and educational settings
before, during and after work experiences

3. Learners' bases for working and learning

Personal epistemologies – how learners (e.g. students) think and act (i.e. what they know, can do and value)

Readiness – ability to engage productively in educational experiences (known locally)

Intentionality – how learners direct their effortful engagement and for what purposes

Generating their vocations – how learners engage in activities associated with their interests

Engaging and promoting students' interests to engage and learn

Authenticity of experiences (i.e. experiences that are engaging for students)



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Generating their vocations – how they identify with and engage in activities associated with their occupation

Engaging and promoting students to direct their energies and interests to engage and learn effortfully

Authenticity of experiences (i.e. activities), purposeful and engaging for students

So what?

A mature and responsive VPET system requires:

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So what?

A mature and responsive VPET system requires:

National statements about occupational requirements (i.e. intended curriculum addressing canonical knowledge)

Local negotiations between PVET institutions and educators, and local industries/employers

Accounting for learners' readiness and interests

A range of experiences to secure both canonical and situated requirements

Work-based or project activities will be essential elements

Pedagogies to enrich those experiences (i.e. pedagogic practices)

Educational provisions that engage and are relevant to learners

Sounds ideal!

Requires support of a societal sentiment valuing skilled work, offer rich educational provisions focussed on quality experiences and outcomes.