

PIECCE Birth to Four Programme Framework

WIL Chapter 8 Summary

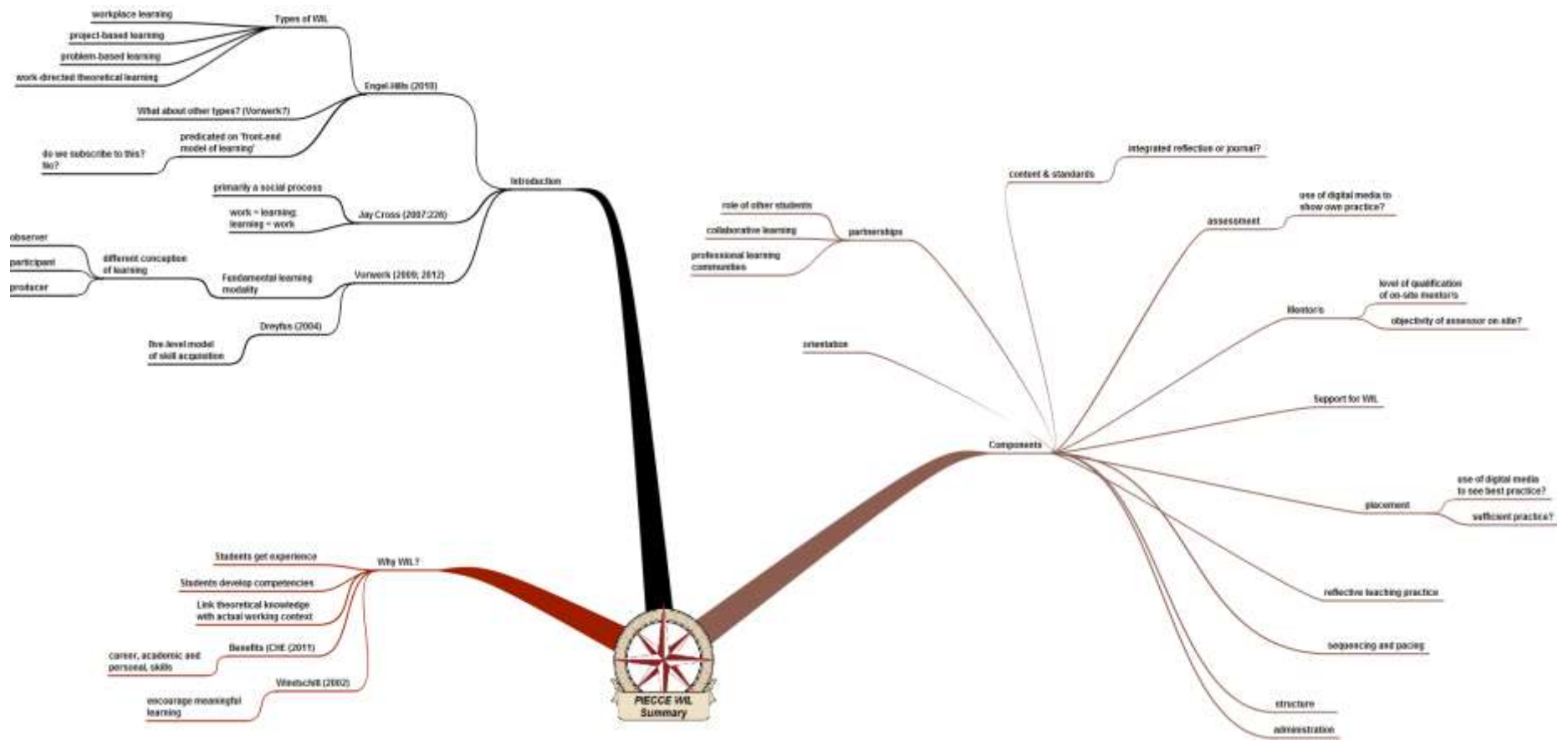
This is a DRAFT version, as at July 2019.

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1. Introduction

- a. Engel-Hills (2010)
 - i. Types of WIL
 - workplace learning
 - project-based learning
 - problem-based learning
 - work-directed theoretical learning
 - ii. What about other types? (Vorwerk?)
 - iii. predicated on 'front-end model of learning'
 - do we subscribe to this? No?
- b. Jay Cross (2007:226)
 - i. primarily a social process
 - ii. work = learning;
 - iii. learning = work
- c. Vorwerk (2009; 2012)
 - i. Fundamental learning
 - ii. Modality implies a different conception of learning
 - observer
 - participant
 - producer
- d. Dreyfus (2004) - five-level model of skill acquisition

2. Why WIL?

- a. Students get experience
- b. Students develop competencies
- c. Link theoretical knowledge with actual working context
- d. Benefits (CHE (2011) for career, academic and personal, skills
- e. Windschitl (2002) says it encourages meaningful learning

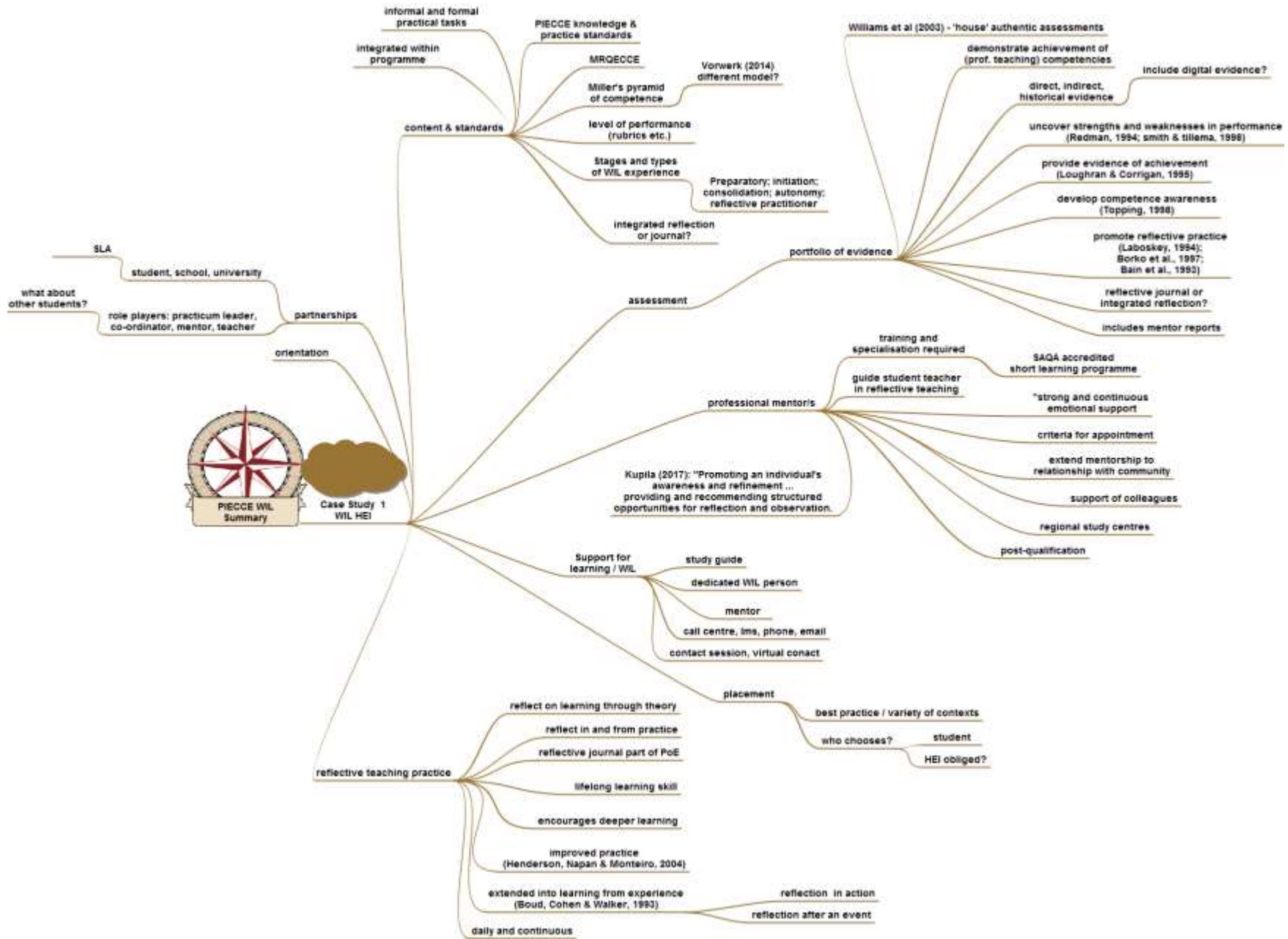
3. Components

- a. orientation
- b. partnerships
 - i. role of other students
 - ii. collaborative learning
 - iii. professional learning communities
- c. content & standards
 - i. integrated reflection or journal?
- d. assessment
 - i. use of digital media to show own practice?
- e. mentor/s
 - i. level of qualification of on-site mentor/s
 - ii. objectivity of assessor on-site?
- f. support for WIL
- g. placement
 - i. use of digital media to see best practice?
 - ii. sufficient practice?

- h. reflective teaching practice
- i. sequencing and pacing
- j. structure
- k. administration

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Case Study 1: HEI

1. Orientation

2. Placement

- a. best practice / variety of contexts
- b. who chooses?
 - i. Student / HEI obliged?

3. Reflective teaching practice

- a. reflect on learning through theory
- b. reflect in and from practice
- c. reflective journal part of PoE
- d. lifelong learning skill
- e. encourages deeper learning
- f. improved practice (Henderson, Napan & Monteiro, 2004)
- g. extended into learning from experience (Boud, Cohen & Walker, 1993)
 - i. reflection in action
 - ii. reflection after an event
- h. daily and continuous

4. Support for learning / WIL

- i. study guide
- j. dedicated WIL person
- k. mentor
- l. call centre, lms, phone, email
- m. contact session, virtual contact

5. Partnerships

- a. student, school, university
 - i. SLA
- b. role players: practicum leader, co-ordinator, mentor, teacher
 - i. what about other students?

6. Content & standards

- a. integrated within programme
- b. PIECCE knowledge & practice standards
- c. MRQECCE
- d. informal and formal practical tasks
- e. Miller's pyramid of competence
 - i. Vorwerk (2014) different model?
- f. level of performance (rubrics etc.)
- g. Stages and types of WIL experience
 - i. Preparatory; initiation; consolidation; autonomy; reflective practitioner
- h. integrated reflection or journal?

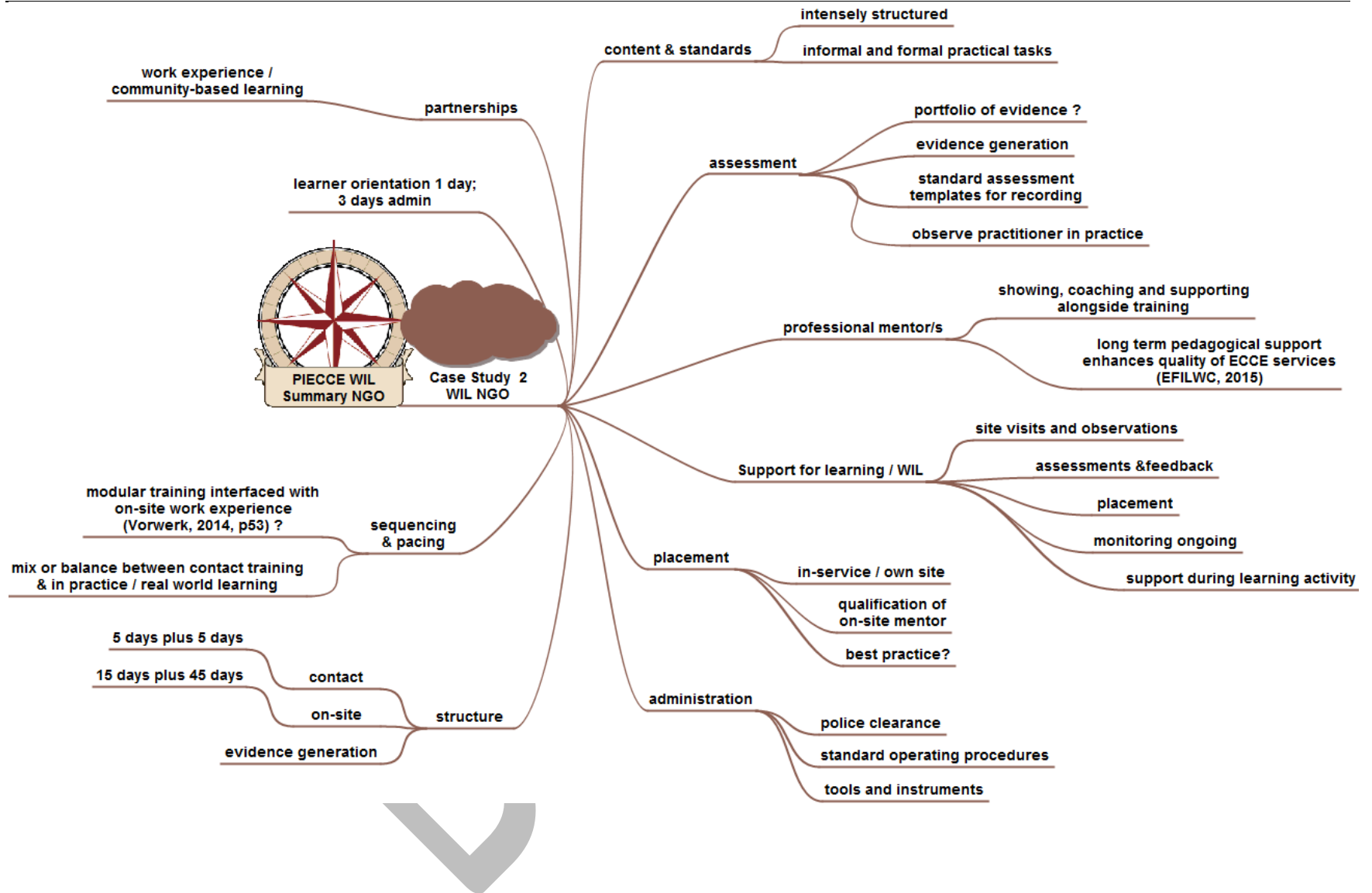
7. *Assessment*

- a. portfolio of evidence
 - i. reflective journal or integrated reflection?
 - ii. Williams et al (2003) - 'house' authentic assessments
 - iii. demonstrate achievement of (prof. teaching) competencies
 - iv. uncover strengths and weaknesses in performance (Redman, 1994; smith & tillema, 1998)
 - v. develop competence awareness (Topping, 1998)
 - vi. provide evidence of achievement (Loughran & Corrigan, 1995)
 - vii. promote reflective practice (Laboskey, 1994); Borko et al., 1997; Bain et al., 1993)
 - viii. includes mentor reports
 - ix. direct, indirect, historical evidence, include digital evidence?

8. *Professional mentor/s*

- a. training and specialisation required
 - i. SAQA accredited short learning programme
- b. guide student teacher in reflective teaching
- c. Kupila (2017): "Promoting an individual's awareness and refinement ... providing and recommending structured opportunities for reflection and observation.
- d. "strong and continuous emotional support
- e. post-qualification
- f. criteria for appointment
- g. extend mentorship to relationship with community
- h. support of colleagues
- i. regional study centres

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Case Study 2: NGO

1. Placement

- a. in-service / own site
- b. qualification of on-site mentor
- c. best practice?
 - i. Professional school vs
 - ii. Teaching practice school

2. Support for learning / WIL

- a. site visits and observations
- b. assessments & feedback
- c. placement
- d. monitoring ongoing
- e. support during learning activity

3. Professional mentor/s

- a. showing, coaching and supporting alongside training
- b. long term pedagogical support enhances quality of ECCE services (EFILWC, 2015)

4. Assessment

- a. portfolio of evidence ?
- b. evidence generation
- c. standard assessment templates for recording
- d. observe practitioner in practice

5. Content & standards

- a. intensely structured
- b. informal and formal practical tasks

6. Partnerships

- a. work experience
- b. community-based learning

7. Learner orientation

- a. 1 day plus 3 days admin

8. Sequencing & pacing

- a. modular training interfaced with on-site work experience (Vorwerk, 2014, p53) ?
- b. mix or balance between contact training & in practice / real world learning

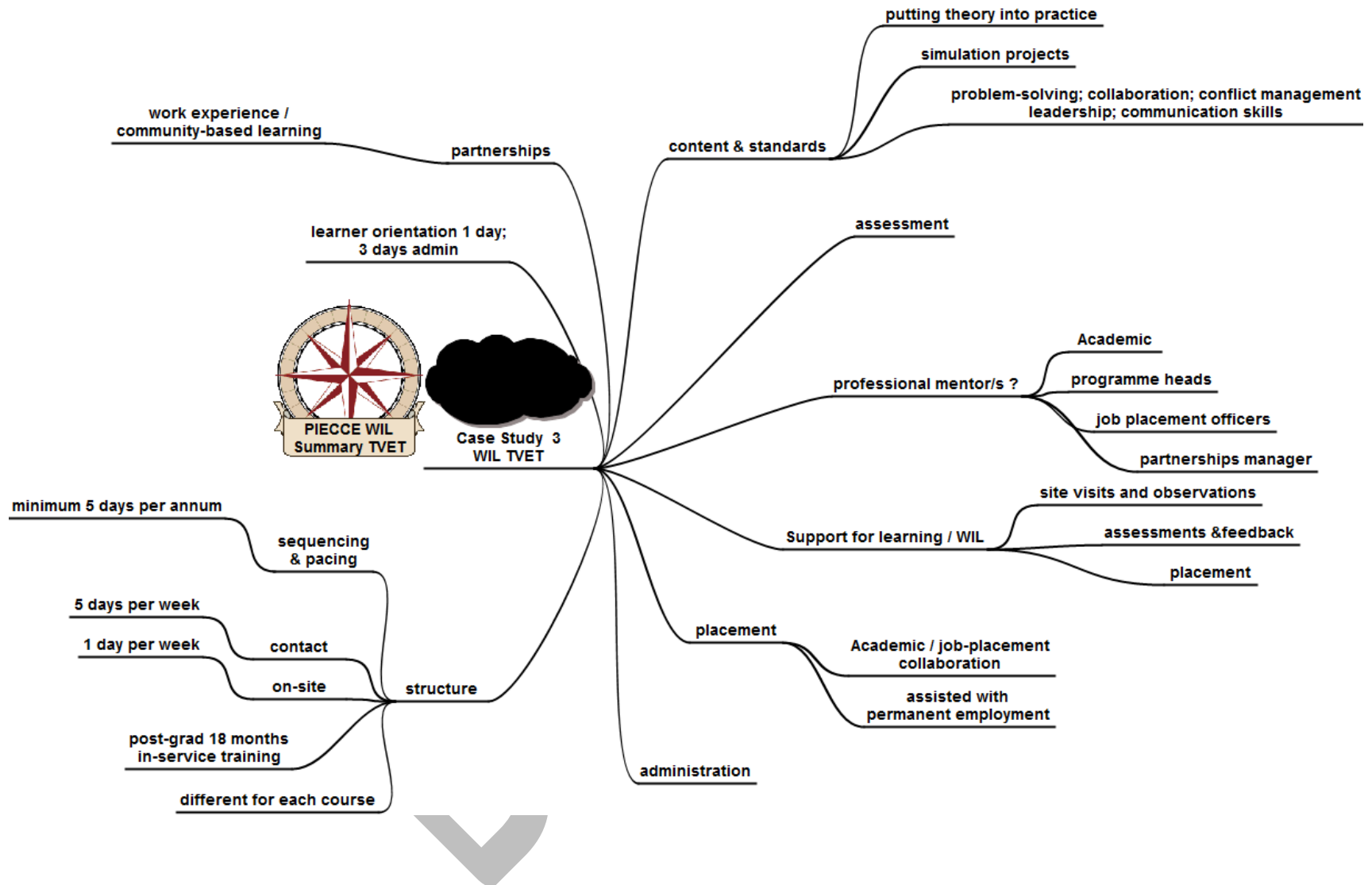
9. Structure

- a. Contact - 5 days plus 5 days
- b. On-site - 15 days plus 45 days
- c. Evidence generation

10. Administration

- a. police clearance
- b. standard operating procedures
- c. tools and instruments

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Case Study 3: TVET

1. Placement

- a. Academic / job-placement collaboration
- b. assisted with permanent employment

2. Support for learning / WIL

- a. site visits and observations
- b. assessments & feedback
- c. placement

3. Professional mentor/s ?

- a. Academic
- b. programme heads
- c. job placement officers
- d. partnerships manager

4. Assessment

5. Content & standards

- a. putting theory into practice
- b. simulation projects
- c. problem-solving; collaboration; conflict management; leadership; communication skills

6. Partnerships

- a. work experience
- b. community-based learning

7. Learner orientation

- a. 1 day plus 3 days admin

8. Structure

- a. Sequencing & pacing - minimum 5 days per annum
- b. Contact - 5 days per week
- c. On-site - 1 day per week
- d. Different for each course
- e. Post-grad 18 months In-service training

9. Administration

Summary of key issues / questions raised

Key issue	Questions raised	What does this mean in practice in my institution?
Orientation	For whom? Why is it necessary?	1. What do we already do? 2. What is non-negotiable?
Partnerships	What is our view of collaborative learning in the ECCE programme? How do partnerships in WIL relate to collaborative learning? How do we nurture relationships between site, HEI/College, teachers, mentors, students, teacher educators, other partners, and so on?	3. What do we want to do / change? 4. What does this mean in practice? 5. What is possible now? 6. What is possible short to medium term?
Content and standards	Are there separate standards for WIL? How can the WIL standards be integrated into Knowledge and Practice standards of the programme.	7. What is nice to have but not feasible yet? 8. How is this affected by the mode of provision in my institution (face to face, blended, fully online)
Assessment	How can students use a reflective journal? What is the role of PoE's? How can we assess practical performance? How can we integrate use of multi-media / social media? Why? What tools and instruments do we need?	
Mentorships and mentors	Who is the mentor? Who should be the mentor? How are they qualified? Who pays them? What is the role of teachers, other students, others?	
Support for WIL	What support do students need before, during and after WIL? Who gives this support?	
Placement	Who chooses WIL sites? What kind of sites?	
Reflective teaching practice	Is this separate for WIL? Should a reflective journal for WIL be integrated into the programme?	
Structure, sequencing and pacing	Is there sufficient practice? When in the programme and for how long? The same every year?	
Administration	What standard operating procedures do we need for WIL? How do we manage police clearance for students?	