**CURRICULUM CONTENT DOCUMENT**

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| **Course Name**: MANAGING THE VOCATIONAL CLASSROOM (4.2.3) |
| **Associated core learning area**:General pedagogy (general pedagogical knowledge) and Specialised Subject Pedagogy (specialised pedagogical content knowledge) – included in the latter  **How does it link to this learning area?**  This course equips TVET lecturers to manage the teaching/learning environments for which they are responsible in ways that will support, and as far as possible ensure, effective teaching and learning.  **How does it link to other areas of the programme as a whole?** (Don’t labour this and *search* for links – a good course will often present fertile links without requiring effort.)  This course provides management skills in the vocational classroom applicable to all TVET programmes. It requires an understanding of students, vocational education and training, learning, curriculum and general instructional and assessment strategies, i.e. it is dependent on, but also complements, most other key courses. |
| **Key questions** (that the course raises, or sets out to answer) / **Key messages**:   * What is “effective classroom management” and why is it so important? * How do you manage and organise lesson planning and preparation in the TVET classroom so that distracting, disruptive or time-wasting behaviour are unlikely to arise? * How do you control the smooth running of the various stages of the TVET teaching processes and lesson presentation? * How do you manage student activities? * How do you ensure effective management of time in the teaching environment? * How do you ensure effective management of administrative matters in the TVET classroom? |
| **Outcomes**:  By the end of this course, you should have:   * + a knowledge of selected educational management and leadership theories, and their application to the specifics of the vocational context   + a working, contextualized knowledge of leadership strategies in areas such as communication, motivation and conflict resolution   + begun to develop an empathetic attitude towards TVET students and the contexts in which they live and study   + learnt to adopt an attitude of negotiation, people-oriented management and democratic leadership rather an autocratic attitude, and to be aware of their students and their contexts. |
| **Main topics:**   1. Classroom management in general 2. Lesson planning and preparation in the TVET classroom (vital importance of getting the lesson plan on to paper and into the classroom – unplanned, “winging it” lectures are recipes for disorganisation) 3. Managing TVET teaching processes and presentation 4. Managing student activities, and building student support into the process: people-oriented management and democratic leadership 5. Time management in the TVET environment (each lecture to provide a “complete”, self-contained learning experience; also manage pacing cumulatively across a quarter to ready all the relevant students for fixed exam times, etc.) 6. Effective management of administrative matters in the TVET classroom (record-keeping, reporting, tracking learners at risk, etc.). |
| **Sub-topics**:  **Please note that the points below (and others indicated by the other sections of this CCD, but not mentioned here) need to be “filled out” by knowledgeable content writers, using plain text and diagrams, to enable the materials developers to design materials, resources and activities.**   * Classroom management:   + Classroom layout (esp. labs and workshops)   + Discipline – what is it based on?   + Students (in the classroom)   + Management of teaching materials and equipment (e.g. provisioning and controlling)   + Health and safety in the classroom, workshop and laboratory (link to NOSA module? Fire drill? Specifics will be dealt with at institutional level)   + Classroom/workshop/laboratory rules (negotiated?) * Plan for the three phases of effective classroom presentation:   + Planning and preparation for lessons   + During presentation of lessons   + After presentation of lessons * The main ingredient – Lesson planning and preparation in the TVET classroom (this is central here, but summarise it very briefly – refer to the ‘From Interpreting Policy to Lesson Planning’ course, in which this is the sole focus):   + Revisit curriculum policy   + Learning outcomes – everything else must be aligned to these   + Decide on teaching approach to be used   + Summative assessment done last, but designed before activities and text   + Content – activities   + Materials needed   + Closure – evaluation or “exit tickets” * Managing TVET teaching processes and presentation:   + People-oriented management and democratic leadership   + Keeping context in mind   + Teaching approach   + Type of tasks – selecting, managing and monitoring appropriate learner activities   + Time management in teaching (time for diagnostic assessment, linking a lesson to existing knowledge, and to the bigger picture, proper closure, etc.)   + Assessment (formative and summative) * Time management in the TVET environment:   + The lecturer’s time allocation between different activities (admin, planning, assessment, remaining a lifelong learner/keeping up to date, contact with the industry)   + Guiding students on the effective use of allocated time during activities * Effective management of administrative matters in the TVET classroom   + Policy (file and revisit)   + Recording (set up in advance and don’t fall behind)   + Feedback (it’s vital, so make time for it, but use techniques to save time)   + Attendance recording (if possible, use electronic means)   + Report writing (develop a standard template if one isn’t provided)   + Stock keeping and inventory   + Budget (keep files for budget allocations; invoices and purchase orders, i.e. committed; and receipts/proofs of payment) |
| **Summative assessments (detailed assessment grids to be provided):**  Either:  Monitor your own teaching and other work-related activity for a single complete week (keep a retrospective diary or journal of your activity on each day, including evenings if you take work home). This is the ‘raw material’ for your assignment.  Write a **critically reflective** account of your management of the learning environment for which you are responsible (including your own preparation and assessment work). Draw on the principles, considerations and insights you have learnt of in this course. NB Your assignment will **under no circumstances** be penalised for honest mention of any shortcomings in your practice.  Or, if you are not actually teaching at present:  Conduct an anonymous survey of classroom and self-management practices (template provided) among five TVET lecturers. Summarise and discuss your findings, and draw conclusions accordingly. |
| **Breadth and Depth**: (How wide should be the scope; do we really want to include “everything”? How deeply into the main issues should we take the learners?)  A deep focus on the impact of appropriate and effective classroom management on teaching and learning in the TVET environment. |
| **Suggested weighting within a full programme** (Possible number of credits out of 120 – this is not fixed, and is irrelevant if the course is offered as a stand-alone short course) / **Suggested time allocation**:  5 credits (50 notional hours) |
| **Knowledge and Practice standards**: (Based on the SACE Professional Teaching Standards, 2018: <https://www.sace.org.za/assets/documents/uploads/sace_65860-2017-10-13-SACE%20Professional%20Teaching%20Standards%20LR.%202.pdf>  What all lecturers need to know and be able to do in order to teach the course proficiently, providing learners with knowledge-rich learning opportunities?)  Students should know that:   * lecturing requires that well-managed learning environments are created and maintained; * lecturers need to establish classroom routines to maximise teaching and learning time; * lecturers need to use fair and consistently applied rules to promote respectful behaviour with all members of the school community   They also need to have:   * developed an understanding of different management styles and their likely consequences for learning (e.g. lecturing vs practical work) * developed an understanding of leadership qualities * an ability to adapt to situational changes * a measure of organisational skill * time management skills * an ability to reflect on situations and improve or adapt. |
| **Videos and/or animations:** Search for existing short videos on all of these topics (up to 6 or 7) – there should be many – but be selective, on the basis of Point 3 below and the Important Considerations in the Terms of Reference. |
| **General notes on the course materials** (in no particular order)   1. The Advanced Diploma TVT (Adv Dip TVT) courses should be designed as resource-based. However, the resources should not simply be seen as “add-ons” or “extras”. Two ways in which they can be introduced to students:    * Embed hypertext links to resources (readings, official documents, videos) in passages of text.    * Include self-assessment or reflection tools in the course in which students’ responses to a small number of limited-choice questions activate the presentation of links to particular selections of resources suitable to the individual students’ needs or interests. These selections do not need to be completely different, tailor-made selections, and may overlap to a considerable extent, but where the number of available or easily-produced OERs allows some degree of personalization, this technique should be employed (once or twice in a course). 2. The text-based and graphic resources should be downloadable and in a printable format. However, the resources should not be in pdf format, as this would not allow for re-mixing or any form of adaptation; in other words, they will automatically be equivalent to a “No derivatives” licence. Where audio or video resources are really crucial to completion of the course, consider, respectively, summarised transcripts or simplified comic-like representations of the video using screen-grabs and subtitles or captions. 3. Videos should not be either simply “talking heads + monologue”, or video representations of what is essentially a powerpoint presentation. Videos should focus on subjects such as processes, real-life situations, in-location interviews or focus groups. 4. Standardised signposting is to be used throughout courses, so that the look and feel of Adv Dip TVT materials will all be instantly recognizable. 5. The DHET and EU logos should appear on the lower left and right corners respectively of the opening screen of all videos and animations created for the project. 6. Chat rooms (synchronous) and discussion forums (asynchronous) play an important role in the Adv Dip TVT courses, especially as many of the students *are themselves lecturers with a lot of experience*, even if they have lacked professional qualifications as TVET lecturers. 7. The learning outcomes, and possibly the key questions, need to be introduced in a way that locates them as central to the course. All learning activities and assessments, as well as the resources, need to be visibly linked/aligned to the LOs. |