Personal Development into Competent Educator

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At the end of this session, participants should be able to:

- Identify the key issues in learning
- Understand the way to design co-curricular curriculum
- Describe the three learning tools to support people development through informal learning
- Discuss a practical guide regarding personal development for educators
- Describe active learning strategies to facilitate personal development for students
- Identify four stages of professional career development for teacher educators

LEARNING OUTCOMES
Introduction

- Learning is not just conducted in class
- It is formal, non-formal and informal
- New education system implemented in 2009 aims to enable every person to attain all-round development
- Internationally, there has been a growing interest in educational strategies that cater for personal and social needs, through a broad range of experiences, in the workplace and in communities
- Challenge of developing teacher education to develop of competent educators to be proactive in planning their professional learning and career development
Purpose of the Study

- To examine personal development opportunities at the Hong Kong Institute for Vocational Education
- Identify an effective learning model to support student development to be competent

Simon McGrath and Anita Leung (2010)
Learning Literature

- Kolb & Fry (1995) discuss experiential learning in formal and informal settings through reflection
- Michael & Modell (2003) address learning as changes in behaviour and cooperative learning models involving the student, peers and teachers to facilitate learning
- Joy-Matthews (2004) describes how the process of learning links 'outcome and processes’
- Zimmerman et al. (1996) argue self-regulated learning is not something that can be done for students, it is something that is done by them
Personal Development Education

- Sanford (1969) cited in Hofer & Pintrich (2002, p.26) argues that learning is essentially about whole individual development as the individual interacts with their environment.

- Cotton (1995) notes how learning, competency and skills can become a part of personality and learners who achieve skills, competency and knowledge will incorporate this learning into their self-image.

- Gray, Ottesen, Bell, Chapman, & Whiten (2007) cited in Walker et al. (2009) argues that what skills, knowledge, and competencies graduates should be equipped with to secure employment and transform into competent people.
Development of generic skills

- Kember (2008) also notes that generic capabilities are nurtured if programmes and the curriculum provide learning activities which require the deployment of the capability in question.

- Murdock and Scutt (2003) outlined the Personal Competency Model comprising 10 behavioural indicators such as building teams and four sub-indicators like managing others, that the institute can promote skills relevant to work and learning.

- Through this personal competency model, the institute can promote skills relevant to work and learning.
Development of attitudes and values

Education and Manpower Bureau (2004, p.15)

- Core Values: truth, aesthetics, honesty, human dignity, creativity, courage, liberty and individuality.....

- Sustaining Values such as self-esteem, self-reflection, self-discipline, self-cultivation, openness, independence.....

- Attitudes: optimism, participation, criticism, creativity, appreciation, empathy, caring and being concerned, positive attitudes, confidence, cooperation, responsibility, adaptability, open-mindedness, respect, a desire to learn, diligence, commitment to core and sustaining values
Personal development through individual exploration

- Murdock and Scutt (2003) argues that personal competency can be achieved through self-development so as to explore personal strengths and weaknesses and learn how to overcome this.

- Cotton (1995, p.111) cited Carl Rogers, noting that the teacher must facilitate the development of the individual’s self-concept, and help individual student to achieve self–actualisation. In order to achieve this, both teacher and student must strive to be self-aware.
Methodology

Data collected in four phases:

— Phase one: documentary research
— Phase two: quantitative research with students
— Phase three: qualitative research with educators
— Phase four: involves qualitative research with human resource practitioners
Samples

- In the quantitative research phase, full-time students at the pilot institution were surveyed. A total of 146 structured questionnaires containing predetermined questions were delivered to students directly, eliciting 134 responses.

- Eight educators were invited and six semi-structured interviews with educators were conducted. Ten sub-questions were used to guide this process.

- Six human resource practitioners were invited to attend interview with six further sub-questions designed to guide this inquiry.
Presentation of Findings

Document Analysis

- Several modules were investigated
- The course encourages students to pursue their own interest, be responsible for lifelong learning, and gain independence
- The integrated experiential learning enhances students’ exposure to the community
- Different teaching strategies are applied in delivering personal education including service learning, project-based learning, self-learning and workplace learning
- Contact hours in personal education: 180 compulsory hours offered in modules with 200 optional hours embedded in internship program
Survey Research Findings

Students

- Students are aware of their needs and the demands of the workplace
- Findings also indicate that many students do not have aspirations in life and life balance
- The structure of the programme was also explored: a one year programme was suggested, incorporating workshops and certificates to recognise students’ learning and achievement
Survey Research Findings

Students

- Students perspective of top three most competencies: communication skills, problem solving and English proficiency
- Students indicated their preferred training methods: soft skills training workshop and the experiential learning model emerged as preferred choices
Qualitative Research Findings

Educators

- Educators were invited to comment on the existing personal development system.
- Six out of eight informants noted that students took formal modules to deliver personal education.
- Three out of eight educators noted that certain skills might be difficult to incorporate in the formal curriculum, such as creative thinking, spoken English, and responsibility.
- Informal learning is also important to develop skills.
- The findings show that a variety of training methods should be developed.
Qualitative Research Findings

Educators

- Competency-based training method should be adopted in classroom learning and co-curricular activities
- The model of Personal Competency Model (PCM) can be adopted in teaching and learning so as to draw learners' attention in competency development and help learners develop the right attitude to learning
Qualitative Research Findings
Human Resource Practitioners

- Prospective employers considered knowledge and competencies (including technical skills and soft skills) equally important overall.
- They also commented that students need all knowledge, skills and competencies to succeed in the modern job market.
- Competency levels required at college are not sufficiently in line with employers’ expectations.
- Only seven competencies are in common: communication skills, creativity, language proficiency, interpersonal skills, team spirit, willingness to learn, and problem solving.
Qualitative Research Findings

Human Resource Practitioners

- Employers argued that structure was not the crucial factor in successful personal development education.

- They suggested that there was no single method or 'one size fits all' approach to personal development.

- The focus should be on developing students learning attitudes, nurturing independence and proactive learning.

- They also noted the added value of self-development through active participation in personal development activities: these are powerful learning techniques.

- They concern the design of a programme relevant to students and developing quality.
Implications for Teaching and Learning Approaches

- Evidence suggests that improvement is needed in terms of contact hours, pedagogy and the development of market-driven courses to encourage creative thinking, problem solving, initiative and self-confidence in students.

- The findings indicate that students are aware of their needs and the demands of workplace.

- Educators agreed on the need to review existing personal development system and that competency-based training workshops should be offered to develop soft skills to support personal development to be competent professionals.
Teaching and Learning Approaches

- Stakeholders suggest teaching guides, learning tools and the active learning model are necessary to support personal development through informal learning; these are new routes to successful learning and personal development.

- Learning tools, including a Personal Competency Model, a Personal Needs Survey, and a Personal Development Learning Plan, have been developed for this study.
Questions for Developing of Teaching Guidelines

▪ **What are** students’ current needs (personal, financial, psychosocial, and career)?
▪ **What kinds** of programme (or modules, activity) do colleges offer to students?
▪ **What alternative activities** can we offer if we can’t satisfy the students’ needs?
▪ **What kind** of active learning model should be adopted?
▪ **How can** students be helped to reflect upon what they learn?

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Learning Tools

The following instruments were developed to help students to identify their personal needs, strength and weaknesses; to develop personal goals and assist students to identify their competencies.

- A Personal Needs Survey
- The Personal Competency Model
- The Personal Development Learning Plan
Active Learning Strategies

- Different active learning methodologies to support students are discussed including action learning, collaborative learning, flexible learning, self-regulated learning, experiential learning and lifelong learning.
- All methodologies should be integrated with significant learning approaches such as enquiry-based learning, peer-assisted learning and active learning to support students over the learning journey.
- All learning methodologies enhance initiative, and proactive, creative learning.
- Students should take personal responsibility for learning and develop positive, optimistic attitudes.
Modern Strategies To Develop People

Teaching Strategies
What active learning methods should be adopted to facilitate students learning?

Personal Development Programme
What kind of programme should be developed to strengthen their competency in general and for a particular profession?

Learning Strategies
How should students be helped to design their learning strategy?

Learning Attitude
Positive learning attitude develop through continuous self-reflection

Learning process
How do educators encourage students to learn through the process? What knowledge / competencies do they develop through the process?

Learning implementation
How do students optimizing their time to learn and build up their strengths outweigh the weaknesses of participation?

Market Needs
Do students develop positive learning attitudes through participation? Do competencies fit the job market?

Teaching Strategies
What active learning methods should be adopted to facilitate students learning?

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Four Stages of Development for Teacher Educators

1. Foundation
You have the foundation of teaching skills and knowledge on which to build your role as a teacher educator.

2. Engagement
You have developed your skills and knowledge as a teacher educator through practical experience and professional learning.

3. Integration
You have achieved a high level of competence as a teacher educator.

4. Specialisation
You act as a point of reference for other teacher educators and as a source of expert opinion.

Adapted from the Stages of Development for Teacher Educator published by the British Council, 2017
Continuing Professional Development (CPD) Framework for teacher educators

Professional practices

Enabling Skills
- Communicating effectively
- Teamworking skills
- Thinking critically
- Building relationships
- Effective organisational skills
- Increasing motivation
- Leadership/supervisory skills

Self-awareness features
- Openness
- Conscientiousness
- Interactivity
- Empathy
- Resilience

https://www.teachingenglish.org.uk/sites/teacheng/files/teacher_educator_framework_final_webv1_0.pdf
Job Opportunities for Teacher Educators

- Graduate Master/Mistress
- Special Education
- Permitted Teacher/Certificated Mistress
- SEN Co-ordinator
- Researcher
- Counsellor
- Panel Head
- Copywriter
- Principal
- Journalism
- Teaching Fellow
- Executive Officer
- Liaison Manager
- Educational consultant
- Teaching Associate
- Professor
- Project officer
- Lecturers/ Professors - Occupations - VTC Occupation Dictionary
- Reader
- Instructor
- Lecturer
- ….and more
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Kember D. (2008). *Nurturing generic capabilities through a teaching and learning environment which provides practise in their use*. Centre for Learning Enhancement And Research. The Chinese University of Hong Kong.


Q & A