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Reframing the Research and Work Skills Development
Framework Facets to Support Becoming a Teacher



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Overview

- ▶ There is an increasing attention within initial teacher education on the development of work readiness that requires both academic and non academic skills.
- ▶ The purpose of this paper is to explore through critique a reframing of the six facets of the Research Skills Development (Willison and O'Regan 2007) and Work Skills Development (Bandaranaike & Willison 2014, 2015) for initial teacher education curriculum design and development.
- ▶ The lens for the critique is the emerging Work Readiness Scales developed for the health and nursing professions (Walker et al. 2013, 2015).
- ▶ A hybrid reframing for the six facets has emerged from this work to support initial teacher education developing curriculum that frames both the academic and non academic skill development.



Work readiness in teacher education



Domains of teaching	Standards
Professional Knowledge	<ol style="list-style-type: none">1. Know students and how they learn2. Know the content and how to teach it
Professional Practice	<ol style="list-style-type: none">3. Plan for and implement effective teaching and learning4. Create and maintain supportive and safe learning environments5. Assess, provide feedback and report on student learning
Professional Engagement	<ol style="list-style-type: none">6. Engage in professional learning7. Engage professionally with colleagues, parents/carers and the community

Work readiness is...

- ▶ Defined as a set of skills and attributes that make a graduate ready or prepared to be successful in their chosen profession (Calballero, Walker, & Fuller-Tyszkiewicz, 2011).
- ▶ Challenge – how is this achieved systematically and also how are both the academic and non academic requirements of a field developed.
- ▶ Work has commenced on this process through the WSD framework. However, this work sought to explore the refinement of the framework for initial teacher education with the aim of integrating the academic and non academic skills into the framework.

Work Readiness Scale

Developed initially based on interviews with graduates from a range of professions (Caballero et al, 2013) and further refined in health and nursing professions.

4 aspects of work readiness identified:

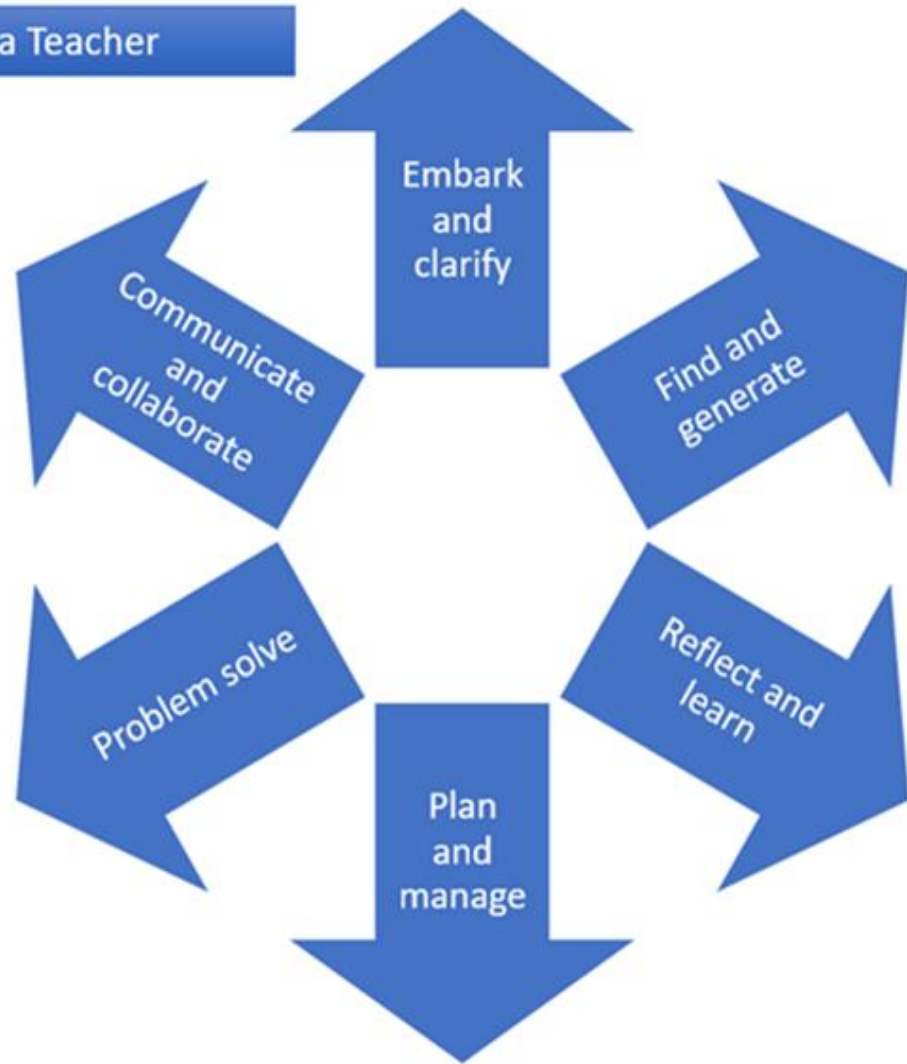
- Organisational acumen
- Social intelligence
- Work competence
- Personal characteristics

Work Readiness Scale and facets WSD/RSD

Facet	Sample statements from the WRS
Embark and clarify	<ul style="list-style-type: none"> • I sometimes experience difficulty starting tasks. • Being among the best in my field is very important to me • When a crisis situation that needs my attention arises I can easily change my focus.
Find and generate	<ul style="list-style-type: none"> • I am sometimes embarrassed to ask questions when I am not sure about something • You can learn a lot from your colleagues • I feel confident that I will be able to apply my learnt knowledge to the workplace

Problem solve	<ul style="list-style-type: none"> • People approach me for original ideas • Analysing and solving complex problems is a strength for me • I am always prepared for the unexpected to occur
Communicate and collaborate	<ul style="list-style-type: none"> • Developing relationships with people is one of my strengths • I communicate effectively with different colleagues and parents • I feel confident to ask for support in dealing with interpersonal conflict at work

Becoming a Teacher



Facet	Description	Disposition
Embark and clarify	PST are motivated to identify and clarify the cognitive and affective knowledge required to undertake their role as a teacher. Including setting goals and identifying approaches to embark on the breadth of aspects of their role as a teacher.	Curious
Find and generate	PST know how to use the most appropriate approaches to find and generate information for both the cognitive and affective aspects of their role as a teacher.	Determined
Reflect and learn	PST critically evaluate the cognitive and affective aspects of their role as a teacher. They have the capacity to reflect on a variety of sources of evidence and feedback with a focus on lifelong learning and continual improvement.	Discerning
Plan and manage	PST organise, plan and manage information and data for application in the context of their role as a teacher as an individual and as part of a team of education professionals. PST have the capacity to positively manage and influence difficult situations.	Harmonising
Problem solve	PST critically analyse and synthesise information to create coherent understandings and innovative solutions as individuals and teams of educational professionals. PST have self-direction, drive and adaptability to strive for professional excellence.	Creative
Communicate and collaborate	PST discusses, listens, writes, presents and performs the role of the teacher in collaborative contexts with a range of professionals. PST have the cognitive and affective capacity to build relationships and apply ethical, cultural, social and professional standards required of teachers.	Constructive

Further work

Further research

- Currently collecting data from education students to explore their work readiness using a variety of tools to map the journey throughout the program of study.

Application to practice

- Using the revised facets to develop and redesign the development of initial teacher education programs that support students and introduce them to the facets as a framework for becoming a teacher.

References

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