

# **four seasons in one day –**

**literacies in changing climates**

Adult Literacy Conference ■ Melbourne ■ September 10-11, 2004



## **An exploration of literacy team teaching on a vocational training programme in a New Zealand Institute of Technology**

**Wendy Roberts and Kathleen Krsinich**

**Manukau Institute of Technology, New Zealand**

## ABSTRACT

*This paper looks at the process of implementing a team teaching approach to literacy support on a vocational course in an Institute of Technology in New Zealand.*

*Based on findings from previous literacy initiatives across the Institute, a shift was made from individual literacy support to a team teaching approach. This has involved taking a fresh look at models currently in place and matching the models to the needs and expectations of learners and lecturers.*

*This paper explores the history, the models, the process and the product of this adult literacy initiative.*

## BACKGROUND

Findings from the International Adult Literacy Survey IALS (Furness, 2003) show that while approximately one in five New Zealanders have very good literacy skills, one in five have very low levels. 40% are below a level that enables them to function well in everyday life. Europeans consistently had the largest proportions with higher levels of literacy across the three domains of prose, document and quantitative literacy, with a clear majority having skills at level 3 which is the level considered the minimum required for individuals to meet the complex demands of everyday life and work in the emerging knowledge society. Pacific Peoples however consistently had the smallest proportions at this level (less than a third in each domain). Maori had a larger proportion than other non-European ethnic groups in the higher levels of prose literacy but a smaller proportion in the document and quantitative literacy domains. There were also considerable sex differences favouring males in document and quantitative domains that were not evident among Europeans (Ministry of Social Development, 2003).

These findings contributed to the New Zealand Government implementing an Adult Literacy Strategy, (More Than Words, 2001) and increasing funding to adult literacy by \$18 million over four years. The Government also embarked on a comprehensive programme of tertiary reforms, publishing the Tertiary Education Strategy 2002/07 (Ministry of Education, 2002) with six national goals and key strategies. The literacy strategy sits within this wider programme. The Strategy notes (p.12),

*" The central challenge is to ensure New Zealanders, in all their diversity, are valued and included as part of our knowledge society. We cannot afford and must not tolerate waste of human talent."*

## Manukau Institute of Technology (MIT)

Manukau Institute of Technology (MIT) is situated in the heart of Manukau City, South Auckland, New Zealand. The city has a significantly higher proportion of Maori, Pacific and Asian students than the rest of New Zealand (Statistics New Zealand, 2002). The student population at MIT reflects the community in that there are a large number of Maori students, Pacific peoples, Asians and students from other ethnic groups enrolled. In 2002 there were 6,800 full time students with, Maori 11.2%, Pacific 13.9%, NZ European 46.4%, and Other 28.5% (Annual Report MIT, 2002). Many of these students have English as another language, many have limited formal education backgrounds and, especially on entry-level courses, have few if any educational qualifications.

## LITERACY INITIATIVES

Recognising the high literacy needs of many of the students accessing bridging /foundation courses at MIT led to applications for Adult Literacy Funding in 2000 - 2004. Upon successful funding outcomes a raft of literacy initiatives have been put in place. Of most relevance to this paper was the one-to-one literacy instruction offered to students across MIT in 2003. This initiative led us to two key findings. One was that the students did not have enough 'extra' time for the number of literacy sessions required to make progress in literacy as well as complete course work. The other was that it was difficult for the literacy tutor to contextualise the literacy support due to the tutor not knowing the content or context of each students course work.

Our search for effective literacy support for students who enter MIT with low literacy levels led to integration models and team teaching.

## INTEGRATION

Integration has become a popular concept, aligned to notions of knowledge sharing, partnership and cooperation. The value of integrating literacy into vocational context has been well documented in recent research (Millar and Falk, 2001). Courtenay and Mawer (1995) define integrated literacy as,

*"Integrating English language, literacy and numeracy into vocational education and training involves concurrently developing language, literacy and numeracy and vocational competence as interrelated elements of the one process. This involves designing and delivering programs which meet the skills needs, of the job or occupation and which are responsive to the diversity of learners' skills, needs and resources."*

In this comprehensive model that also looks at organisational characteristics, programmes that integrate language, literacy and numeracy have four key characteristics,

- They identify the language, literacy and numeracy competencies essential for work performance and address them as part of vocational education and training.
- They take into account the language, literacy and numeracy competence of learners and develop them as part of vocational competence.
- They make sure that the language and processes used in the vocational programme are consistent with the language, literacy and numeracy requirements of the job or vocational area.

- They assess language, literacy and numeracy outcomes in terms of successful performance of relevant and authentic vocational tasks.

## Team Teaching

Team teaching is a delivery method within the integration model (Fegent 1995, cited in Black, 1996). As a basis for developing courses to deliver effective language, literacy and numeracy Bates and Wiltshire (2000) have developed a set of parameters and principles for team teaching, which they apply to courses in Applied Vocational Study Skills (CAVSS) in Australia.

There are two central principles that underpin the concept and success of CAVSS. One is the *normalising principle* where the literacy support is an ordinary part of the vocational training and something that every student is engaged in. This moves away from the 'individual deficit' perspectives that underpin other remedial approaches. The second is the *relevance principle* that works to eliminate the possibility of 'extra' literacy tasks or added 'academic' literacy in which the literacy lecturer might introduce literacy tasks that do not relate to course content or context.

The delivery method of team teaching is described by (Bates, 2004) as one in which,

*"... the two lecturers weave their instruction together to create a seamless joint delivery, demonstrating how literacy and numeracy processes are selected and brought together with industry knowledge to find solutions to industry problems. ."* (p.2).

## COURSE DESIGN

For this initiative, where funding was available for the project on a trial basis, we based our approach on the key characteristics of integrated programmes and team teaching principles. There were two strategies introduced on our initiative that strayed from Bates and Wiltshire's principles; goal sheets and one-to-one literacy support and these are discussed and evaluated in the paper.

'Unpacking' the unit standards for the literacy modes of speaking and listening, reading and writing, numeracy and technology, identified the implicit and explicit literacy within the course. These were summarised on a matrix that gave the range and scope of literacy demands on the course and provided a good starting point for collaboration between the two lecturers.

Students on the course were 96% female, 74% had no formal qualifications and the ethnic breakdown was; Maori 39%, Pacific Peoples 35%, European 13%, Asian 4% and Others 9%. To identify the literacy gaps/needs of students in relation to the literacy demands of the course a diagnostic assessment was designed. This was administered after the first week of the course. Based on the results the literacy lecturer was able to give each student feedback on their individual literacy strengths and gaps in relation to the underpinning literacy of the course. With the aim of responding to these needs and encouraging students to be self – reflective and independent learners weekly goal sheets were introduced. This was a regular time each week when students set learning goals with associated strategies. These goals and strategies were within the context of the vocational course. The goal sheets were also a tool for targeting underpinning literacy gaps and suggesting strategies for improvement.

The introduction of the assessment and the goal sheets, while part of the characteristics of integrated programmes, might be viewed by Bates (2004) as a 'slide' back into positioning the literacy 'problem' in relation to the individual. However in other initiatives the authors have reported on, (Krsinich, TEC reports, 2003-2004) self-directed learning plans have been highly valued by students and we wanted to assess their impact in this initiative.

The literacy initiative took place through team teaching delivery. This included planned collaborative meeting times to plan ahead. Extra time was given to lecturers for these meetings and extra time was added to the course to allow for team teaching to take place. Delivery included the literacy tutor moving around the room 'roving', working with small groups in the classroom, up front teaching of the class and teaching in tandem with the vocational lecturer. Provision was also made for some one-to-one literacy sessions for students to access. These times were scheduled and offered on a 'drop in' basis.

There was already a close match between the vocational programme and the industry environment. The Industry Training Organisation (ITO), of which subject lecturers are members, develops the unit standards that assess course competencies. Training is carried out in a simulated work environment and the majority of assessments are practical and carried out in this environment.

There were no extra assessments or 'extra' literacy tasks placed on students apart from the initial assessment. As a way to track student progress through the course the student and the literacy lecturer reviewed the goal sheets on a regular basis. In this way the literacy development remained embedded in the vocational context but there was a tool for the literacy tutor to target feedback on underpinning literacy strengths and needs and suggest suitable strategies for improvement for individual students. There was an attempt to track literacy progress of students using the Draft Adult Literacy Achievement Framework (ALAF) but due to the contextualisation of the literacy tasks in the course this tool could not be used without imposing 'extra' literacy tasks. Within team teaching literacy progress is reflected through vocational course outcomes.

## RESEARCH METHODS

As this was an initial exploratory research project, a natural qualitative approach was used, with a small amount of quantitative data able to be collected. This approach helped to concentrate on individual expressed opinions and disclosures from participants. The focus was to hear what factors and issues participants wanted to say about the team teaching model they had experienced. The non-probability sampling meant that the findings reflected the true nature of the small programme we surveyed and as Cohen states, it 'seeks only to represent itself' (2000, p.102).

Focus group interviews were used in this project as this non-threatening environment encourages participants to interact and develop discussion about their experiences in the team teaching trial (Kreuger, 1988). Although focus group interviewing can take many different forms and two different researchers could come up with different analysis of data, it was felt the company of colleagues and peers in the interview process would help participants to talk. Even though perceptions could be guided by another's comments, we felt the ensuing discussion and results would be valuable and have an impact on future provision of team teaching in Institutes of Technology. The opportunity for everyone to learn from the open-ended questions and the discussions amongst participants was exciting. The need to be reflexive in approach to this research, to be able to be conscious of the participants' emotions as well as facts, made the mainly qualitative approach the viable one to use (Morgan, 1997).

As one of the researchers was the Literacy Team Lecturer on this programme, there was a professional relationship with the subject lecturers and student participants, and

therefore an independent facilitator carried out all the face-to-face gathering of data, including the distribution of Information Sheets and Consent Forms. This guaranteed the objectivity and validity of the study.

Following written consent, student participants completed a Team Teaching Evaluation Form. Following analysis of these forms, there were three focus groups held – two groups of students (each group with ten students) and one group of seven vocational lecturers. The discussions in these groups teased out the results from the written evaluations.

The focus groups were audio taped and transcribed by an independent typist. All participants in this project were students or lecturers in this first trial of literacy team teaching in a New Zealand Institute of Technology vocational training course.

## **Analysis of Data**

The written evaluations were summarised and put into table form. However, the extra comments made by students, both positive and negative, were as significant to the study as the analysed answers to statements about the programme.

The raw data was broken down into broad themes, using the focus group questions as organizers. Following this stage, data that did not fit neatly under these headings was colour coded into themes. The three strands of: data, vocational lecturers and literacy lecturers personal voices and literacy models, have been woven together to give a holistic picture.

## **RESULTS**

### **Student needs**

The students' perception was that the tertiary institute expects students to have the necessary skills and confidence to adjust to the learning environment. However, there was a real concern from students that they needed assistance in the 'translation' of the subject lecturers' use of language so that they could understand tasks being asked of them. Initially this was exacerbated by their lack of confidence and the overwhelming weight of new vocational and academic learning necessary for this vocational course. Many students found they were slow at 'grabbing concepts'.

A real concern amongst students was their lack of basic skills which some felt they had never had or didn't know they had, while others felt they had some skills but had never used them. Students identified the following needs; spelling, grammar, punctuation, vocabulary, proof reading, and sentence writing. Reading, listening, writing and multi-tasking were mentioned. Several students mentioned language needs. Computer literacy formed a large part of this course and caused stress for many students.

### **The advantages of having two lecturers**

Students agreed unanimously that having two lecturers working together, imparting their various skills, was a bonus and helped them learn better.

The literacy lecturer was described as a bridge, an intermediary, a stopgap between the subject lecturers and themselves. One student comment was:

*"It was definitely not two lecturers – it was a lecturer and X [literacy lecturer] – a lecturer talks up there where nobody can understand and X just brings it back – she clarified everything."*

Vocational lecturers felt that having a second lecturer '*cut their class in half*' as well as making them '*lift their game*', think about their teaching strategies and the language used in teaching resources. Initially they were apprehensive about the extra time necessary for the literacy content. However, they felt the advantages of being able to work in tandem became apparent after the first few weeks and students gained strong foundations for their work. One lecturer said,

*"It worked for the students, and I think we've got to be very conscious that it wasn't really about us, it's not about whether it slowed us down, or made us better or whatever was felt, it's about what worked for the students".*

### **Individual Learning Plans – weekly goal setting sessions**

All students were positive about the goal sheets. Being able to reflect back on goals set and achieved assisted in the setting of future goals. The majority of students found the regular weekly half hour spent on these goal sheets very helpful, with many participants feeling that the time was too short, several commenting that more specific literacy sessions would have been beneficial.

There was a general feeling from students that they welcomed the self-access tools given to them, or suggested to them by the literacy lecturer, but that there was no pressure to do extra work. One student reflected,

*"Whether we kept them or not was our problem . . . was really good for pointers and sort of get focused and not get overwhelmed with everything."*

Vocational lecturers agreed that the goal setting affirmed students' learning and assisted the students to feel more in control. The initial learning goals were based on the results of the diagnostic assessment but as students and literacy lecturer became more familiar with the course, more course-oriented goals and strategies were used.

### **One-to-one sessions**

Eighty-five per cent of students made use of the one-to-one literacy help offered and stated that these sessions were valuable in completing their course work. These sessions were on a 'drop in' basis and were offered during lunch breaks or before classes. They were carried out in the classroom environment and were seen as ways to 'catch up and check for understanding' rather than remedial. Typical comments from students were:

*"Initially you would really need the one on one just for people to sort of realize, okay, I'm not very proficient at this word or the grammar or whatever, just to catch up a speed, but because you're all willing to learn you would catch up quite quickly."*

*"Yeh, it was brilliant those sessions, cause some of us would come early in the morning and X would accommodate us. Having X on tap was rather cool!"*

Many of the lecturers felt the targeting of students for individual support was necessary and students with high needs could have been identified at the beginning of the course, and then more time allocated to these students. There was a danger that because one-to-one literacy support was offered that tutors would move away from integration and team teaching principles and slide back into remedial style interventions. While the one-to-one support worked well for students it did send a mixed message to the vocational lecturers.

Many times a request for individual support led on to small group work or whole class teaching – ‘

*"I never got a one-to-one cause every time I asked X, do you think you could help us?" X says, well, I think that would be very valuable, do you think we could [all] do that on Tuesday?"*

*"I would lean my chair back [and listen] and then I'd be getting information off her, cause we were asking the same questions anyway."*

### **Different delivery methods of team teaching**

Vocational lecturers and students felt that all delivery methods were needed for various occasions, and no way was more effective than another. All participants mentioned the need for flexibility and the need to be able to 'seize the moment', addressing an issue at the appropriate time in an appropriate way. This student summarizes participants' comments:

*"Because I've seen her sitting in with other students just one on one apart from their groups or going up individually and helping them, and as in groups she has come up to every group to see how everybody is doing. Obviously in front of the class she is really good but I think it's because she had that flexibility to do that. I thought that was pretty good."*

From the following comments it was clear that students agreed that having the literacy lecturer 'roaming' was helpful.

*"..it was easy to 'grab her' and go 'X?'. "She was forever walking around the class and saying: well, that doesn't look quite right, maybe try ...", or "Can you tell me what that means? You know, which was really good."*

Encouragement was given to students to be in charge of their own learning, to question the industry expert and to clarify misunderstandings for themselves. One student observed:

*"She used to do that too 'can you tell me what that means?' Put your hand up, put your hand up and ask."*

It was agreed by many lecturers that the support given for task-oriented group work was exactly where it was needed –

*"we want the literacy targeted so that went brilliant because I can only get to one group at a time . it was brilliant having someone else . . . the quality of those . . . improved this semester because of that"*

The timesaving made using this classroom method was identified as a real benefit to the lecturers.

Students identified instances when both lecturers had planned the lesson, and there would be a list of vocabulary, meanings and synonyms on the board prior to class commencing

*". . . and she would whip through all those words and give us some meanings".*

Conversely, students also noted instances when it was clear to them no planning had taken place, and there was no opportunity for clarification of subject material by the literacy lecturer.

Being able to model note taking, summarising and vocabulary on the whiteboard or data show while the lecturer was talking was appreciated by all students and lecturers.

From the lecturers' and students' point of view, the impromptu explanations, clarification and translations into 'earthly' language was very effective. A student verified this with,

*"... and she looks around the class to make sure everyone understands, she would make the lecturer back up and explain it. That's for all the lecturers, if there was a long word she would go up there and break it down for us, to understand what that word means. She doesn't let the lecturer carry on speaking if she can see students in the class sort of 'what are you talking about?' . . . so that was really helpful there when you don't have to put your hand up 'can you tell me what that means?'*

Several lecturers agreed that it was necessary for the literacy lecturer to be able to 'go with the flow' and fit in a literacy slot at the appropriate moment.

### **Perceived outcomes without a literacy lecturer**

Student participants were asked for their comments on what differences there would have been to passing their course work if the literacy lecturer had not been present in their classroom.

All student participants were adamant that there would have been a definite difference in their course outcomes. Although some students felt they would have passed their course, others felt their stress, lack of confidence, lack of encouragement and literacy assistance would have meant they would have either left the course or not completed the work to gain a pass.

Feelings were summed up thus:

*'We would have struggled, you would have made it . . . but it would have taken a lot of time, a lot of stress.'*

Lecturers unanimously agreed that there were far less resubmissions for assessments than during past semesters, and this resulted in higher student morale. On the other hand there were students with high literacy needs who dropped out of the course.

### **FURTHER ANALYSIS:**

At this stage we found significant feedback not covered by the above questions that required analysis and discussion. This important data was collated into four main themes – the literacy lecturer's role, meetings, student confidence, and student outcomes.

#### **Literacy lecturer's role**

Lecturers felt the roles should be more clearly defined, as they were unsure of the connection between literacy and vocational content.

The uncertainty of roles caused some confusion for all participants, especially in the early stages of the semester. Initially the literacy lecturer commenced this trial thinking of herself as an 'equal' lecturer and not a 'helper on the hoof' (Blair and Bourne, 1998, cited in Gardner, 2003). However, Bates (2004) disagrees with this notion of equality. She sees the literacy lecturer fitting in with the vocational lecturer, with the vocational

lecturer responsible for student outcomes and the literacy lecturer needing to show a willingness to learn the vocational subject with the students.

The literacy lecturer role was seen by as a bridge between the vocational lecturers and the students, and by one lecturer as a bridge between herself and the resources due to language/vocabulary needs of students. Several lecturers agreed that the role was an oscillation between mentor/facilitator and literacy support person. Several mature students felt the approach offered them a role model.

The issue of the literacy lecturer being close to the students, being a learner alongside them and being 'accessible and approachable' was a strong theme from students. One student summarized this as:

*'... X is a lot more closer to the students than the lecturer herself, so she knows what the students are saying, and where they need help more, so she can help them in that way better than the lecturer.'*

Students commented that it was encouraging when the literacy lecturer 'got lost as much as us' as it helped to understand 'where they [vocational lecturers] were coming from'.

For both the literacy lecturer and the vocational lecturers there was a 'settling-in' period. This was a first time for everybody and the majority of lecturers were able to 'go with the flow', this is summed up by the following:

*'... so, um, yeh, we just kind of did it'.*

*"I am brand new to this situation. . so I thought I'll just wait and see, and I think X just thought she'd wait and see so we kind of just waited and watched and we kind of, we were very polite, you know 'Are you all right?' 'Are you all right?' A lot of this time we were like, you know, I'll work in with you, and it kind of just evolved in the end, into a relationship, 'cause we were strangers. . ."*

*"I just found it a wonderful relationship."*

Arkoudis (2003) believes that two teachers could 'cross the rough ground' and develop an understanding to make team teaching more effective and this would be better achieved when both members know what their roles are. As one student put it,

*"Having two 'heads' working together to teach – both lecturers working together, putting across their skills ..."*

At the end of the semester vocational lecturers expressed some anxiety for the future, when maybe an unknown colleague may fill the literacy role and therefore, the apprehension of how the weaving of the roles would work with them.

## Planning Meetings

A few of the lecturers commented that it was vital to have regular planning meetings throughout the semester with the literacy lecturer. This gave the literacy lecturer an opportunity to gain background knowledge of the subject, discuss the resources being used, and then plan collaboratively. Other lecturers noted they did not meet weekly, however,

*"due to X's nature it was easy just to fall in together and just work it in the classroom'.*

Students commented that in some instances it would have been timelier if the literacy lecturer had access to course material before the lesson, rather than 'after the event'.

## Student confidence

*This was a strong underlying theme that came through from all participants. Lecturers felt students were more confident at the end of their course than previous semesters students, and this was attributed to having a literacy lecturer in the classroom.*

*Students commented that building of confidence, the new assertiveness, 'putting the light on', and the lowering of stress levels, was brought about by words of encouragement to participate, a 'verbal pat on the back', the initial individual sessions and 'all of the little things' because 'X was there for us and fully committed to us'.*

It was noted that the availability of the literacy lecturer on the vocational course encouraged individual responsibility and therefore independence followed, whereas in past courses these needs were unrecognised and went 'underground'.

## Student outcomes

Words used to describe the student outcomes by the vocational lecturers were:

'more confidence, learned faster, less resubmissions, more thorough, quality of work a lot better, more concise writing, better learners, empowered students, independent learners, less drop outs, less stressed, took more responsibility, more secure'. There was a comment from a lecturer that for some students *'in the mid to high range, there wasn't huge leaps in the change'*. However, students were explicit in their opinions that the literacy lecturer made a big difference to their successful completion of the course. Conversely, some students noted that there were several withdrawals from the course and although they do not know the reasons for these, wondered if they *'could have been prevented through X'*.

This vocational course is unit standard based, where assessments are part of the whole learning process. Students must achieve 100% competency in each assessment to pass this course. To accomplish this students are able to resubmit/resit the areas of the assessment in which they did not reach competency. The following table shows the numbers of students passing a cross section of assessments on the first attempt, and the number requiring one or two resubmissions. This shows a comparison between the past two semesters. The raw data seems to support lecturers' perceptions that with team teaching more students passed on the first attempt and there were less resits. At this period of time, student outcomes are still being collated and we hope to report on these at a later date.

<b>Assessment 1</b>	<b>2003</b>	<b>2004</b>	<b>Assessment 4</b>	<b>2003</b>	<b>2004</b>
Pass 1st attempt	9	10	Pass 1st attempt	12	14
1 Resit	3	2	1 Resit	7	5
2 Resits	2		2 Resits		
<b>Assessment 2</b>	<b>2003</b>	<b>2004</b>	<b>Assessment 5</b>	<b>2003</b>	<b>2004</b>
Pass 1st attempt	1	7	Pass 1st attempt	15	13
1 resit	3	8	1 resit	6	5
2 resits	11	2	2 resits		2
<b>Assessment 3</b>	<b>2003</b>	<b>2004</b>	<b>Assessment 6</b>	<b>2003</b>	<b>2004</b>
Pass 1st attempt	13	15	Pass 1st attempt	7	9
1 resit	6	5	1 resit	5	2
2 resits		2	2 resits	4	1

## CONCLUSION

Integrating language, literacy and numeracy support within a vocational programme through team teaching brings literacy out in to the open, taking away any perceived stigma that may be attached to individuals in 'remedial' type programmes. Students already under pressure to complete vocational courses have no 'extra' load placed on them to address their literacy gaps. The literacy support is there when the gaps/needs come up, the literacy lecturer is only a nod or a smile away and the help given is totally within the context and content in which it is to be used. .

The integration model outlined by Courtenay and Mawer (1995) gave useful characteristics for planning integrated programmes and the parameters and principles for team teaching (Bates and Wiltshire, 1995) helped to keep team teaching 'on track' to make literacy support normal and relevant. Any changes we made such as introducing learning goal sheets and 'drop in' one-to-one sessions were made within the themes and characteristics of these models.

Throughout this paper we have endeavoured to capture students' voices, to let them speak for themselves. Woven into the discussion are the voices of vocational and literacy lecturers to give a holistic discussion on student and lecturer responses to this changed learning/teaching environment.

Students spoke up strongly on the effectiveness of team teaching to support them in their course. Students come into the course anxious, with fears and barriers from past learning failures or lack of opportunities. The academic language they encounter is like a foreign language to many, they lack strategies for learning, and the culture of the learning environment and the work environment are new, confusing and at times frightening. Students value having their individual and group needs met within an environment that is non judgmental and accessible.

Students speak strongly about the literacy lecturer being a bridge between them and the vocational lecturer and course content; a person who is able to translate academic language, concepts and culture, to identify and pick up on gaps/needs and teach to fill those gaps. Having this support reduced student stress and built student confidence. For some students it made the difference between dropping out or 'hanging in there'.

Vocational lecturers spoke about professional development through team teaching. Some felt it made them 'lift their game', take a new look at resources for suitability and learn new teaching strategies. They were impressed by the improved confidence and self-esteem of students on the course; they said that students were 'more in

control of their own learning'. Having a second lecturer in the room halved the class and allowed for more individualized instruction. Lecturer time was saved through students needing less resits and resubmissions.

Discussion came up around roles within the models. Both the vocational and literacy lecturer voiced confusion about their roles and underlying this is the issue of equality. While it is important that both lecturers are equally respected by each other and by students, both have to 'let go' of some of their previous ways of operating. For both, this is a major shift in teaching style. It requires 'talking through' issues on a regular basis. We found that planned meetings were the key to working through these issues. Attending these meetings however was a challenge for some. While many vocational lecturers did attend regular meetings, others preferred 'off the hoof' chats over morning tea, and a few did not make many meetings. It is not surprising that we found team teaching worked best when meetings took place on a regular basis.

This initiative showed that team teaching could be delivered effectively in the Institute of Technology environment. It requires the building of relationships between people over departments, and between lecturers, and depends on the goodwill of all involved. The models and principles of integrated literacy and team teaching address the needs of students with literacy needs/gaps. This model offers an opportunity to improve retention and outcomes in vocational courses. While there are still issues, student and lecturer voices have spoken up 'loud and clear' about the positive effects of team teaching on both learning and teaching.

**Kathleen Krsinich**  
**Wendy Roberts**

## BIBLIOGRAPHY

- Arkoudis, S. (2003). An ESL and Mainstream Science Teacher Negotiating Pedagogic Knowledge. Paper presented at *Language, Education and Diversity Conference*, Hamilton: University of Waikato.
- Bates, S. & Wiltshire, C. (2000). Making literacy and numeracy support a normal part of VET delivery: The course in Applied Vocational Study Skills. In *Lens on Literacy*. Proceedings of the Australian Council for Adult Literacy Conference, 21-23 September. Perth, Western Australia: ACAL.
- Bates, S. (2000). Getting Real: Challenges Emerging from the Course in Applied Vocational Study Skills (CAVSS). Paper presented at *Australian Council for Adult Literacy Conference*, Perth.
- Bates, S. (2001). the Challenges (and Rewards) of Team-Teaching and How You Do It: Lessons from the Course in Applied Vocational Study Skills. Paper presented at *Australian Council for Adult Literacy Conference*, Queensland.
- Bates, S. (2004). Personal Email Communication, 29 March, 2004.
- Benseman, J. (2003). *Literature Review of New Zealand Adult Literacy Research*. Ministry of Education.
- Black, S. (1996). *Literacy/Numeracy Support and Team Teaching in VET – TAFE Teachers Reflect on Their Practice*. NSW: Foundation Studies Training Division.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research Methods in Education*. London: RoutledgeFalmer.
- Courtenay, M. & Mawer, G. (1995). Integrating English Language, Literacy and Numeracy into Vocational Education and Training. *A Framework Summary*. Commonwealth of Australia.
- Furness, J. (2003). The New Zealand Adult Literacy Strategy, An Update. *Bridging Education in New Zealand*. Wellington: Tertiary Education Commission.
- Gardner, S. (2003). Centre-Stage in the Instructional Register: Partnership Talk in Primary EAL. Paper presented at *Language, Education and Diversity Conference*, Hamilton: University of Waikato.
- Hargreaves, A. (1994). *Changing Teachers, Changing Times – Teachers' Work and Culture in the Postmodern Age*. Cassell: London.
- Kreuger, R.A. (1988). *Focus Groups: A practical Guide for Applied Research*. London: Sage Publications.
- Krsinich, K. (2003). *The design of Integrated Vocational/Literacy Courses*. Auckland: Manukau Institute of Technology.
- Krsinich, K. (2004). *Annual Programme Report, 2003, Literacy Provision – Department of Further Education*. Auckland: Manukau Institute of Technology.
- Manukau Institute of Technology. (2002). *Annual Report*. Auckland: Manukau Institute of Technology.

- Millar, P. & Falk, I. (2003). Addressing the Literacy and Numeracy Needs of Workers through Training Packages: A Case Study in Delivery. A paper presented at *Australian Council for Adult Literacy 25<sup>th</sup> Conference*. Sydney.
- Ministry of Education. (May 2001). *More Than Words, The New Zealand Adult Literacy Strategy*. Wellington: Ministry of Education.
- Ministry of Education. (2002). *Tertiary Education Strategy 2002/07*. Wellington: Ministry of Education.
- Ministry of Social Development. (2003). *The Social Report*. Wellington.
- Morgan, D.L. (1988). *Focus Groups as Qualitative Research*. California: Sage Publications.
- Roberts, W. & Krsinich, K. (2002). The Literacy Learning Needs and Teaching Strategies in the Introduction to Communication Studies Classes on a Bridging Programme. Paper presented at *Australian Council for Adult Literacy 25<sup>th</sup> National Conference*: Sydney.
- Statistics New Zealand. (2002). *2001 Census of Population and Dwellings*. Wellington: New Zealand Department of Statistics.