



BTEC students in HE in FE: challenging and supporting through pedagogies of care

Why am I here?

- *Director of Higher Education at Newcastle College Group (NCG)*
 - *EdD candidate*
 - *Caring teaching and its practical implications*
 - *Phenomenological study about teacher-student relationships*
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How do the pedagogies of care enacted and modelled by teachers resonate with students?

Does this have any implications for teaching, for student outcomes and for the institution?

My professional problem?

Student Non-Continuation

'The only way for institutions to try to discourage student departure seems to be by closer contact between students and teachers' (Hovdhaugen, Frolich & Aamodt, 2009)

HE in FE

- *Purpose of HE in FE*
 - *2,400 students*
 - *90% commuter students*
 - *Low-tariff institution*
 - *64% BTEC*
 - *66% BTEC in POLAR Q1*
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'..... if you're not serious about BTEC, are you really serious about widening participation?' (Camilla Mount, Wonkhe, 27/09/18)

My research explores the experiences of those HE in FE vocational teachers who identify as caring and inclusive and how their students conceptualise this.

The Conceptual Framework

- *Notions of good teaching (transmissive vs. transformational)*
 - *Teacher dispositions*
 - *Reciprocal ethic of care which benefits students and teachers*
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The study is complex and controversial as the concept of 'care' in HE is problematic.

Does caring have a place in HE?

- *Care is under-theorized, under-researched, hard to define (Walker-Gleaves, 2019)*

- *No teacher will admit to be 'uncaring' (Walker & Gleaves, 2016)*
 - *Students want teachers to care 'mark' of good teaching (Anderson, Rabello & Wass, 2019)*
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The Controversy of Care

- *Is the duty to care complete at the end of compulsory schooling?*
 - *Autonomy, resilience and 'tough love' as life preparation (Ecclestone, 2004)*
 - *Cognitive vs. affective (Anderson et al, 2019)*
 - *Role of support staff - underpinned by teacher-student care (Miller and Mills, 2019)*
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'Students are not permanently on the hard shoulder of academic fragility, they need to be scaffolded back into the main highway of academic expectation' (Walker-Gleaves, 2020)

Commodified Care

- *Customer care*
 - *Value for money*
 - *Transactional 'having' or 'getting' relationship between the student and the institution*
 - *Student 'engagement'*
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Teacher Care

- *Very powerful influence on students*
- *Care as an attitude, practice, disposition (Held, 2006; Noddings, 1984; Tronto, 1993)*
 - *Caring about their discipline*

- *Care about engagement with subject matter*
 - *Nurturing / becoming*
 - *'People business' as a way of teaching*
 - *Shared responsibility*
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'Teaching professionals have a moral obligation to pursue a dyadic, reciprocal relationships with students as modelling care in this way deeply affects the way he or she behaves in the world and the way they continue to meet others morally' (Noddings, 2003)

The students

'If they don't care, I don't care' (Miller & Mills, 2019)

So what have we done?

20/21 Theme: Making Connections

- *Making the case*
 - *Staff CPD*
 - *Getting to know the students*
 - *Teaching & the Caring Exemplifiers (Walker & Gleaves, 2016)*
 - *Inclusive teaching and assessment*
 - *Role of adjunct staff*
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The Challenges

- *HE*
- *Skills agenda*

- *Time*
 - *Class sizes*
 - *Mindset*
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This is not about going 'above and beyond' but teaching in a caring way to benefit the students, the people they become and the communities in which they live.

Final Thoughts

It's personal

Some teachers may need to adjust

It's worth it

References

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Final Thoughts

- *Its personal*
 - *Some teachers may need to adjust*
 - *Its worth it*
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