

Article

<https://doi.org/10.34074/scop.4011009>

EARLY IMPRESSIONS OF TEACHING PRACTICE FROM  
TERTIARY TEACHING PRACTITIONERS

David Woodward, Shannon Booth, Elise Allen,  
Alexa Forbes and Jeremy Taylor

Published by Otago Polytechnic Press. Otago Polytechnic Ltd is a subsidiary of  
Te Pūkenga – New Zealand Institute of Skills and Technology.

© 2022 the authors; © illustrations, the artists or other copyright owners.

# EARLY IMPRESSIONS OF TEACHING PRACTICE FROM TERTIARY TEACHING PRACTITIONERS

David Woodward, Shannon Booth, Elise Allen,  
Alexa Forbes and Jeremy Taylor

## INTRODUCTION

A small group of Graduate Diploma in Tertiary Education (Level 7) (GDTE) learners and recent graduates, representing the taught Recognition of Prior Learning (RPL) and Independent Learning Pathway (ILP) programmes at Otago Polytechnic (OP), collaborated as a community of practice (CoP) to write a research article on their early impressions of teaching at OP.

Unlike secondary teachers, subject matter experts entering the tertiary sector are often inexperienced and unqualified as teachers. Our community of practice hence set out to explore the impact of this lack of experience and determine any gaps. We reviewed our early impressions of facilitating or lecturing learners at OP; what enablers and challenges we encountered in those early years; and, upon reflection, what we would recommend being undertaken differently and why.

## METHODOLOGY

The teacher community of practice had previously considered examples of teaching philosophy statements and the process of preparing them (Woodward et al., 2018), including enablers, challenges and the use of metaphors (Woodward et al., 2019). Using these tools for developing a teaching philosophy assisted in providing insight into the current research article questions. In 2020 we investigated key evidence-based (Cullen et al., 2017) theories and models that link to teaching practice (Woodward et al., 2020) and then considered constructivism and reflective practice as an evidence-based approach to tertiary teaching (Woodward et al., 2021).

Henry et al. (2020) have identified communities of practice as an effective social constructivist tool for building trust and a sense of belonging, sharing of enterprise and enhancing the reflectivity that is a precursor to independent learning. We therefore employed this social constructivist (Palincsar, 1998) approach to mine information from interviewees, all OP lecturers or facilitators, using an autoethnographic (Maréchal, 2010) approach involving reflection on teaching experience. The community of practice group met online on a regular (fortnightly) basis to explore the research questions, with all interviewees being members of the CoP and authors of the present article.

## FINDINGS

### Early impressions of facilitating or lecturing learners of Otago Polytechnic

Jeremy joined Capable NZ in January 2018 and has facilitated learners in both the undergraduate and postgraduate domains. Reflecting on his early impressions of facilitating, he believes that the concept of trust and gaining trust to achieve positive learning outcomes have been central themes. As Hoy and Tschannen-Moran (1999) have argued, defining trust is no easy matter; nonetheless, Jeremy has found Levi's (1998) view of trust

apt: Levi describes trust as representing a variety of phenomena that can encourage learners to take risks when dealing with others, and states that when trust is present it helps to move everyone's interests forward. Many of the learners that Capable NZ facilitators engage with have had mixed experiences with mainstream education and, as a result, can arrive with healthy levels of mistrust in the system; specifically, many learners have either had previous negative experiences with educators or have never had an educator that they have trusted. For Jeremy, this has meant a need to consider additional strategies that can break through some of these barriers and, as a key goal, work to build trust between the educator and learner. "Guide, guru, parent, friend – mentors are all these to learners lucky enough to find a teacher willing to make a difference in their lives" (Daloz, 1983, p. 2). This quotation reflects an aspirational approach that, for Jeremy, represents an early guiding principle for assisting learners on their transformational journey.

New to teaching at age 52, Alexa was thrown in the deep end, charged with facilitating a 'wild child' programme, the Graduate Diploma in Sustainable Practice (GDSP). In a previous article, she explored ten years of this programme and the sometimes startling learning it engendered (Forbes & Henry, 2021). In 2018, the programme, and Alexa with it, moved to Capable NZ, where the teaching style and school culture were very different. There was little guidance around how she would fit in and respond to its unarticulated expectations of her. Much of the practice embedded in GDSP delivery was not possible at Capable NZ. For example, the Graduate Diploma in Sustainable Practice had been delivered almost entirely online since 2012, with block courses that explored topics associated with whole-systems thinking. Venue choices were grounded in the idea that it was useful to experience living with far less consumption and what 'enough' might be. This was experiential learning based on reconnecting with nature and self, and exploring frameworks such as the Strategic Framework for Sustainable Development (Holmberg et al., 1999) and The Regenesi Model (Mang & Reed, 2017). Alexa loved this work and its potential for personal transformation, but could not easily continue it at Capable NZ, which required far greater oversight of the events involved.

Elise's pathway to tertiary teaching was quite different, coming as she did from a background in youth development and training. As a member of the Sea Cadet Corps for many years before joining Otago Polytechnic, she had been trained in instructional technique from the age of 15 and had been training others since then. As an adult and a young officer in the New Zealand Cadet Forces (NZCF), Elise had the opportunity to attend a ten-day instructional technique and training management (ITTM) course, later going on to teach on that same course several times. The ITTM course and several previous leadership courses also provided by NZCF covered many aspects of learning design and teaching, from the use of Bloom's taxonomy (Bloom, 1956) for effective learning objectives, sound assessment design practices, lesson planning and reflective practice, through to classroom management techniques, effective questioning and how to set up learning environments to best effect. Thus, Elise's early impressions of lecturing at OP were positive in that her previous training was extremely compatible with teaching professional practice in STEM-oriented programmes. This meant she had plenty of energy left over for learning the processes and practices specific to Otago Polytechnic and adjusting to the workplace culture – a luxury that few new lecturers in the tertiary sector are afforded.

Shannon's journey to tertiary teaching was long and varied. A secondary school teacher by day and an adult educator by night, facilitating antenatal education classes and teaching group exercise classes as a qualified fitness instructor for over a decade, Shannon discovered a real passion for working with adults and decided to leave her secondary teaching career to move into a role based in the tertiary sector. While this was not a teaching role, Shannon knew that tertiary teaching was what pulled on her heart strings and that this role would help her to 'get a foot in the door.' While working in tertiary administration and marketing, she put her hand up to take every teaching-related opportunity that came her way. Shannon completed a GDTE qualification in 2018, facilitated workshops on health and wellbeing for various OP audiences, was a guest lecturer in areas she had specialist knowledge in, assisted academic staff with marking, and embraced every opportunity that would move her closer to her long-term goal of becoming a tertiary educator. The commitment paid off and Shannon is now a full-time lecturer, teaching across three programmes.

While Shannon felt very comfortable in front of the class and competent in managing and motivating her learners, the fact she was a familiar face at OP was the biggest challenge:

I found that there were minimal crossovers between my professional staff role and my new teaching role, yet because I had been at OP for over five years and was 'part of the furniture' in my department, people assumed I knew all there was to know about being a lecturer here, which was not the case. While the classroom stuff came easily to me, my familiarity meant I went under the radar when it came to being taught the ins and outs of academic life – the systems, the policies, the processes, the boxes that needed to be ticked, and the endless acronyms! This was definitely the most challenging part as a new lecturer.

### **Enablers and challenges encountered during this early teaching phase**

During these early teaching phases, one of the most important challenges Jeremy faced was overcoming his assumptions about teaching and learning, particularly over issues of diversity and the complex needs of learners. Gravells and Simpson (2009, p. 5) define diversity as "valuing and respecting the differences in learners, regardless of ability and/or circumstances or any individual characteristics they may have." The point of valuing diversity is that it can provide learners with safe spaces that allow them to reflect critically about their beliefs, delve more deeply into how these beliefs were formulated and provide guiding frameworks for both compromise and mutual understanding (Harbott, 2017). In a practical sense, valuing diversity can become a significant source of new learning (Napan, 2015). However, the challenge with diversity is that it can be time-consuming to enact, which means that enough time needs to be set aside for the benefits to be actualised. Still, this challenge can be overcome through negotiation and developing individualised learning plans (ILPs) with learners. Jeremy has found that ILPs are a significant enabler to improved learning outcomes, as they can help learners to construct personal academic goals and allow content to be more personalised (UNESCO, 2017). Such an approach has become more important in the last year, as educators have been required to pivot their approach due to the COVID-19 pandemic.

Used to working alongside (but outside) the institution (online and block courses), Alexa found the Capable NZ framework mystifying. For her, more rigour around the course and its administration were required, but processes seemed to be stored in the heads of colleagues. The systems seemed impenetrable, with facilitator manuals that did not articulate how to get from A to B. What standards had to be met? Who assessed and how? People were happy to answer questions, but it was never clear who to ask, or even what to ask. This situation was eventually improved when facilitator and learner handbooks were issued, but would have been so much easier with an induction. Looking back, Alexa realised that the GDSP fitted within Welby Ings' (2017) model of disobedient teaching, where creativity and boundary pushing, backed by reflection, was encouraged. Capable NZ seemed to have the same kaupapa, based in an independent heutagogy (Blaschke, 2012). Challenges in the early GDSP role included some learners wallowing in uncertainty, unable to ground themselves in a worthwhile project, and dealing with neurodiverse learners whom Alexa was ill-equipped to handle as an offsite facilitator with little support. After finding her feet at Capable NZ, Alexa began learning different models from her new colleagues, including the importance of scaffolding learning (Vygotsky, 1978), "fit" with learners, and the transformative powers of reflective practice (Ker, 2017), but struggled with the administration and assessment systems. She noticed for the first time a real drawback of working from home: she was not in a zone of proximity with her colleagues (Vygotsky, 1978) and so missed key opportunities to learn by watching her new peers.

Bringing to the job a certain amount of experience in a youth and adult training context meant that Elise enjoyed confidence in the classroom; however, in the broader picture there were still some novel enablers and challenges. When Elise started teaching at OP a decade ago, she was struck by the phenomenon of academic autonomy whereby even a brand-new lecturer was let loose on a course, with little or no supervision. This trust was

refreshing but could also be a source of worry. Since then, much more robust moderation practices across the whole sector have mitigated this experience somewhat, which is a positive change. One example that Elise found surprising was that she was able to replace the final exam for a course she inherited from her predecessor, without a strict process in place to ensure robust assessment design. Sharing an office with an experienced colleague and mentor meant that the new exam was thoroughly checked before implementation, but at the time it was surprising that this appeared to be an optional approach, such was the trust in the 'content expert' academic.

Besides being left to find her feet on her own, the biggest challenge Shannon experienced was lack of time: time to learn the ins and outs of the role, time to see how all the parts fit together, time to learn 'the unwritten rules,' and especially time to recreate and shape her course content into something she felt was a good fit for her teaching style, and that she felt excited and proud to teach. In their first two years of practice, beginning secondary school teachers are given a significantly reduced teaching workload, as outlined in the Secondary Teachers' Collective Agreement (New Zealand Post Primary Teachers' Association, 2018). This frees up time to work with and be guided by a mentor teacher who will support and give constructive feedback during the journey to becoming a fully certified, registered teacher after two years. Although this period of extra support and time to 'find your feet' as a beginning secondary teacher is not something that is offered in the tertiary sector, Shannon believes the challenges both types of teachers face are very similar:

I feel very blessed to have had significant teaching experience before I began my tertiary teaching career. I already felt like I was thrown in the deep end trying to get my head around all the various academic jargon and processes, so without the scaffolding approach secondary schools embrace, I can only imagine how challenging it must be for someone brand new to teaching, who may have all the specialist knowledge but not the teaching expertise, to find their feet.

The biggest enabler Shannon has enjoyed is the freedom to shape and teach her courses the way she wants to:

As long as the learning objectives are covered, how I go about teaching the content is up to me, and I absolutely thrive on this autonomy. I struggle to pick up someone else's lesson plan and run with it. I love the flexibility to be able to shape things to fit the kind of students I have in front of me, and to also be able to shape the content so it works in well with my own personality and the way I like to teach. I want to do all I can to avoid 'death by PowerPoint,' so having the freedom to get creative is a highlight. I just wish there was more time to create the fun, engaging and thought-provoking resources required for the learning activities I invent in my head.

### **Upon reflection, the recommendations to be undertaken and why**

Bassot (2016) notes that reflection can be viewed through the metaphor of a mirror. It is through looking at ourselves in a mirror that we can see ourselves in our entirety and then give serious consideration to what stands before us. As a result of acting on this metaphor, Jeremy has found the framework offered by Brookfield's (1995) Four Lenses helpful to reflect on the early phases of his teaching career. These four lenses can be employed by teachers and correlate with processes of self-reflection, student feedback, peer assessment and engagement with scholarly literature. Using this framework, Jeremy believes he could have been better prepared to guide and mentor his neurodiverse learners, who have become increasingly more common within programmes offered by Capable NZ. Baumer and Frueh (2021, para. 1) have defined neurodiversity as a situation where "people experience and interact with the world around them in many different ways; there is no one 'right' way of thinking, learning, and behaving, and differences are not viewed as deficits." During these early facilitation experiences Jeremy had limited strategies in place. As a result of reflection and considering what he would change if he had

the chance again, he would have augmented his reading around the topic and would have sought more feedback from learners. Subsequently, Jeremy has implemented strategies around delivering a more inclusive learning environment and embedding more inclusive strategies into his facilitation toolkit (Mirfin-Veitch et al., 2020).

All new academic staff have the opportunity to undertake the GDTE programme – a Level 7 qualification which covers the major theories and practices of education – when they begin their teaching careers at Otago Polytechnic. However, for those who have never stood in front of a classroom before, Elise feels that a more practical course of training might be a beneficial place to start. In order to provide the best learner experience, a teacher must have skills such as lesson planning, classroom management and good questioning technique, as well as a basic understanding of constructive alignment (Biggs, 2003). An introduction to some simplified, broad pedagogical theories would be useful if accompanied by some practical application in the classroom; for example, the application of the primacy and recency effects (Murdock, 1962) in the effective introduction and conclusion of the lesson. Only once the new teacher is comfortable with the mechanics and practical skills of teaching would a more in-depth exploration of educational theory be helpful.

Shannon feels that the tertiary sector could learn a lot from the way secondary school teachers are supported in their initial teacher journeys. Tertiary educators often end up in their roles due to their specialist knowledge in a certain area, yet this knowledge is not always paired with teaching expertise. As a result, Shannon suggests that these staff should be offered the same support, guidance and mentoring opportunities as their secondary counterparts:

For staff beginning their teaching journey as tertiary lecturers, whether they have taught before or not, I believe a detailed and ongoing induction process should be undertaken where staff are given the time, support and resources to familiarise themselves with the processes specific to their institution and the department that they work in. Having a checklist and buddying up with an experienced lecturer within the organisation could help with this process or, better yet, employing someone specifically to fulfil this role, as other teaching staff are often tied up with their own workloads and may find it hard to juggle yet another responsibility on top. However the mentoring is undertaken, it needs to be ongoing – not just for the first couple of weeks, but throughout the first year at least, until that staff member feels familiar and comfortable in their role.

Shannon believes that having good systems in place is a priority. That means having an induction, no matter how qualified you are for the job. Culture is important and you need to understand the culture of your workplace – even the new department of the same organisation. This includes making sure that you are grounded and scaffolded with manageable steps that offer a clear direction and indication of what is expected.

Alexa agrees. Achieving the GDTE changed everything as she moved from being a subject-matter expert, teaching as she would want to learn, to someone who knew how to observe her learners and employ strategies and tools to keep them on track. One key was creating an environment for learning and strong scaffolding. This limited learner overwhelm and subsequent wallowing. Another important element was the understanding that no effort is wasted. Wrong directions and pivots of projects are part of the process and serve to empower new directions. Studying *te reo Māori* and *te ao Māori* have influenced her world view and engendered different responses to learner issues, as has colleague *whānaukataka*. A lightbulb moment came from reading this quotation from Isaac Newton (2017) in DPP graduate Mawera Karetai's (2021) literature review:

Bernard of Chartres used to say that we [the Moderns] are like dwarves perched on the shoulders of giants [the Ancients], and thus we are able to see more and farther than the latter. And this is not at all because of the acuteness of our sight or the stature of our body, but because we are carried aloft and elevated by the magnitude of the giants.

## DISCUSSION

Tertiary educators often enter the tertiary sector based on their subject matter expertise rather than their teaching skills; the latter are assumed. However, becoming a dual professional, with both subject matter and teaching expertise, can be a challenging journey.

### Novice to expert – An example related to teaching



Figure 1. Novice to expert in teaching (Bronwyn Hegarty, 2015; adapted from Dreyfus, 2004; Gossman, 2008).

The Dreyfus (2004) model of “novice to expert,” adapted by Hegarty (2015) to teaching (see Figure 1), considers the level of expertise of a practitioner on a five-stage continuum (Lyon, 2015). To progress along the continuum, tertiary educators must negotiate a number of hurdles and employ many enablers.

For many new teaching practitioners, the challenges of the tertiary sector include understanding a new system and culture, including the ‘unwritten rules,’ complying with administrative box-ticking, understanding acronym terminology, overcoming assumptions, knowing the correct assessment procedures, having a proper induction process, finding off-campus learner support, understanding moderation processes and constantly being time-poor. Tertiary teachers may be faced with developing course content, delivering to neurodiverse learners, developing new technology skills for a blended learning (Garrison & Vaughan, 2008) model, being able to pivot to deliver both in the classroom and online in a COVID-19 environment, and undertaking teaching qualifications, all at the same time.

Enablers that may assist negotiating this minefield include valuing diversity, developing individual learning plans to set goals for learners, having learner guides and facilitator handbooks, leadership training, learning design and teaching courses, understanding Bloom’s taxonomy (Bloom, 1956), developing lesson plans and learning objectives, classroom management, creating inclusive learning environments for learners and being a critically reflective practitioner.

Other enablers include the importance of developing trust with a learner who may have had a previously negative educational experience, listening to and learning from learners and changing teaching according to their needs, using an Ako framework. Scaffolding learners into the zone of proximal development (Vygotsky, 1978) is important, along with having a relatively autonomous approach to content and assessment development and being able to develop one's own lesson plans in line with learning outcomes. Teaching learners that it is alright to make mistakes, as it is all part of the learning process, is also key.

Significant changes have been made to the GDTE at OP in the last two years. These include a revised staff induction process, digital skills self-assessment, development of learning resources, hui Tūhoto involving regular meetings to connect teachers, peer observations, and a one-day introduction to teaching workshop – a preamble to undertaking the GDTE, covering practical aspects of teaching such as lesson planning, constructive alignment, designing experiential learning activities and formative feedback strategies. OP also has a neurodiverse community of practice which started in 2021, initiated for teachers by Te Ama Ako. Currently, after six months, new staff begin the GDTE journey, undertaking the first two Level 5 courses – Fundamentals of Learning and Teaching; and Facilitating Learner Success, with a focus on the applied theory. In both these courses observations are included, mentors are recommended, and new teachers are scaffolded to segue into the Level 7 GDTE courses. New courses are also being developed, with the launch of a third Level 5 GDTE course, specifically for facilitating digital learning (online learning and creating whānaukataka), in the second semester of 2022.

## RECOMMENDATIONS

To progress rapidly along the novice-to-expert continuum (Dreyfus, 2004), facilitators and lecturers need to undertake teacher induction training when they first join a tertiary organisation, rather than several years later. Training, such as the one-day introduction to teaching workshop, could be delivered in the first 'induction week' of employment. Such training does and should cover administration; facilitating digital learning (classroom and online); basic practical teaching skills and techniques including lesson planning, classroom management, good questioning technique; a basic understanding of constructive alignment (Biggs, 2003); and practical application of teaching in the classroom, such as effectively initiating and concluding a lesson.

Teacher induction training should also cover dealing with neurodiverse learners, creating an inclusive learning environment, using strategies to keep learners engaged and becoming a critically reflective teacher. During the induction week, novice teachers should have an opportunity to observe expert teaching practitioners in a teaching classroom context, using a situated learning model (Lave and Wenger, 1991).

Mentoring, a form of social cognitive theory (Daloz, 2012; Mullen, 2005), should be practiced between the novice and an experienced teaching mentor during the first year of teaching; and through peer observations (Harris et al., 2008) of teaching practice, constructive feedback on pedagogical effectiveness (Moyle et al., 2002) could be provided.

Tertiary teachers should be scaffolded to progress their teaching qualifications from a certificate in adult and tertiary teaching Level 5, to a GDTE Level 7, dependent on previous qualifications and experience, rather than going directly into a Graduate Diploma Level 7 qualification, as for many this is a leap too far. As well as developing teaching skills by studying as a student, a teacher would experience a learner's perspective and thus become a more responsive and effective teacher.

It is important that educators are scaffolded into tertiary teaching, in manageable steps, using a supportive secondary teaching model and a constructivist approach of learning by doing and reflection, supported in a community of practice of like-minded, experienced educators (Henry et al., 2020) to bounce ideas off – rather than a traditional approach that represents outdated assumptions about the teacher's identity, ability and role.



**David Woodward** is head of apiculture programmes and principal lecturer at Otago Polytechnic's Central campus and an academic mentor and assessor at Capable NZ (MPP, DPP). With a background in botany and zoology, he has been a research scientist, state advisor and head of apiculture, with 25 years' tertiary teaching experience.

🔗 <https://orcid.org/0000-0001-5716-8865>

**Shannon Booth** is a lecturer teaching across three Otago Polytechnic programmes – the Health Bridging Certificate, the Certificate in Bicultural Competency and the Otago Secondary Tertiary College Police Pathways Programme. She has a background in secondary teaching and adult education, specialising in the areas of exercise, women's health, pregnancy, childbirth and holistic wellbeing.

🔗 <https://orcid.org/0000-0002-0272-5799>

**Elise Allen** is a senior lecturer in web development, software engineering, user experience design and professional practice in the Bachelor of Information Technology programme at Otago Polytechnic. Her current areas of interest include experiential learning, 'Agile' practices, industry workflows in the classroom and studio-based learning for technology subjects.

🔗 <https://orcid.org/0000-0001-8208-0507>

**Alexa Forbes** is a facilitator at Te Pūkenga College of Workbased Learning (GDTE, GDSP, MPP, NZ Dip Te Reo (Rumaki) (Level 5)), and an elected member of the Otago Regional Council. Her specialist areas include futuring and relational environmental thinking.

🔗 <https://orcid.org/0000-0002-2637-6925>

**Jeremy Taylor** is a facilitator and assessor with Capable NZ (GDTE, BAM, MPP and GDPP) and is currently studying towards his Doctor of Professional Practice. His research interests include international and comparative education, Chinese transnational education programmes and how to use critical reflection to improve teaching practice.

🔗 <https://orcid.org/0000-0003-1194-9329>

## REFERENCES

- Bassot, B. (2016). *The reflective practice guide: An interdisciplinary approach to critical reflection*. Routledge. <https://doi.org/10.4324/9781315768298>
- Baumer, N., & Frueh, J. (2021, November 23). *What is neurodiversity?* Harvard Health School Publishing: Mind & Mood. <https://www.health.harvard.edu/blog/what-is-neurodiversity-202111232645>
- Biggs, J. (2003, April 13–17). *Aligning teaching and assessing to course objectives* [Paper presentation]. Teaching and Learning in Higher Education: New Trends and Innovations, University of Aveiro, Portugal.
- Blaschke, L. M. (2012). Heutagogy and lifelong learning: A review of heutagogical practice and self-determined learning. *The International Review of Research in Open and Distributed Learning*, 13(1), 56–71. <https://doi.org/10.19173/irrodl.v13i1.1076>
- Bloom, B. S. (1956). *Taxonomy of educational objectives, handbook I: The cognitive domain*. David McKay.
- Brookfield, S. D. (1995). *Becoming a critically reflective teacher*. Jossey-Bass.
- Daloz, L. A. (1983). Mentors: Teachers who make a difference. *Change: The Magazine of Higher Learning*, 15(6), 24–27. <https://doi.org/10.1080/00091383.1983.10570000>
- Daloz, L. A. (2012). *Mentor: Guiding the journey of adult learners* (2nd ed.). Jossey-Bass.
- Dreyfus, S. (2004). Five-stage model of adult skill acquisition. *Bulletin of Science, Technology & Society*, 24(3), 177–181. <https://doi.org/10.1177/0270467604264992>

- Forbes, A., & Henry, S. (2021). Designed to inspire, disrupt and transform: Reflections on 10 years of the Graduate Diploma in Sustainable Practice. *Scope: Contemporary Research Topics (Work-based Learning)*, 2, 40–48. <https://doi.org/10.34074/scop.6002005>
- Garrison, D., & Vaughan, N. (2008). *Blended learning in higher education: Framework, principles, and guidelines*. Jossey-Bass.
- Gossman, P. (2008). Teaching development – Experience and philosophy (using the three Rs). *Teacher Education Quarterly*, 35(2), 155–169.
- Gravells, A., & Simpson, S. (2009). *Equality and diversity in the lifelong learning sector*. Learning Matters.
- Harbott, N. (2017). Educating for diversity in New Zealand: Considerations of current practices and possible pathways? *Journal of Initial Teacher Inquiry*, 3, 20–23.
- Harris, K-L., Farrell, K., Bell, M., Devlin, M., & James, R. (2008). *Peer review of teaching in Australian higher education: A handbook to support institutions in developing effective policies and practices*. Centre for the Study of Higher Education, The University of Melbourne; Centre for Educational Development and Interactive Resources, University of Wollongong.
- Hegarty, B. (2015). Novice to expert – Example related to teaching. Dunedin: Graduate Diploma in Tertiary Education handout adapted by Dr Bronwyn Hegarty (2015) from Dreyfus, S. (2004). Five-stage model of adult skill acquisition. *Bulletin of Science, Technology & Society*, 24(3), 177–181. <https://doi.org/10.1177/0270467604264992>
- Henry, S., Te Maihāroa, K., Gualter, J., Woodward, D., Hogan, R., & Andrew, M. (2020). Communities of practice for independent learning practitioners at Capable NZ, Otago Polytechnic. *Scope: Contemporary Research Topics (Work-based Learning)*, 1, 31–42. <https://doi.org/10.34074/scop.6001007>
- Holmberg, J., Lundqvist, U., Robèrt, K-H., & Wackernagel, M. (1999). The ecological footprint from a systems perspective of sustainability. *International Journal of Sustainable Development and World Ecology*, 6, 17–33.
- Hoy, W. K., & Tschannen-Moran, M. (1999). Five faces of trust: An empirical confirmation in urban elementary schools. *Journal of School Leadership*, 9(3), 184–208. <https://doi.org/10.1177/105268469900900301>
- Ings, W. (2017). *Disobedient teaching*. Otago University Press.
- Kareta, M. G. M. (2021). *The evolution of an identity activist* [Unpublished Doctor of Professional Practice thesis]. Otago Polytechnic.
- Ker, G. (2017). *Degrees by independent learning: A case study of practice at Otago Polytechnic, Dunedin, New Zealand*. [Unpublished Doctor of Professional Practice thesis]. Middlesex University.
- Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge University Press.
- Levi, M. (1998). A state of trust. In V. Braithwaite & M. Levi (Eds.), *Trust and governance* (pp. 77–101). Russell Sage.
- Lyon, L. J. (2015). Development of teaching expertise viewed through the Dreyfus model of skill acquisition. *Journal of the Scholarship of Teaching and Learning*, 15(1), 88–105. <https://doi.org/10.14434/josotl.v15i1.12866>
- Mang, P., & Reed, B. (2017). Update regenerative development and design 2nd edition [Preprint]. ResearchGate. [https://www.researchgate.net/publication/321156684\\_Update\\_Regenerative\\_Development\\_and\\_Design\\_2nd\\_edition](https://www.researchgate.net/publication/321156684_Update_Regenerative_Development_and_Design_2nd_edition) (Originally published in Robert A. Meyers (Ed.), 2012, *Encyclopedia of sustainability science and technology* (2nd ed.). Springer)
- Maréchal, G. (2010). Autoethnography. In A. J. Mills, G. Durepos, & E. Wiebe (Eds.), *Encyclopaedia of case study research: Vol. 2* (pp. 43–45). Sage Publications.
- Mirfin-Veitch, B., Jalota, N., & Schmidt, L. (2020). *Responding to neurodiversity in the education context: An integrative literature review*. Donald Beasley Institute.
- Moyles, J., Adams, S., & Musgrove, A. (2002). *SPEEL: Study of pedagogical effectiveness in early learning*. UK Department for Education and Skills. Queen's Printer. <https://dera.ioe.ac.uk/4591/1/RR363.pdf>
- Mullen, C. (2005). *The mentorship primer*. Peter Lang.
- Murdock, B. B. (1962). The serial position effect of free recall. *Journal of Experimental Psychology*, 64(5), 482–488.
- Napan, K. (2015). Diversity, inquiry, and co-creation: Potential antidotes to neoliberalism. *The International Journal of Diversity in Education*, 15(4), 9–19. <https://doi.org/10.18848/2327-0020/CGP/v15i04/40133>
- Newton, I. (2017). Isaac Newton letter to Robert Hooke, February 5, 1675. Retrieved from Digital Library: <https://digitalibrary.hsp.org/index.php/Detail/objects/9792>
- New Zealand Post Primary Teachers' Association | Te Wehengarua (PPTA). (2018, December 13). *Maximum teaching hours*. <https://www.ppta.org.nz/communities/nets/maximum-teaching-hours>
- Palincsar, A. S. (1998). Social constructivist perspectives on teaching and learning. *Annual Review of Psychology*, 49, 345–375.
- UNESCO. (2017). *A guide for ensuring inclusion and equity in education*. United Nations Educational, Scientific and Cultural Organization. <https://unesdoc.unesco.org/ark:/48223/pf0000248254>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

- Woodward, D., Hegarty, B., Allen, E., & Redfearn, S. (2018). *Developing a teaching philosophy* [Paper presentation]. Capable NZ Professional Practice Symposium: Exploring Professional Futures, Otago Polytechnic, Dunedin.
- Woodward, D., Hegarty, B., Allen, E., Booth, S., Redfearn, S., Smith, S., Wakelin, K., & Webster, J. (2019). Developing a teaching philosophy for a teaching credential. *Scope: Contemporary Research Topics (Learning and Teaching)*, 7, 31–42. <https://doi.org/10.34074/scop.4007005>
- Woodward, D., Booth, S., Redfearn, S., Allen, E., Samarasinghe, D., & Forbes, A. (2020). Developing evidence-based teaching practice. *Scope: Contemporary Research Topics (Work-based Learning)*, 1, 68–77. <https://doi.org/10.34074/scop.6001007>
- Woodward, D., Booth, S., Allen, E., Forbes, A., & Taylor, J. (2021). Constructivism and reflective practice: An evidence-based approach to tertiary teaching. *Scope: Contemporary Research Topics (Learning and Teaching)*, 10, 145–153. <https://doi.org/10.34074/scop.4010014>