



# Expanding Educational Horizons

## MINISTRY OF EDUCATION AND YOUTH

# Topic: **Andragogy and the Role of the Resource Teacher**

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**Date: August 2006**

## **Resource Teachers' Workshop**

**Sunset Jamaica Grande Resort**

**Ocho Rios**

**August 14-18, 2006**

*This project is a joint initiative between the Governments of Jamaica and the United States of America through their monitoring agencies the Ministry of Education and Youth and the United States Agency for International Development (USAID).*

# Introduction

The objectives of the session are to:

- sensitize participants to basic principles of working with adults
- outline the qualities and responsibilities of a resource teacher
- explore challenges and opportunities that a resource teacher faces in fulfilling his/her mandate

# Activity

Conduct an interview session with a fellow teacher using the following interview schedule. Write down the responses to your questions and keep them for an end of session activity.

# Interview Schedule

Name: \_\_\_\_\_

Gender: \_\_\_\_\_

1. How long have you been: (a) a teacher? \_\_\_\_\_

(b) a resource teacher \_\_\_\_\_

2. What do you like about being a teacher/resource teacher? \_\_\_\_\_

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3. What don't you like about being a teacher/resource teacher? \_\_\_\_\_

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4. What are some of the qualities that make you a good teacher/resource teacher? \_\_\_\_\_

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5. What kind of advice would you give to someone who wants to be more effective as a teacher/resource teacher? \_\_\_\_\_

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# What is Andragogy?

**Andragogy** and **pedagogy** refer to the study of teaching, “andra” meaning “man, adult,” while “peda” meaning “child.”

**pedagogy** originated with early monks who recorded common characteristics among children who were learning basic facts. However, it was not until the middle of the 20th century that instructors realized their assumptions about how children learn did not apply to the adults they were teaching.

**Andragogy**, the term first used in 1833 by a teacher in Germany, was reintroduced by a German social scientist in the 1920s, next adapted by adult educators in Europe in 1957, and finally brought to the United States.

# Andragogy

- Knowles first used the term “andragogy” in America in the 1960s to reflect how adults learn.
- Andragogy recognizes the maturity of the learner,

Source: Jarrett-Thomas, K. They're Not Just Big Kids: Motivating Adult Learners available online: <http://www.mtsu.edu/~itconf/proceed01/22.pdf> .  
Accessed August 8, 2006

# Andragogy

- is problem-centered rather than content-centered.
- permits and encourages active participation.
- encourages past experiences.
- is collaborative between instructor-student and student-student.

Source: Jarrett-Thomas, K. They're Not Just Big Kids: Motivating Adult Learners available online: <http://www.mtsu.edu/~itconf/proceed01/22.pdf> . Accessed August 8, 2006

# Andragogy

- is based on planning between the teacher and the learner.
- is based on an evaluation agreement.
- prompts redesign and new learning activities based on evaluation.
- incorporates experiential activities.

Source: Jarrett-Thomas, K. They're Not Just Big Kids: Motivating Adult Learners available online:  
<http://www.mtsu.edu/~itconf/proceed01/22.pdf> . Accessed August 8, 2006

# Principles of Adult Learning

- present information in a manner that permits mastery. This means “bit-size chunks” of information rather than everything in one huge swoop.
- present new information if it is meaningful and practical. Allow the learner to make connections between the job and training activities.
- present only one idea or concept at a time. Show how one step progresses to the next.

Source: Jarrett-Thomas, K. They're Not Just Big Kids: Motivating Adult Learners available online: <http://www.mtsu.edu/~itconf/proceed01/22.pdf> . Accessed August 8, 2006

# Principles

- use feedback/frequent summarization. Make sure you let the adult learner know what is being done correctly, and keep the summaries of completed activities alive and strong as reinforcement
- practice learning as a self-activity. If they prefer to learn on their own, see if this is possible in the training
- accept that people learn at different rates. Some people will have to be told two or three times how to do a task, others will have to be shown rather than told

# Principles

- recognize that learning is continuous/continual. Sometimes learners get bogged down or stopped. They will start up again and begin the learning process again.
- believe that learning results from stimulation. We need to show students that this learning is beneficial to them, and we must set the stage for their success
- enhance learning through positive reinforcement. Tell the adult learners, tell all learners in fact, what they are doing correctly. Build on the idea that we all like to succeed.

# Principles

- follow the concept that people learn by doing. Keep them working, giving them hands-on experiences whenever possible.
- engage the “whole-part-whole” learning strategy.
- support the team environment to improve learning.
- know that training/education must be properly timed. Introduce the training or education immediately preceding their need.

Source: Jarrett-Thomas, K. They're Not Just Big Kids: Motivating Adult Learners available online: <http://www.mtsu.edu/~itconf/proceed01/22.pdf> . Accessed August 8, 2006

# Qualities of the Resource Teacher

- Knowledge (Content & Methodology)
- Self Control
- Tolerance
- Kindness
- Preparedness

# The Resource Teacher's Affirmation

My name is \_\_\_\_\_. I am a Resource Teacher supported by the Expanding Education Horizons Project. I am excited by the numerous challenges and opportunities that I will encounter in this role.

I understand that my primary goal is to improve the quality of teaching and learning in my school.

As I mentor the teachers and interact with the children in my school I understand each learner has specific needs and interests. I also understand that each learner has specific strengths. I am always trying to identify those strengths so that I can use these them as building blocks and windows to the exciting worlds of collaboration, learning and achievement.

Three qualities that make me a unique Resource Teacher are:

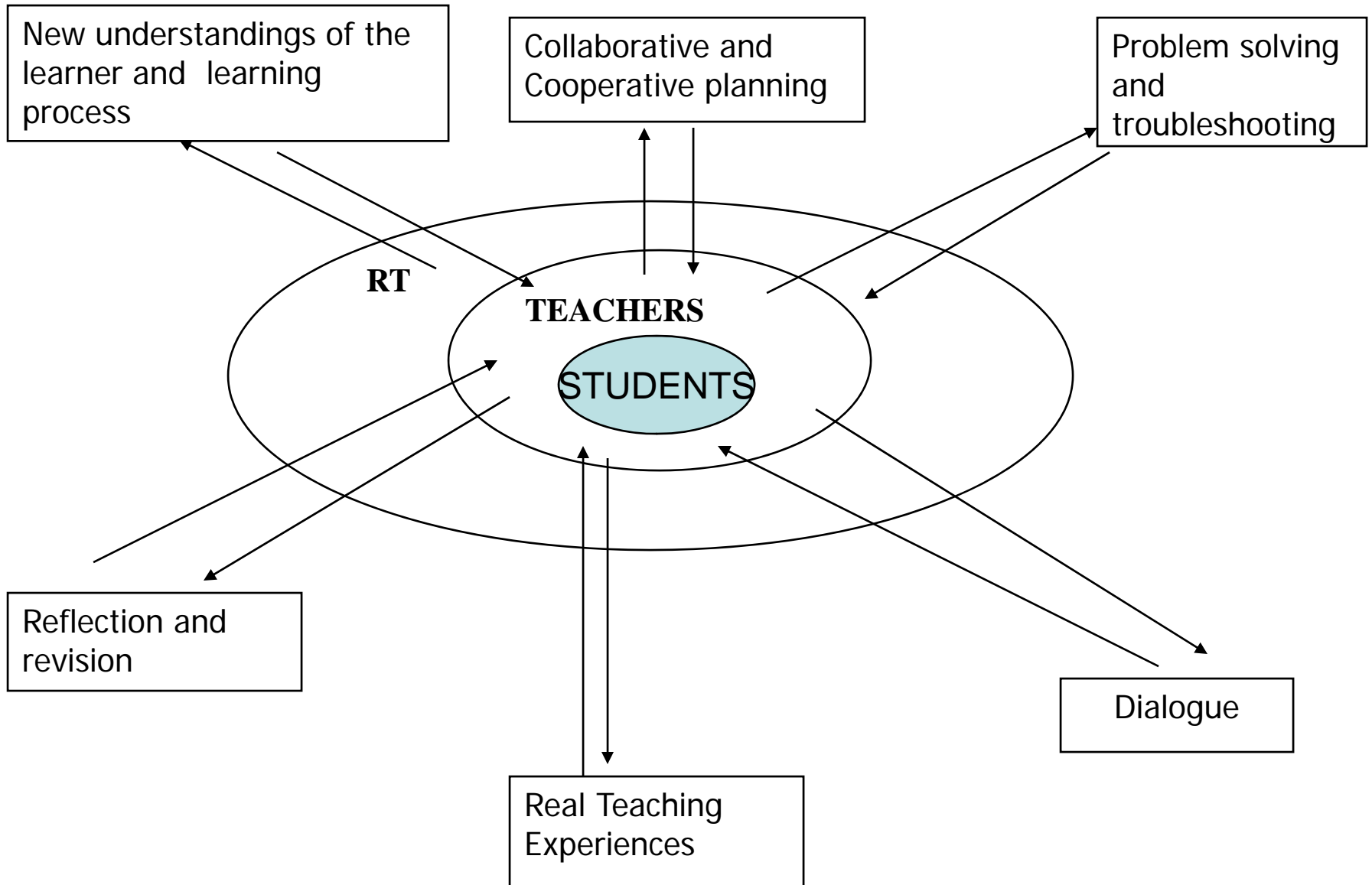
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

# Who is a Resource Teacher?

- ❖ Researcher & Evaluator
- ❖ Reflective Practitioner
- ❖ Guide
- ❖ Collaborator & Mentor
- ❖ Facilitator
- ❖ Counsellor
- ❖ Empathizer

# Resource Teacher Interactions



# The EEH Resource Teacher

- Maintains communication linkages with specialists and assigned resource persons
- Ensures easy access to profiles of student performance (facilitated through JSAS)
- Emphasizes student centeredness in planning and developmental activities
- Keeps current inventories of project resource materials

# EEH Resource Teacher

- Keeps abreast with current teaching trends that promote achievement
- Engenders a sharing and caring spirit among colleagues in order to promote a culture of caring for students and their progress
- Fosters and maintains healthy home, community and school relationships

# EEH Resource Teacher

- Plans and facilitates professional development sessions
- Encourages and leads collaborative planning sessions
- Is conversant with the school development plan and works with teachers, students and other stakeholders to effect the plans
- Models innovative teaching strategies
- Is aware of project core principles and goals and plays a vital role in school level implementation

# Exercise

From your experience:

List three factors that can/will make coaching teachers to improve their teaching a complex activity:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

List three factors that can/will make coaching teachers to improve their teaching a rewarding activity

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_