



At the Heart of Agriculture



***Belonging, Becoming and Being: First Year Apprentices' Experiences in the Workplace***

**Ako Aotearoa Tertiary Research in Progress Colloquium**

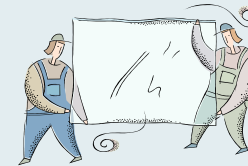
July 2010



# Overall Purpose of the Project

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- 1) **Identify factors** influencing apprentices'
  - **initial decisions** to enter into and
  - **commit** to an indenture,
  - and factors which contribute to **continuation** of the apprenticeship.
  
- 2) **Compare experiences** of potential, continuing, and unsuccessful apprentices.
  
- 3) **Design guidelines** for the improvement of induction processes and initial training for apprentices.





# Research participants

## ▶ First Year Apprentices

- focus groups, individual interviews, survey questionnaire



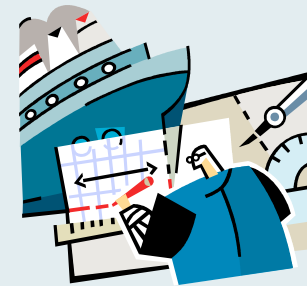
## ▶ Employers

- survey questionnaire



## ▶ Pre-trade students

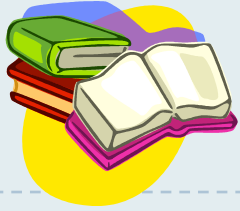
- focus groups



## ▶ Apprentices who have discontinued

- individual interviews





# Literature Foundation

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## ▶ Socio-cultural approach

- socially and culturally mediated practices in workplace learning (Billett, 2004; Wenger, 1998)

## ▶ Identity formation

- exemplified by Erickson / Marcia but applying the work of Vygotsky (Penuel & Wertsch, 1995)

## ▶ Communities of practice (Wenger, 1998)

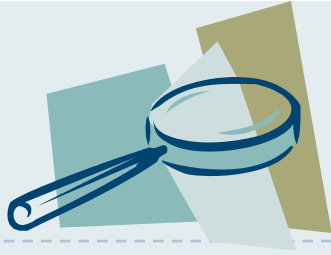
- engagement, imagination & alignment with community, practice, meaning & identity

## ▶ Learning as becoming (Hodkinson, Biesta & James, 2008)

## ▶ Workplace learning pedagogy (Billett & various others)

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# Research Approach

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- ▶ **Constructive – interpretative paradigm**
- ▶ **Mixed case study**
- ▶ **Case study theory building**
  - within-case analysis and the congruence method (George & Bennett, 2005).
- ▶ **Narratives constructed**
  - not as narrative inquiries (Riessman, 2008), but more as analytical lenses (Chase, 2005) and closer to the 'storytelling' aspect of case study (Stake, 2005).





## Very preliminary themes

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- ▶ **Perceptions of occupations** - a hierarchy
- ▶ **Entry into trade** - generally through prior contact / experience
- ▶ **Most participants satisfied** with apprenticeship, workplace learning & ITO support
- ▶ **Apprentices conversant** with ‘what needs to be learnt’
- ▶ **“Mature” apprentices** may need better mechanisms to recognise prior life and work experiences.





## Where to from here

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### Data analysis

- ▶ Reports to individual ITOs by end of 2010.
- ▶ Consolidation of data for each research participant cohort (apprentices, pre-trade, discontinued).
- ▶ Narratives for apprentices to be constructed.
- ▶ Interviews with first year apprentices who have discontinued
  - first quarter of 2011
- ▶ final guidelines / report due mid-2010.



# Thank You

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## Project team

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