**Questions to consider in relation to vocational education**

To what extent does your teaching consider the significance of:

(a) **the formation of vocational identity**: to what extent did you plan for skills and knowledge to be connected to the development of attitudes, beliefs and values associated with a vocation or occupation?

(b) **the authenticity of task**: to what extent was it significant that the learning activities should be real or realistic work tasks performed in real or realistic contexts?

(c) **the subject learning and other learning experiences being connected together for the learner**; for example, what theoretical knowledge is applied in practical tasks? How aware are your learners of this – did you make this explicit – if so, why, if not why?

(d) **construction**: were students able to formulate problems and seek solutions?

(e) **adaptive instruction and modelling**: to what extent did you adapt your support to the current understanding and capability of your learners? Did you seek, for example to progressively to reduce support? If so, how did you do this? If not, why not?

(f) **coaching**: How were you students guided through learning? What strategies did you select to model learning and progress? What else could you have done?

 (g) **development of self-regulation skills**: How were your learners helped to develop self-management and organisational skills?

(h) **development of reflection**: how did you enable your students develop autonomy, expertise and habitus?

Questions adapted from: Bruijn, E. de; Leeman, Y. (2011). Authentic and self-directed learning in vocational education: challenges to vocational educators. Teaching and teacher education, Vol. 27, Issue 4, pp. 694-702.