

Changing role of the VET teacher

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Purpose

- Discuss changing role of the VET teacher
- Drawing from the Quality of VET teaching project in 2011
 - Produced 6 major papers – final report & recommendations
 - <https://austcolled.com.au/announcement/study-quality-teaching-vet>
- Draw out the main themes
 - Why we are looking at VET teaching
 - Findings from research & changing role of VET teacher
 - Why we need a developmental model for the VET teaching workforce
 - Structure of the VET workforce & teaching qualifications
 - A new model for professional development
 - Industry currency & developing the knowledge base of practice

Why are we looking at VET teaching now?

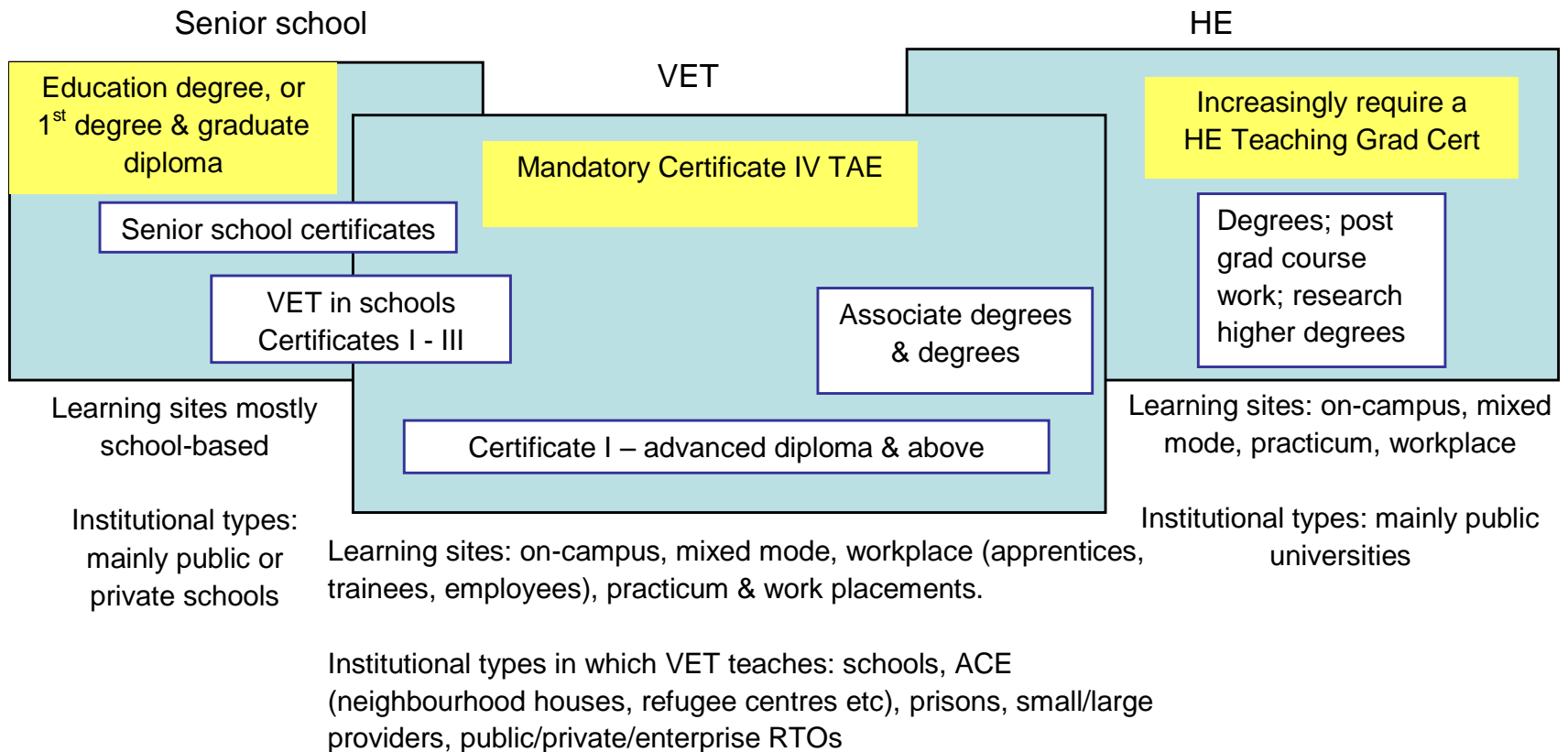
- Starting premise: many factors affect good teaching, but the quality of the system can't exceed the quality of its teachers
- Pace of social, economic & political change
- Increase productivity, workforce participation & social inclusion
- VET critical to positioning Australia internationally & contributing to social inclusion
- VET must grow & replace aging workforce



Changing demands on VET & VET teachers

- Increase no. with certificate III or above, double diplomas completions
- Support more students from disadvantaged backgrounds, & students without foundational skills
- Expand scope for VETiS & HE programs, & develop more effective relations with schools & HE to support student transitions
- Green skills; language, literacy & numeracy skills; employability skills; pathways
- New AQF requires all qualifications to include knowledge & skills for work & *further learning* – will require changes to VET qualifications
- Blurring of sectoral divide & single tertiary education sector
- VET teaches a wider range of students & contexts than schools or HE
- Qualifications teachers must have differs in each sector

Diversity of qualifications taught in each sector, teaching contexts & teacher qualifications



Findings from research that framed recommendations

- If Australian population must become more qualified, teachers must have qualifications & skills to achieve this
- Australia's achievement over last 30 years creation of a national VET system – but at the cost of homogenisation?
- Professionalise the workforce
- Being an industry specialist is a necessary but not sufficient basis for being a VET teacher – must also be expert teachers
- Meeting VET's industry purposes requires educational purposes
- Maintain industry experts & expertise – need new approach
- Build the profession so it takes responsibility for its development

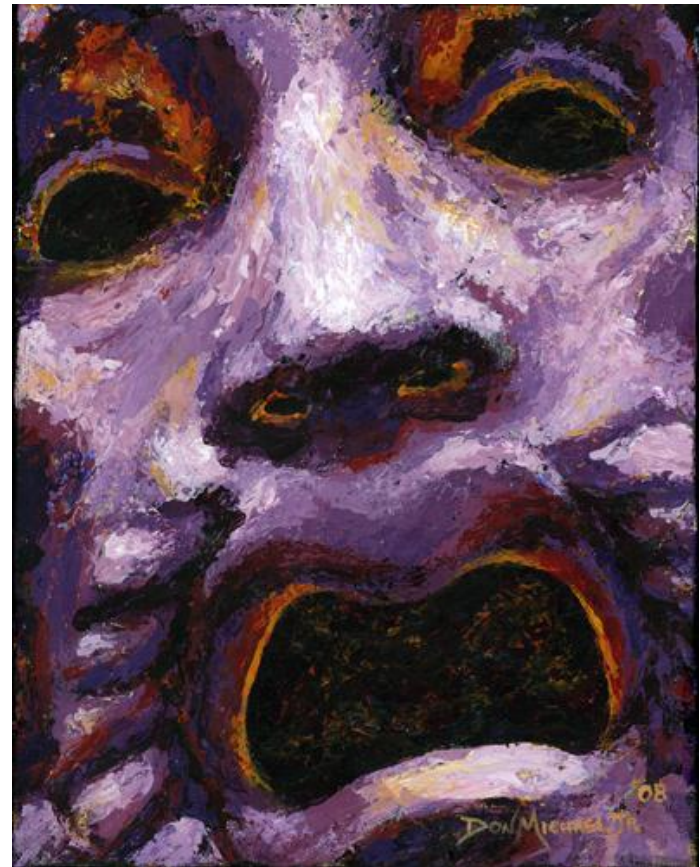
Why we need a developmental model & strategy

- Scale of the demands being made on VET & VET teachers mean that significant change is needed
- But couldn't say – we'll have something for you in 10 years
- Have to start with what really exists, not a normative starting point & have no idea of how to get there
- Face a choice – tighter regulation across all aspects of VET, or encouraging the profession to take greater responsibility
- Need to agree on goals & stages along the way
- If objections to change are based on existing conditions (eg, IR, existing structures) will never get any change
- Need a national VET workforce development strategy



Nature of the VET workplace

- Many submissions to our Options Paper made point that nature of the workplace just as important
- This point made by researchers (eg Guthrie & Clayton) & in the project
- Also need less reliance on casuals, better job security, career structures, good pay, appropriate funding etc
- Absolutely! That's why we need a national VET/tertiary education workforce strategy
- Our focus specifically on quality of teaching, teacher qualifications & CPD



VET teacher preparation & development

- Needs to be integrated with national, state & institutional strategies & policies
- Qualifications & CPD are interdependent & each a component of the other
- Overall model of qualifications: induction, basic entry (a Certificate IV), higher level
- Model lends itself to nested qualifications, but could be constructed separately



The structure of the VET workforce

- Reconsider structure VET workforce (& qualifications they need) to reflect diversity
- All categories of teachers currently required to have certificate IV TAA/E
- Different kinds of workplace trainers – many not primary role
- Requiring them to have same qualification means base qualification must meet their needs, even if too low for system & too high for them
- Proposed different categories of teachers defined by level of responsibility, linked to appropriate level of preparation
- Must ensure industry experts make contributions



VET teacher preparation & development

- Needs to be integrated with national, state & institutional strategies & policies
- Qualifications & CPD are interdependent & each a component of the other
- Overall model of nested qualifications: induction, basic entry (a Certificate IV), higher level qualification
- We argued higher level qualifications needs to be at least advanced diploma or associate degree – reflects level of judgement
- Entry level qualification generic, higher level qualifications provide specialist training in vocational discipline & in specialist teaching
- Certificate IV delivery by more highly qualified staff
- RTOs to demonstrate have employed appropriate mix

CPD – a new model for Australia

- Broaden beyond the generic to include specialisations – encompasses industry currency & knowledge, teaching, learning & assessment in specialisation, industry associations, practitioner networks
- Teachers need to develop own resources – not rely on others' materials – otherwise rote learning
- Role for skills councils, professional bodies, universities & RTOs – build economies of scale – embed in qualifications
- Focus on what teachers have to know & teach in active learning



Industry currency

- A key issue & intrinsic to integrity of VET
 - Industry engagement. ‘Industry engagement’ goes well beyond industry currency to include: updating industry skills and familiarity with technological systems’ understanding of big-picture developments in the industry; understanding of the whole industry sector, not just one section of it; understanding of developments in the ways in which companies organise their business; global trends in the industry and the economy as a whole. (Smith et al. Service Skills)
- We originally suggested a project based model
- But needs to be an element of a broader strategy
- Toze – QLD research – helpful trainers undertake a range of activities to maintain industry currency, knowledge & technical skills
- This intrinsic to industry-specific CPD

Developing the knowledge base of practice

- Been thinking about this since finished report
- Need to develop knowledge base of vocational practice
- Has two meanings
 - Knowledge base of knowledge base for work
 - Knowledge base of VET pedagogy – how to teach in particular fields
- UNESCO 2004 Hangzhou Declaration
 - Vocational disciplines as the ‘special sciences of occupational work’
 - Link applied disciplines & application at work
 - A new research role for VET in changing occupational practice – support innovation
- Vocational disciplines – how to *teach* in those areas
 - Scholarship of VET pedagogy
 - Informed by research on vocational practice

Conclusion

- Tried to develop an approach that was integrated – elements support each other. Provides options for now, & way to build on them.
- Need consensus to move past the divisiveness of recent years, support teachers' professionalisation, enhance industry focus, meet broader purposes which include educational purposes, be affordable & doable
- Need a national workforce development strategy