

## The quality of teaching in VET

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## Purpose

- Debate & discuss main recommendations from our report
- Discuss what we have to do to development of teachers as ‘dual-professionals’ – industry & teaching experts
- Explore arguments about: structure of workforce, teaching qualifications, CPD & whether we need a national VET teacher development plan

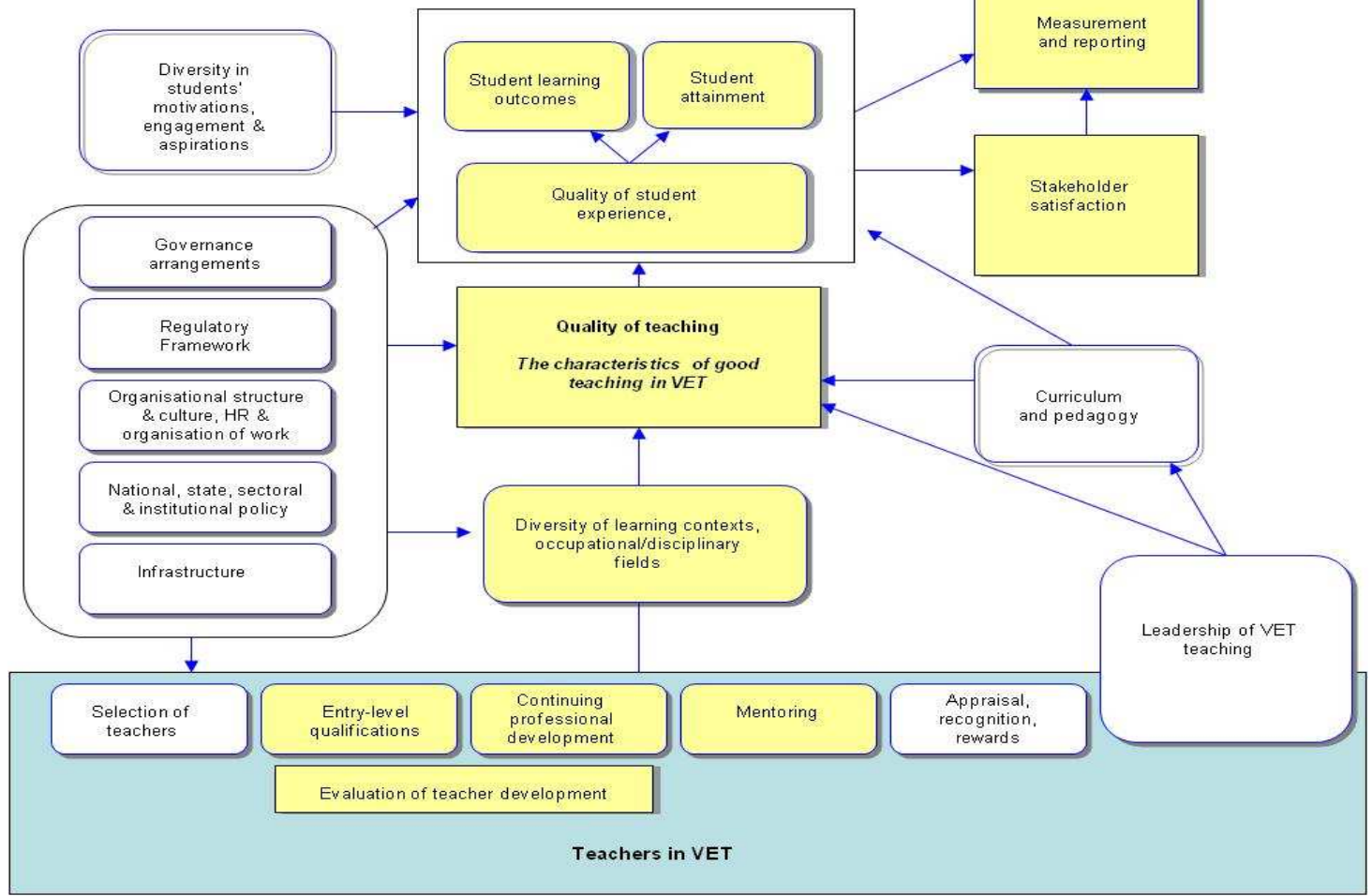
# Overview

- What we did & outcomes
- Project's conceptual model
- Why are we looking at VET teaching now?
- Changing demands on VET & VET teachers
- Diversity of qualifications taught in each sector, teaching contexts & teacher qualifications
- Findings from research that framed recommendations
- Why we need a developmental model & strategy
- Nature of VET workplace
- Structure of the VET teaching workforce
- Teacher preparation & development
- CPD – a new model for Australia
- Industry currency
- Developing the knowledge base of practice
- Conclusion
- Questions for discussion

## What we did & outcomes

- Complemented other key NCVET & Productivity Commission work
- Had a steering committee & broad project group – useful for developing the conceptual model & project
- Desk-top research – overseas, teacher development literature etc
- Stage 1 – interviewed 71 people
- Open-ended web survey – 1400 responses
- Stage 2 – interviews with students, graduates & employers
- Produced 6 major reports
  - Quality of teaching in VET: literature review
  - Quality of teaching in VET: overview
  - Quality of teaching in VET: framework
  - Quality of teaching in VET: evidence
  - Quality of teaching in VET: options paper
  - Quality of teaching in VET: final report & recommendations
- <https://austcolled.com.au/announcement/study-quality-teaching-vet>

# Conceptual model



The areas shaded in yellow represent the focus of the Study on the Quality of Teaching in VET

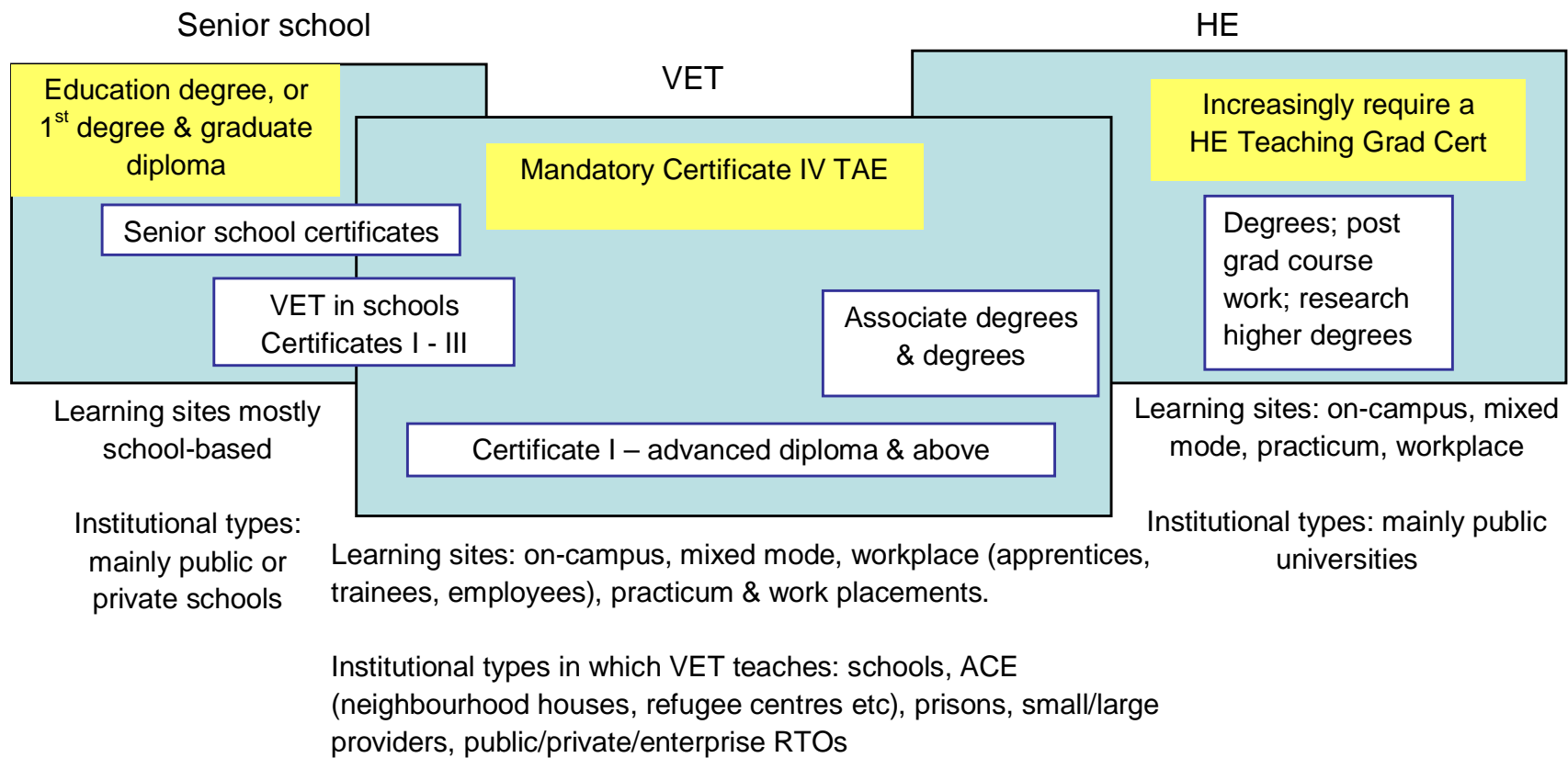
## Why are we looking at VET teaching now?

- 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
- 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

## The structure of the VET workforce

- Reconsider structure VET workforce (& qualifications they need) to reflect diversity
- Must ensure industry experts make contributions
- 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
- Develop specialised qualifications for workplace trainers to reflect responsibility, think about quality assurance of qualifications
- Key differentiating factor – level of responsibility, not learning site

## The structure of the VET workforce cont...

- Stage 1:
  - Industry experts – induction program
  - Workplace trainers & assessors – not their main job – induction program & appropriate level of training commensurate with role
  - Those employed to teach & train – induction program & entry level Certificate IV (unless teacher qualified)
- Stage 2:
  - Industry experts – induction program
  - Workplace trainers & assessors – not their main job – induction program & appropriate level of training commensurate with role
  - Teachers who don't have full responsibility for curriculum development, innovation, curriculum delivery & assessment strategies – induction program & entry level qualification on commencing teaching
  - Teachers with full responsibility – induction program, entry level, & appropriate higher level qualification as they progress

## 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
- Focus on what teachers have to know & teach in active learning
- Role for skills councils, professional bodies, universities & RTOs – build economies of scale – embed in qualifications

## 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

# Questions

- Debate & discuss the model of the VET teaching workforce – how should the VET teaching workforce be structured?
- Discuss what we have to do to development of teachers as ‘dual-professionals’ – industry & teaching experts
- Do we need entry level qualifications beyond the certificate IV, & if so what should they be like? Should they all be the same?
- Overall – what is the balance between regulation & building the professionalism of VET teachers? Why? How would we do the latter?
- What is needed to ensure the quality of VET teaching within RTOs? What is the balance between regulation (& what should this look like) & institutionalised support programs? Who is responsible?
- Debate & discuss the merits of the ‘vocationally-focused’ model of CPD in the report – does the model have merit? How should this CPD be embedded in qualifications? Who should do it & how?
- Do we need a VET teachers’ professional association? What would it do?
- Should we accredit VET teaching qualifications delivered in VET & HE?