AVETRA 2007
10th Annual Conference

11 - 13 April 2007

Victoria University Footscray Park, Melbourne, Victoria

**"EVOLUTION, REVOLUTION OR STATUS QUO?
VET IN NEW CONTEXTS"**

SPONSORS

The Organising Committee is grateful to the following, who at the time of printing, have given their support in many different ways:

GOLD SPONSOR
Victoria University

BRONZE SPONSOR
TAFE Development Centre

OTHER SPONSORS
APN Educational Media
Department of Education Science & Training
National Centre for Vocational Education Research

AVETRA PRESIDENT'S WELCOME

Dear Colleagues,

On behalf of the members of the Australian Vocational Education and Training Research Association (AVETRA), I would like to welcome participants to the 10th Annual Conference of the association.

This year is the tenth anniversary of the establishment of AVETRA and celebrates of decade of achievement by the association that emerged from very small beginnings at the first conference in Sydney. This is the third AVETRA conference in Melbourne and it's great to be back to Melbourne in the springtime. I wish to thank Victoria University for hosting this conference and showing its commitment to VET research and the VET sector through its support of the 2007 AVETRA conference.

This year we have an excellent range of papers, workshops and research symposia that highlight the broadened dimensions of VET research across Australia as well as New Zealand. This year we are fortunate to have highly regarded international keynote speakers Professor Norton Grubb from the USA and Professor Philipp Gonon from Switzerland. Other highlights include a keynote presentation from Karina Veal from UNESCO, as well as an address by Mr Andrew Robb, Minister for Vocational and Further Education. This is a high quality program and reflects the growing maturity of AVETRA and VET research generally. I welcome all our keynotes and presenters and thank them for their contribution towards making this conference a memorable and rewarding experience.

The conference with the themes of *Evolution, Revolution and Status Quo? The new context for VET* captures some of the questions about what developments are happening in VET in Australia and internationally. Together at this conference, we can start to look at what the processes of change really mean and how research might shape and inform the future. The conference will also give an opportunity for participants to reflect on nature and character of change and how the interests of teachers, students, industry, government and business might be accommodated for mutually beneficial outcomes. How this can be done is a key question at a time when skills shortages dominates the policy agenda and where the training system has been unfairly maligned as failing to address this issue. There is an unfortunate politics of blame surrounding this at present and a more positive progress towards resolving this can be informed by research. It is hoped that this conference will contribute to these steps forward. The conference themes and the presentations, give the conference participants an opportunity to see the broader dimensions of these local issues and see what is happening across the globe.

I would also like to thank our above sponsors who have made this conference possible. We thank all them for their continued support.

Finally, this is an important time to celebrate our achievements and to get together as members and a community of people interested in promoting the status, profile, impact and quality of VET research. It's a great opportunity to mix with other researchers, administrators, practitioners and policy experts in a spirit of inquiry.

On behalf of AVETRA I welcome you to the conference.

Associate Professor Peter Kell
President – AVETRA

WELCOME FROM VICTORIA UNIVERSITY

Dear Delegates,

On behalf of the community of staff and students at Victoria University, I would like to extend a warm welcome to all participants in the 10th Annual Conference of the Australian Vocational Education and Training Research Association (AVETRA).

Research is an essential component of our business here at Victoria University. We are building a strong track record of locally focussed research to support our constituents in the Western region of Melbourne and globally focussed research to promote and progress the disciplinary fields in which our staff are active members.

The theme of AVETRA 2007, Evolution, Revolution or Status Quo, suggests we are at a pivotal point in the history of Vocational Education and Training in this country. This is true in two ways. On the one hand, we live in a post-secondary educational environment facing crucial policy questions about knowledge, skill, research and learning. What does it mean to be an effective and fully-participating citizen in the twenty-first century and how and by whom is this determined? On the other hand, the sector is grappling with the central questions of resourcing: who benefits from post secondary education, particularly vocational education, and who should pay for it.

How we tackle these questions, while at the same time continue to deliver reliable and high quality vocational education services, is the subject of this conference and I commend the organising committee for posing that problem to frame your dialogue and discussions over the three days available. I am confident the outcomes of this engagement will provide significant benefits to vocational education research and practice in the coming year.

Finally, I would like to take this opportunity to congratulate and thank all members of the organising committee on their efforts in mounting the conference.

Welcome to Victoria University.

Professor Richard Carter
Senior Deputy Vice-Chancellor, Victoria University

MEETING SECRETARIAT

Ms Emma Waygood
AVETRA 2007 Conference Secretariat
Conference Action Pty Ltd
PO Box 576 (Suite 104, 308 Pacific Highway)
CROWS NEST   NSW   1585   AUSTRALIA
Telephone: +61 2 9437 9333
Facsimile: +61 2 9901 4586
Email: avetra@conferenceaction.com.au

ORGANISING COMMITTEE

- Cathy Down
- Fran Ferrier - Convenor
- Lauri Grace
- Peter Kell
- Anne Richardson
- Christine Robertson

MEETING VENUE

The AVETRA 2007 Conference will be held at:

Victoria University – Footscray Park Campus
Ballarat Road
Footscray   VIC   3011

SOCIAL EVENTS

WELCOME RECEPTION
Venue: Victoria University, Footscray Park Campus, Raceview Rooms
Date: Wednesday, 11 April 2007
Time: 1730 – 1830 hours
Cost: Included in Full Delegate Registration Fee
Extra tickets: $40.00 per person

It is hoped all delegates and partners will be able to attend this evening.

CONFERENCE DINNER
Venue: Melbourne Zoo
Date: Thursday, 12 April 2007
Time: 1930 - 2300 hours
Cost: Included in Full Delegate Registration Fee
Extra tickets: $100.00 per person

We hope all delegates and their guests will join us on this occasion to make it a memorable evening of the event. A great evening of food, wine and entertainment is planned for the Conference Dinner. There will be transport provided to/from the venue from the conference accommodation hotels.

GENERAL INFORMATION

REGISTRATION DESK
The Registration Desk will be located outside the Auditorium (Building M, Level 0, Room M001) at Victoria University Footscray Park Campus.

Registration hours:
Wednesday, 11 April 2007   0900 – 1830 hours
Thursday, 12 April 2007   0815 – 1715 hours
Friday, 13 April 2007   0815 – 1315 hours

NAME BADGES
All delegates will be given a name badge at registration. For security reasons, we ask that you wear your name badge at all times. This name badge is also the official entrance pass to all conference sessions, teas & lunches each day and inclusive social functions.

MESSAGES
All messages received during the Meeting will be displayed on the message board near the registration desk.

SMOKING POLICY
There will be no smoking in all conference sessions or in areas where food and beverage are served.

HOTEL ACCOUNTS
All delegates are reminded to pay their hotel account prior to departure from their hotel. Please note that the deposit you have paid on the AVETRA 2007 registration form has been credited to your room account, however, each delegate is responsible for the payment of incidentals and any further room costs.

CREDIT CARDS
Credit cards accepted at the Registration Desk are Mastercard, Australian Bankcard and Visa – please note that American Express & Diners will not be accepted.

DISCLAIMER OF LIABILITY
The Conference Organising Committee reserves the right to amend any part of the program or event should it be necessary.

AVETRA and the Conference Secretariat, will not accept liability for damages of any nature sustained by participants or their accompanying persons, or loss of, or damage to, their personal property as a result of the 2007 Conference or related events.

TRANSPORT

Victoria Coaches will transport delegates as per the below schedule to & from the Rendezvous Hotel Melbourne & Crown Promenade Hotel only:

Wednesday, 11 April 2007
1840 hours   Victoria University to hotels

Thursday, 12 April 2007
0830 hours   Hotels to Victoria University
(Rendezvous 1st then Crown Promenade 2nd)
1730 hours   Victoria University to hotels
1910 hours   Hotels to Melbourne Zoo
(including Footscray Motor Inn)
2230 hours   Melbourne Zoo to hotels
(including Footscray Motor Inn)

Friday, 13 April 2007
0830 hours   Hotels to Victoria University
(Rendezvous 1st then Crown Promenade 2nd)

SPEAKER PREPARATION AREA

Speakers are asked to check their audio visual material before presenting. We ask that you check-in with the audio visual technicians at least one hour prior to your presentation – they will be working/floating between all the conference rooms. At this time you will be able to provide the technician with a copy of your presentation.

KEYNOTE SPEAKERS

PHILIPP GONON – Switzerland

Prof. Dr. Ph. Gonon is Professor for VET and Teacher Training at the University of Zürich. Born inGermany, he was educated in Switzerland. Studies in Law and Journalism and Pedagogy in Fribourg, Berlinand Zürich. Research projects in the field of workplace learning and earning biographies and PhD-Thesis, about Georg Kerschensteiner, School and Work at the University of Berne. Senior Lecturer and Habilitation about the International Argument in VET-Reforms at the university in Berne. From 1999-2004 appointed for a Chair of Life Long Learning at the University of Trier (Germany). Since 2004 in Zürich. Prof. Gonon is married and has 3 children.

NORTON GRUBB – USA

W. Norton Grubb is a professor and the David Gardner Chair in Higher Education at the School of Education, the University of California, Berkeley. He is also the Faculty Coordinator for the Principal Leadership Institute, an innovative program to prepare urban school leaders. He has published extensively on various topics in the economics of education, public finance, education policy, community colleges and "second chance" programs including job training, and social policy for children and youth. He has most recently completed a book about the vocational transformations of American schooling, *The Education Gospel: The Economic Power of Schooling*, published in fall 2004 by Harvard University Press. He received his doctorate in economics from Harvard University in 1975.

PLENARY SPEAKER

KARINA VEAL – Germany

Karina Veal currently works with UNESCO and member governments, and has done so since 2003, following a number of years in VET policy in Australia. She is currently based in Melbourne and Bonn. Karina's UNESCO experience started in Headquarters in Paris and has moved to the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training in Bonn, Germany.

Karina has developed a special interest in the vocational training needs of countries emerging from conflict, the subject of today's presentation, whilst retaining her work across the 'universal' topics in TVET. Recent assignments with UNESCO include: developing and administering an international survey of TVET reform in all UNESCO member states; working with UNESCO Beirut to develop a suite of seven TVET reform projects and acting as Rapporteur-General to an international meeting on Skills Development for Employability and Citizenship in South East Europe.

During the 1990's Karina had a role in shaping and negotiating new directions for Australian vocational education and training, with ANTA, and then moved to head up the education area for one of the largest professional members' organisations in Australia. She holds a first degree in sociology, and post-graduate studies in policy and law.

OPENING ADDRESS

The Opening Address will be given by Professor Richard Carter, Senior Deputy Vice Chancellor Education Services and Director TAFE, Victoria University.

PANEL SESSIONS

The Challenges for VET in New Contexts
Wednesday, 11 April 2007
1400 – 1500 hours

- Julius Roe, National President, AMWU
- Megan Lilly, Associate Director, Education & Training, Australian Industry Group
- Craig Robertson, Group Manager, Strategic Directions & Infrastructure Branch, National Training Directions Group, DEST
- Virginia Simmons, Director, Chisholm Institute of TAFE

Evolution, Revolution or Status Quo? What have we learned?
Friday, 13 April 2007
1230 – 1320 hours

- Catherine Davis, WAVE
- Wanda Korndorffer, CEO, TAFE Development Centre, VIC
- Peter Kell, President, AVETRA
- Linda Simon, Federal TAFE President, Australian Education Union (AEU)

PRE-CONFERENCE WORKSHOPS

The three workshops below will be held concurrently between 1000 – 1200 hours on Wednesday, 11 April 2007:

WORKSHOP 1
Qualitative Research Methodology Workshop
Catherine M. Down, Cathy Down & Associates

This workshop will look at a number of different qualitative methodologies which are essentially phenomenological in nature. These approaches will be discussed and differentiated between in order to help less experienced researchers to understand the research planning processes necessary for effective enquiry. The use of stories (or other narrative strategies) to provide useful data will also be explored.

The workshop will be interactive with attendees sharing their research experiences. The types of research methods to be considered will include activity theory, case study, interpretative, phenomenological, action, and grounded research. Participants will be encouraged to develop a mind map of the session for their own use in future research.

WORKSHOP 2
Renovate Your Disability Action Plan
Bettyanne Foster, Research Project Officer, Equity Research Centre
Alyena Mohummadally, Solicitor and Community Legal Education Coordinator, Disability Discrimination Legal Service Inc.

Here's an opportunity to refresh your organisation's Disability Action Plan in light of the DDA Disability Standards for Education (2005). In the workshop we will explore how the Standards differ from the Disability Discrimination Act (1992), offer tips toward ensuring compliance and provide strategies for application including creation or renovating your Disability Action Plan.

An Action Plan can assist in the defence of discrimination complaints if it contains appropriate and flexible timelines in improving services and facilities for people with disabilities.

Designed to be absorbing and lively, the focus of the workshop will be:
- Understanding the legislation, focusing on the DDA Disability Standards for Education, group discussion and activities·
- Developing a Disability Action Plan, exchange of ideas, putting the pieces together

In 2006 the two presenters conducted 28 workshops on this topic for Adult Community Education providers and Registered Training Organisations from Victoria and interstate. The Equity Research Centre also conducted training for Victorian TAFE institutions in 2005.

Feedback from the Human Rights and Equal Opportunity Commission (HREOC) commends the process developed by the Equity Research Centre as a comprehensive and thorough framework for organisations writing Disability Action Plans.

WORKSHOP 3
New Leaders, New Ways – Building Leadership Capability for the New VET
Professor Victor Callan, TAFE Development Centre

What types of management and leadership capabilities are required in VET for the present and the future?
What approaches to learning and management development are being used in VET?
What is successful and what approaches might be used more often in the future?

The answers to these questions are many and varied.

Professor Victor Callan will draw on his findings from the recent NCVER consortium project on Educational Leadership and extensive review of Leadership Development programs in the Victorian TAFE system, to deliver this workshop. Come and hear Victor present his latest findings about effective supportive models and strategies to provide the foundation for sustainable leadership development to meet the challenges of the TAFE environment.

DAY 1   WEDNESDAY, 11 APRIL 2007

0900 – 1830   Registration

PRE-CONFERENCE WORKSHOPS (workshops are not included in conference registration)
1000 – 1200   **Concurrent Workshop 1: Qualitative Research Methodology Workshop**
                     (Room P005, Building P, Level 0)
                     Catherine Down, Cathy Down & Associates and Bronwyn Robinson, RMIT University

                     Concurrent Workshop 3: New Leaders, New Ways – Building Leadership Capability for the New VET
                     (Room P026, Building P, Level 0)
                     Professor Victor Callan, TAFE Development Centre

CONFERENCE
1330 – 1400   **Opening Address**
                     (Auditorium, Room M001, Building M, Level 0)
                     Chaired by: Peter Kell
                     Professor Richard Carter, Senior Deputy Vice Chancellor Education Services and Director TAFE, Victoria University

1400 – 1500   **Panel – The Challenges for VET in New Contexts**
                     (Auditorium, Room M001, Building M, Level 0)
                     Chaired by: Peter Kell
                     Julius Roe, National President, AMWU
                     Megan Lilly, Associate Director, Education & Training, Australian Industry Group
                     Craig Robertson, Group Manager, Strategic Directions & Infrastructure Branch, National Training Directions Group, DEST
                     Virginia Simmons, Director, Chisholm Institute of TAFE
                     Discussion

1500 – 1530   *Afternoon Tea*
                     (Raceview Rooms, Building P, Level 1)

1530 – 1730   **Concurrent Sessions**

	Session 1A **Policy Supporting Practice** *Chaired by: Cathy Down* (Room P005, Building P, Level 0)	Session 1B **Focus on Learners** *Chaired by: Peter Kell* (Room P005A, Building P, Level 0)	Session 1C **Policy & Practice in Context** *Chaired by: Fran Ferrier* (Room P005B, Building P, Level 0)	Session 1D **Practitioner Research** *Chaired by: Lauri Grace* (Room P005C, Building P, Level 0)	Session 1E **Research Methods and Focus on Learners** *Chaired by: Ray Tolhurst* (Room P011A, Building P, Level 0)	Session 1F Symposia (Auditorium, Room M001, Building M, Level 0)
1530 – 1605	56. Increased Commonwealth control over Australian vocational education: implications of the High Court's *Work Choices* decision **Gavin Moodie**	1. Technology-based learning: problematising VET students' preferences and readiness **Ian Robertson**	48. The development of indicators to inform the guaranteeing futures area taskforce initiative in north west Tasmania **Geoff Speers**		10. Generalising from qualitative research: case studies from VET in contexts **John Guenther & Ian Falk**	52. Teacher preparation for the VET sector **Roslin Brennan Kemmis**
1610 – 1645	20. ACE working within/outside VET **Annette Foley**	3. Designing future businesses. Acts of revolution or evolution? **Lisa Stephens & Sue Blair**	13. Quality matters offshore **Carolyn Woodley**	6. Information literacy and TAFE: challenging librarian and teacher collaboration in the VET sector in a TAFE institute **Kathryn Leong**	55. Learning, training and assessing on-the-job: what do workers think? **Hilary Timma**	**Michele Simons Erica Smith Nada Maio**
1650 – 1725	29. Pre-apprenticeships in Australia 2006 **Tom Dumbrell**	57. Are individual learners the forgotten VET stakeholders? **Lynne Stallard & Cliff Trood**	35. Keeping afloat: how ACE organisations adapt in uncertain times **Geof Hawke, Tony Brown & Keiko Yasukawa**	7. In search of an educational theory informing practice in TAFE: a case study of one pre-vocational adult educator **John Haycock**	26. Non-english speaking background students in TAFE: exploring the factors behind their module completion rates **Stephen Black**	
1725 – 1730	**Summary of sessions**					

| 1730 – 1830 | **Welcome Reception** |
| | (Raceview Rooms, Building P, Level 1) |

| 1840 | Buses from Victoria University to accommodation points |

DAY 2: THURSDAY, 12 APRIL 2007

| 0815 – 1715 | Registration |

| 0830 | Buses from accommodation points to Victoria University |

0900 – 1000	**Keynote Address – The (Not So) New Context for VET: The Education Gospel and its Implications**
	(Auditorium, Room M001, Building M, Level 0)
	Chaired by: Kevin Heys
	Norton Grubb, David Gardner Chair in Higher Education, University of California, Berkeley, USA

| 1000 – 1030 | *Morning Tea* |
| | (Raceview Rooms, Building P, Level 1) |

| 1030 – 1230 | **Concurrent Sessions** |

	Session 2A **Policy Supporting Practice** *Chaired by: Peter Kell* (Room P005, Building P, Level 0)	Session 2B **Focus on Learners** *Chaired by: Michele Simons* (Room P005A, Building P, Level 0)	Session 2C **Policy & Practice in Context** *Chaired by: Kevin Heys* (Room P005B, Building P, Level 0)	Session 2D **Practitioner Research** *Chaired by: Ray Tolhurst* (Room P005C, Building P, Level 0)	Session 2E **Focus on Learners and Policy & Practice in Context** *Chaired by: Christine Robertson* (Room P011A, Building P, Level 0)	Session 2F **Symposia** (Auditorium, Room M001, Building M, Level 0)
1030 – 1105	8. VET in welfare to work: does it work well? **John Guenther, Ian Falk, Allan Arnott, Karen Borgelt, Anthony Tyrrel, John Churchill, Steven Black & Jane Gunn**	19. Crossing polycontextual boundaries: the role of context in learning **Cathy Down**	38. Romancing transnational education and training **Saraswathi Karthigasu**		34. Competency intelligence **Homi Azemikhah**	66. Longitudinal research in VET - research symposium **Mark Cully John Stanwick Alanna Sutcliffe**
1110 – 1145	22. Group training organisations: bellwethers or shepherds? **Erica Smith & Tony Bush**	40. Working from our strengths **Ruth Wallace & Cathy Curry**	37. Making the best of it? Strategic human resource management in Australian RTOs **Andrew Smith**	43. Internationalising the curriculum: global opportunities for VET students **Anthony Bailey**	28. Education credentials and working lives **John Pardy**	**Jeff Malley**
1150 – 1225	32. Towards a synthesis of the key findings from the National VET Research Consortium, 'Supporting VET providers in building capability for the future' **Roger Harris & Berwyn Clayton**		47. Indigenous staffing in VET: policy responses **Roslin Brennan Kemmis**	**14. Teacher reflection on practice: evaluating TROPIC Martha Goldman**	46. The continuing professional development of further education teachers: comparative study of TAFE NSW teachers and further education lecturers in the United Kingdom **Kerry Barlow**	
1225 – 1230	**Summary of sessions**					

| 1230 – 1345 | *Lunch* |
| | (Raceview Rooms, Building P, Level 1) |

| 1300 – 1340 | AVETRA AGM |
| | (Auditorium, Room M001, Building M, Level 0) |

1345 – 1430   **Plenary Address – Against the Odds: Vocational Education & Training in Countries Post-Conflict**
(Auditorium, Room M001, Building M, Level 0)
Chaired by: Kaye Bowman
Karina Veal, Consultant, UNESCO-UNEVOC International Centre for Technical & Vocational Education & Training, Bonn, Germany

1430 – 1510   **Plenary Address – Minister for Vocational and Further Education**
(Auditorium, Room M001, Building M, Level 0)
Chaired by: Peter Kell
The Hon Andrew Rob AO, MP, Minister for Vocational and Further Education

1510 – 1525   *Afternoon tea*
(Raceview Rooms, Building P, Level 1)

1525 – 1725   **Concurrent Sessions**

	Session 3A **Policy Supporting Practice** *Chaired by: Lauri Grace* (Room P005, Building P, Level 0)	Session 3B **Focus on Learners** *Chaired by: Ray Tolhurst* (Room P005A, Building P, Level 0)	Session 3C **Policy & Practice in Context** *Chaired by: Cathy Down* (Room P005B, Building P, Level 0)	Session 3D **Practitioner Research and Policy Supporting Practice** *Chaired by: Christine Robertson* (Room P005C, Building P, Level 0)	Session 3E **Focus on Learners** *Chaired by: Kevin Heys* (Room P011A, Building P, Level 0)	Session 3F **Symposia** (Auditorium, Room M001, Building M, Level 0)
1525 – 1600	30. Pathways through vocational education and training for school leavers **David Curtis**	25. Teacher and institute enthusiasm for quality teaching and learning **John Mitchell**	24. A serendipitous synchronisation of interests: employers and student-working **Erica Smith & Wendy Patton**	16. Changing notions of 'partnership'? Changing policy and practices? **Karen Plane**		54. VET in context: resources, skills and diverse learners **Gerald Burke**
1605 – 1640	33. Changing shapes, changing mindsets: the evolution of Australia's RTOs **Berwyn Clayton**	21. Old dogs, new shed tricks: an exploration of innovative, workshop-based learning practice in Australia **Barry Golding, Mike Brown & Annette Foley**	41. Identities of reluctant regional students: constructions of post compulsory learners' identities against educational institution's best intentions **Ruth Wallace**	60. Emerging models of employment based training: untangling the drivers and identifying key features of effective models **Kaye Bowman, Louise Wignall, Sarojni Choy, Sandra Haukka & Stephen Billett**	61. Skill standards & occupational testing in China: implications for Australian VET **Paul Comyn**	**Chandra Shah Michael Long Fran Ferrier**
1645 – 1720	70. The Research Qualify Framework: shaping AVETRA's response (a discussion for interested people) **Erica Smith, Michele Simons & Ros Brennan Kemmis**	65. The challenges of VET for adult prisoners and offenders **Susan Dawe**	71. Equity ahoy! The state of equity in TAFE in Victoria **Helen Kimberley**	63. Passive, responsive or pro-active: Australian TAFE approaches to inclusiveness in VET **Veronica Volkoff & Kira Clarke**	45. What's worth knowing in the history of publicly funded vocational education – and why? **Peter Rushbrook**	
1720 – 1725	**Summary of sessions**					

1735   Buses from Victoria University to accommodation points

1915   Buses from accommodation points to Melbourne Zoo

1930 – 2300   **Conference Dinner**
Melbourne Zoo

2230 - 2300   Buses from Melbourne Zoo to accommodation points

0815 – 1315	Registration

0830   Buses from accommodation points to Victoria University

0900 – 1000   **Keynote Address – Apprenticeship-Model, Switzerland and European Reforms in VET**
(Auditorium, Room M001, Building M, Level 0)
Chaired by: Erica Smith
Philipp Gonon, Professor for VET & Teacher Training, University of Zurich, Switzerland

1000 – 1025   *Morning Tea*

1025 – 1225   **Concurrent Sessions**

	Session 4A **Policy Supporting Practice** *Chaired by: Kevin Heys* (Room P005, Building P, Level 0)	Session 4B **Focus on Learners** *Chaired by: Cathy Down* (Room P005A, Building P, Level 0)	Session 4C **Policy & Practice in Context** *Chaired by: Peter Kell* (Room P005B, Building P, Level 0)	Session 4D **Policy Supporting Practice** *Chaired by: Fran Ferrier* (Room P005C, Building P, Level 0)	Session 4E **Policy & Practice in Context** *Chaired by: Christine Robertson* (Room P011A, Building P, Level 0)	Session 4F **Symposia** (Auditorium, Room M001, Building M, Level 0)
1025 – 1100	31. Unravelling the notion of organisational capability: what do writers say it is and VET providers think it is? **Roger Harris**	23. Experiencing pre-apprenticeships: participants' views of a program with dual purposes **Erica Smith**	62. The role of VET in Australia's agrifood industry innovation system: lessons for other industry sectors **Paul Comyn**	15. Sustaining innovation: perspectives from policy and the arts **Lorraine White-Hancock & Terri Seddon**		68. Making articulation work in a multi-sector institution: voices from the field
1105 – 1140		11. Learning for livelihoods: lessons from training in diverse desert contexts **John Guenther, Metta Young & Alicia Boyle**	49. The impact of globalisation on the regional economy: measuring 'knowledge intensity' and preparedness for the 'knowledge-based economy' **Geoff Speers**	58. Entrepreneurial partnerships **Belinda Smith & Charlene Carpenter**	64. Exploring and evaluating structuration theory as a framework for investigating formal and informal learning within organisations **Llandis Barratt-Pugh**	**Lisa Milne Peter Cook Zhongjun Cao**
1145 – 1220	12. The future demand for employability skills and the implications for the VET system **Alexis Esposto & GA Meagher**	59. Mentoring TAFE teachers - support, challenge, vision and trust **Susanne Francisco & Stephen Darwin**	42. Career pathways in VET: what are they are like? **Michele Simons, Roger Harris & Val Pudney**		*69. Are TAFE Institutes as Learning Organisations changing the experience for teachers?* **Jayne Pitard**	
1220 – 1225			**Summary of sessions**			

1230 – 1320   **Evolution, Revolution or Status Quo? What have we learned?**
(Auditorium, Room M001, Building M, Level 0)
Chaired by: Fran Ferrier
Panel discussion
Catherine Davis, WAVE
Wanda Korndorffer, CEO, TAFE Development Centre, VIC
Peter Kell, President, AVETRA
Linda Simon, Federal TAFE President, Australian Education Union (AEU)

1320   **Conference Close**

2007

AVETRA

ABSTRACTS

(Abstracts are listed in numerical order)

KEYNOTE ADDRESS
12.4.07: 0900 – 1000 hours

THE (NOT SO) NEW CONTEXT FOR VET: THE EDUCATION GOSPEL AND ITS IMPLICATIONS
W. Norton Grubb
University Of California, School Of Education, Berkeley, CA, USA

This presentation starts by introducing the Education Gospel, the faith in many countries (including Australia) that more skills and "new skills" taught in schools and universities will solve most individual and social problems. Paradoxically, belief in the Education Gospel creates various problems for VET, especially secondary school VET. Similar problems have plagued both second and post-secondary VET (in TAFE colleges and community colleges) in most English-speaking countries, and the presentation will suggest some solutions. Indeed, VET has come to be a source of concern in many countries, as a potential OECD review of VET suggests. The presentation will close with some assessment of what the most serious VET issues are likely be, especially confronting the exaggerations of the Education Gospel.

PLENARY ADDRESS
12.4.07: 1345 – 1430 hours

AGAINST THE ODDS: VOCATIONAL EDUCATION AND TRAINING IN COUNTRIES POST-CONFLICT
Karina Veal
Consultant, UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training, Bonn, Germany

This paper will examine some aspects of the provision of vocational education and training in fragile states, emergency situations and, specifically, in countries post-conflict. The impact of conflicts on communities, families and economies are well documented. The impact of conflicts on education and training systems is less often considered. The toll is heavy, and can lead to the almost total collapse of educational services. Re-establishing education is a slow process, and generations of learners can be denied the acquisition of knowledge and skills. Providing skills development for young people is beginning to be seen as a priority policy response for a number of reasons, and the influx of international interest and donor funds provides opportunity for re-development as well as re-construction.

Yet the differing and particular local contexts create enormous challenges for the implementation of VET policies and practices. In a country without equipment, buildings, qualified teachers, curriculum materials, reliable payroll systems, let alone skilled ministry of education personnel, how can VET best be provided?

Drawing upon practitioner case studies of VET in Liberia, Somalia, Afghanistan, Iraq, Timor-Leste, and Uganda this paper will examine some of the ways differing context impacts on policies and practices. Taking 'universal' topics such as planning and administration, facilities and equipment, system financing, ministerial control, quality assurance, teacher training, industry responsiveness, community involvement and meeting the learning needs of particular population groups the paper outlines some of the challenges, and tentative responses, currently employed in countries post-conflict. In so doing, the audience is invited to reflect upon the impact of context on policy and planning within the Australian system; what might be considered culturally specific and what might be more universal.

KEYNOTE ADDRESS
13.4.07: 0900 – 1000 hours

APPRENTICESHIP-MODEL, SWITZERLAND AND EUROPEAN REFORMS IN VET
Philipp Gonon
University Of Zurich, Switzerland

VET-Reforms are currently under way in nearly every European country. The main motivation for these reforms is found in the changing economic and societal principles. The knowledge-based society requires more skills in computer science, better language abilities, a greater orientation to entrepreneurship, and more general knowledge overall. Have traditional handicraft apprenticeships come to be jeopardised by these developments? Considering the international prominence of "work-based learning" or the concept of "situational learning", as well as endeavours to strengthen or reintroduce apprenticeship models characterised by their proximity to the world of work and their practical relevance, it seems that there is a clash of two rather oppositional tendencies in the reform discussions.

Especially the Swiss case of VET reform, mainly based on an apprenticeship-model, gives some evidence how different views of relevant actors can be integrated in one system.

The present contribution aims to provide a historical view of these opposing trends. Education, and in particular professional training, oscillates between immediate professional requirements and more abstract, long-term demands. This discussion is to be found in the theory of education as well as in the development of educational institutions.

Europe-wide, it seems likely that a mixture of curricular and institutional practices continues to prevail, thereby doing justice to the hybridity of the world of work and the youths' different abilities and prospects.

NOTES

ABSTRACT 01
11.4.07: Concurrent Session 1B

*** TECHNOLOGY-BASED LEARNING: PROBLEMATISING VET STUDENTS' PREFERENCES AND READINESS
Ian Robertson
RMIT University, VIC

This paper conducts a literature survey to seek evidence that supports assumptions that vocational education and training (VET) learners have a preference for, and the readiness skills to be successful students in technology-based learning.

Australian studies show that VET students value the flexibility of online learning. However, these studies assume online learning as a given rather than questioning the learners' preference for that approach. In the USA, a survey of full-time college students in the USA suggests a moderate rather than high level of preference for technology-based learning. It is shown that there is a lack of substantial evidence to sustain the assumption that contemporary learners prefer technology-based learning and argued that this claim is often overstated.

Research into the design of surveys consistently identifies learner self-management and learner self-directedness as important in learner readiness for online learning. When juxtaposed with Australian research which shows that VET learners generally lack these skills the assumption that VET learners have the readiness skills for technology-based learning is placed in question.

It is noted that research related to VET learner characteristics was reported in 2000. Given the claimed rapid change in generational preferences the paper proposes that this research should be repeated.

ABSTRACT 03
11.4.07: Concurrent Session 1B

DESIGNING FUTURE BUSINESSES: ACTS OF REVOLUTION OR EVOLUTION?
Sue Blair and Lisa Stephens
Box Hill Institute of TAFE, Box Hill, VIC

In line with the State Government's initiative to encourage innovation and creativity a Diploma of Applied Design in industry was embedded into courses we deliver at the diploma level to increase the capacity of our students to operate in dynamic business environments.

During 2006, the Centre for Hospitality and Tourism Studies at Box Hill Institute has run a pilot program that is a complete departure from our traditional methods of delivery. Within the Advanced Diploma of Hospitality Management and Event and Hospitality Management, we have delivered a holistic style of teaching to complete three diplomas and two advanced diplomas covering 11 business units.

Using the framework of Young Achievement Australia (YAA) we created a practice firm which facilitates a much more individualised style of teaching enabling teachers to work with each student, meeting their specific learning needs whilst catering for differing levels of engagement and skill.

Using a learner-centred approach and team teaching presents many challenges, the most prevalent of these being the need to constantly renegotiate boundaries.

Integrating the Diploma of Applied Design has also created a number of challenges. Hospitality/Events students who have not necessarily signed up for a design qualification were initially reluctant and working with a design teacher whose frames of reference were very different was a key challenge for staff.

This paper will explore the key learnings the challenges and the changes we will make to this very successful program in 2007.

NOTES

ABSTRACT 06
11.4.07: Concurrent Session 1D

INFORMATION LITERACY AND TAFE: CHALLENGING LIBRARIAN AND TEACHER COLLABORATION IN THE VET SECTOR IN A TAFE INSTITUTE
Kathryn Leong
Box Hill Institute, Box Hill, VIC

This research investigated the understanding of Information Literacy held by Technical and Further Education (TAFE) teachers, the impact of that understanding on their relationship with library staff and their ability to develop Information Literacy programs in collaboration. It found that teachers and librarians do not speak the same language when they talk about Information Literacy. TAFE Librarians concentrate on the 'Information Literacy process' while TAFE Teachers do recognise the term Information Literacy but understand what being information literate means. The study also found that the library was identified more with a service than an educational role and that this perception inhibits the development of collaborative relationships.

ABSTRACT 07
11.4.07: Concurrent Session 1D

*** IN SEARCH OF AN EDUCATIONAL THEORY INFORMING PRACTICE IN TAFE: A CASE STUDY OF ONE PRE-VOCATIONAL ADULT EDUCATOR
John Haycock
Work and Learning Studies, Faculty of Education, Monash University, VIC

For most teachers working in the largest sector of vocational education and training (VET) in Australia – Technical and Further Education (TAFE) – the Certificate IV in Assessment and Workplace Training (recently superseded by the national Training and Assessment training package) is the only mandatory 'teacher training' qualification. Largely instrumental in intent and content, this qualification focuses mainly on developing skills to deliver and assess VET learners against national competency standards. While some attention is paid to 'adult learning principles', trainees are given relatively little exposure to educational theories relevant to teaching in the contemporary TAFE context. Lacking a sound grasp of curriculum and pedagogical theory, these teachers frequently struggle to make sense of, and understand the possibilities and limitations of, their teaching roles and practices once they begin delivering VET programs in TAFE.

This paper seeks to understand how practitioners learn about, develop and work with educational theory, and how this informs and influences their practice. It is based primarily on an in-depth interview with one pre-vocational program teacher working in a large, metropolitan TAFE institute. It also draws on the contributions of several teachers who participated in a small-scale action learning/research project facilitated by the author in his workplace, aimed at exploring relationships between educational theory and practice in a TAFE setting, and assisting participants in developing new understandings of their work, identities and practice as adult educators. In light of the research findings, this paper argues that the development of an educational theory, together with an understanding of wider contextual issues shaping the VET system, significantly empowers TAFE teachers in their roles as adult educators.

*** VTE IN WELFARE TO WORK: DOES IT WORK WELL?

John Guenther[1], Ian Falk[2], Allan Arnott[2], Karen Borgelt[3], Anthony Tyrrel[4], John Churchill[4], Steven Black[5] & Jane Gunn[6]
[1] Cat Conatus [2] Charles Darwin University [3] Allsorts Consulting and Training [4] Performance First [5] Meadowbank TAFE [6] Protea Training

In 2005 the Commonwealth government introduced its 'Welfare to Work' reform program. The activities of the program have been badged under Centrelink as 'Helping people move into work'. Key features of the reform include obligations of parents of children aged 6–15 years to seek part time work; people with disabilities who are assessed as being capable of working 15–29 hours per week will be obliged to seek work; and Newstart recipients over 50 years old will be obliged to seek full-time work the same as younger recipients. As part of the program, more vocational education and training places will be made available and the Language, Literacy and Numeracy Program will be expanded.

Charles Darwin University, in conjunction with a research team from around Australia are engaged in an NCVER funded project designed to determine the role of vocational training in welfare to work reforms. The team will produce a set of six 'intervention cases' that demonstrate good practice in service delivery and training provision with an equal emphasis on providers and clients in each of the above three groups. Drawing on these cases, this paper will present findings of the research.

The research uses a mixed methods and induction methodological approach to identify which features of vocational training programs work or do not work in conjunction with the government's 'welfare to work' strategy—in particular the research is designed to identify the qualitative outcomes of Vocational and Technical Education (VTE) in welfare to work. The paper will also consider the implications of the reforms for VTE in terms of policy, program, partnerships and practice.

*** GENERALISING FROM QUALITATIVE RESEARCH: CASE STUDIES FROM VET IN CONTEXTS

Ian Falk & John Guenther
Charles Darwin University, TAS

One of the reasons that research is conducted is to build the evidence base to inform strategic or policy directions. In this context, the value of qualitative research is often questioned because 'you cannot make generalisations from results when the sample is not statistically representative of the whole population in question'. However, a scan of the research literature in the field of Vocational Education and Training (VET) reveals a considerable amount of qualitative research which is used for this very purpose even though much of the headline data is in the form of numerical statistics based on sampling regimes. Can findings from qualitative research legitimately be generalised and applied beyond the frame of a particular case or even a set of 100 semi-structured interviews on a particular topic? Are there features within qualitative methods that justify generalisable inferences?

The paper stems from the research experience of the authors over the last two decades, during which time we have, as it turns out, been living with a dichotomy. On the one hand, we were taught in our research training that you can't generalise much from qualitative research, if at all. On the other hand, what has emerged for us is that, first of all, people *do* generalise from qualitative research; and second, we suggest that we may well have *good reason* to be able to do so. By 'good reason', we mean that the generalised decisions that are made on the basis of the findings of qualitative research are sound, that the findings *have indeed* been generalised successfully. That is, when the findings have been applied more generally, it has been found that the generalising has proved valid and reliable.

ABSTRACT 11
13.4.07: Concurrent Session 4B

*** LEARNING FOR LIVELIHOODS: LESSONS FROM TRAINING IN DIVERSE DESERT CONTEXTS
John Guenther[1], Metta Young[2] & Alicia Boyle[3]
Cat Conatus[1], Centre for Appropriate Technology[2], Charles Darwin University[3]

The Australian desert region covers over two-thirds of the land mass of the continent and spans five state and territory jurisdictions. Access to training for the more than 30,000 people who belong to Aboriginal desert communities is inhibited by a number of factors including English language, literacy and numeracy, remoteness, seasonal inaccessibility and high costs associated with service delivery to these areas.

Nevertheless, learning in a variety of forms does contribute positively to the livelihoods of those living in the desert region. Research on which this paper is based, funded by the National Centre for Vocational Education and Research and the Desert Knowledge CRC, explores the linkages between these learnings and desert livelihoods. The research comes at a time of considerable change both in the Vocational and Technical Education (VTE) sector within Australia and the direction of policy relating to the Australian Government's approach to addressing Indigenous well-being, particularly in remote communities.

The paper reports on the findings of four case studies conducted across the jurisdictions of the desert region and considers the impact of training in four different vocational settings. The focus of the paper will be a cross-cutting analysis of the issues that have arisen from the case studies along with an exploration of 'what works'. Given the changing nature of policies impacting on Aboriginal communities in the Australian desert (particularly as they affect training, employment and community capacity more generally), this paper will provide an important contribution to the understanding of the dynamics of VTE practice in a fluid policy context.

ABSTRACT 12
13.4.07: Concurrent Session 4A

*** THE FUTURE DEMAND FOR EMPLOYABILITY SKILLS AND THE IMPLICATIONS FOR THE VET SYSTEM
Alexis Esposto[1] & GA Meagher[2]
[1] Swinburne University of Technology, VIC
[2] Centre of Policy Studies, Monash University, VIC

An important function of the VET system is to equip the workforce with a mix of skills appropriate to the economic conditions required into the future. To that extent, the identification of desirable changes to the existing system, and any associated stresses and tensions, requires both an articulated view about the future of the economy and a methodology for translating that view into the skill categories addressed by the system. In recent years, there has been considerable interest in the role which 'employability' or generic skills play in meeting future skill requirements. However, these discussions typically fail to relate skill requirements to any detailed view of the future industrial and occupational structure of the economy. It is this deficiency the current paper addresses. In 1998, the US Department of Labor introduced the Occupational Information Network (O*NET), a comprehensive database linking worker attributes (or employability skills) with occupations in both qualitative and quantitative terms. For more than a decade, the Centre of Policy Studies at Monash University has been producing occupational employment forecasts consistent with, inter alia, the current macroeconomic forecasts of Access Economics. In this paper, the O*NET is used to extend the range of the Monash forecasts to include employability skills. The results suggest that the structural details of the future state of the economy do indeed have important implications for the relative demands for various types of employability skills, and that general qualitative considerations provide only an incomplete basis for allocating training resources between those skills.

NOTES

ABSTRACT 13
11.4.07: Concurrent Session 1C

QUALITY MATTERS OFFSHORE
Carolyn Woodley
Victoria University, Melbourne, VIC

This paper is based on the findings of a recent (2006) NCVER-managed DEST-funded project examining the quality of VET programs offshore, *Quality Matters: promoting quality improvement for offshore VET programs*. The project documents quality assurance systems for programs in two of Victoria University's partner institutes in China including various elements of Australia's quality assurance system that do or could support the quality of offshore educational programs (AQF, ESOS Act, NEAS, AVCC Code of Conduct, Victoria University Teaching and Learning Policies, ISO and AQTF). The relevance of the AQTF for some offshore operations is questioned as some Standards neither acknowledge nor measure the complex offshore context. Amongst other themes, the report examines partner perceptions of competency-based training, Australia's vocational sector, quality, and the need for equivalence and comparability. Cross-cultural issues in teaching and learning emerge as a key professional development need for all staff working offshore. A key message is that Australian industry-driven training packages do not provide the best educational program for entire cohorts of LOTEB (Language Other Than English Background) students, studying in China, whose sole intention is to articulate into English-language higher education programs. The project recommends that internationalised Diploma curriculum courses which have language and learning support embedded in each unit of study be developed. The conference theme of 'Evolution, Revolution or Status Quo? the new context for VET', is absolutely suited to a project that suggests that nowhere is the context so challenging, so demanding of change in VET teachers, so demanding of revolution in educational programs than the provision of VET in China.

ABSTRACT 14
12.4.07: Concurrent Session 2D

*** TEACHER REFLECTION ON PRACTICE: EVALUATING TROPIC
Martha Goldman
Tropical North Queensland TAFE, Cairns, QLD

This paper is an evaluation of 'TROPIC' (Teachers Reflecting On Practices In Contexts), a professional development program developed by teachers for teachers in the vocational and technical education sector. TROPIC is based on the 'classroom profiling' program developed by Mark Davidson in Education Queensland. The objectives of TROPIC are to assist teachers to employ a broader range of strategies particularly in relation to behaviour management, and to encourage teachers to be more reflective of their practice and to engage in professional conversation with colleagues using a framework of structured peer observation and feedback. The evaluation of the early stages of implementation indicates that participants in the TROPIC program have found it provides effective learning experiences with potential to bring about positive changes in teaching practices on a wide scale. (This paper is a revised and condensed version of a paper submitted for the requirements of a Master of Learning Management at Central Queensland University).

NOTES

ABSTRACT 15
13.4.07: Concurrent Session 4D

*** SUSTAINING INNOVATION: PERSPECTIVES FROM POLICY AND THE ARTS
Lorraine White-Hancock[1,2] & Terri Seddon[1]
[1] Monash University, VIC
[2] Box Hill Institute of TAFE, Box Hill, VIC

Innovation is a hot issue in contemporary society. Governments around the world are racing to develop a knowledge-based economy propelled by innovation and supported by a lifelong learning society. The Victorian Government's policy statement - *Knowledge and Skills for the Innovation Economy* (Department of Education and Training, 2003) indicates that there is a specific role for public Technical and Further Education (TAFE) Institutes in supporting innovation in industry in terms of delivering skills training that helps develop innovation in existing and emerging businesses (pp. 1-2). Yet as a TAFE teacher in the fields of visual arts, jewellery and object design, I find myself challenged by the government's sense of innovation and the way innovation can be facilitated through TAFE teaching. It seems that the way 'innovation' is conceptualised and supported in Commonwealth government policy tends to shift attention away from developing skills that enhance innovation in industry.

This paper explores the apparent contradiction between what counts as 'innovation' in government policy and in arts practice, and the implications for VET. It aims to make a case for the way vocational education in the arts contributes to the national innovation agenda. The paper is organised into four main sections. First the research on which the paper is based is outlined. I then document the character of Commonwealth government policies aimed at building Australia's capacity in innovation. In the next section, this policy discourse is set against a range of commentaries on Arts practice and the nature of innovation within the arts articulated by artists, scientists and business. Finally, these insights are drawn together to suggest how VET, and arts education in particular, could support the national innovation agenda.

ABSTRACT 16
12.4.07: Concurrent Session 3D

CHANGING NOTIONS OF 'PARTNERSHIP'? CHANGING POLICY AND PRACTICES?
'Evolving understanding of 'social partnerships' between small businesses, VET and one regional community'
Karen Plane
CREEW, Hawke Research Institute for Sustainable Societies, University of South Australia, SA

Traditionally much of the research with small enterprises represents the institutional, functionalist discourses of small business participation and formal contribution to VET and workforce development. This practitioner researcher PhD study has been exploring notions of 'learning partnership' with the small firm to challenge these predominant economic rationalist paradigms, and to reconstruct an alternative 'space' or discourse of social partnerships for Education for Sustainable Development (ESD) between VET, industry, and civic society. This paper debates the theoretical tensions for critical interpretive researchers working within a qualitative, humanistic framework, in resisting and reconciling theories of 'evidence based policy' and community business partnerships in a 'neopositivist' policy climate. It presents challenges for both practitioners and small business in promulgating alliances across the sectors, within the constraints of a neoliberalist market economy. It concludes with implications for future VET policy and practice through cross sectoral partnerships with industry for capacity building, workforce development and ESD.

ABSTRACT 17
12.4.07: Concurrent Session 2B

UNDERSTANDING WORLDS OF THOUGHT AND WORLDS OF PRACTICE
Kerry Renwick
Centre for Hospitality and Tourism Studies (CHATS), Box Hill Institute of TAFE, Melbourne, VIC

During 2006 Box Hill Institute became the first TAFE accredited to deliver an applied degree in hospitality. The development of this degree was done in conjunction with university academics and a number of industry representatives and faced the challenge of delivering solid understanding of the practicalities of hospitality operations, enhancing management capabilities and promoting responsiveness to change.

The course is based upon a philosophy of tourism and hospitality put forward in the work of Tribe (1997) of both multi disciplinary and inter-disciplinary constructs. The focus of the degree is not about tourism and hospitality studies as discipline, rather it makes use of the understandings of worlds of thought and worlds of practice. This paper will explore these underpinning philosophies of the course, and the subsequent challenges for delivery at Box Hill Institute.

ABSTRACT 19
12.4.07: Concurrent Session 2B

*** CROSSING POLYCONTEXTUAL BOUNDARIES: THE ROLE OF CONTEXT IN LEARNING
Catherine M Down
Cathy Down & Associates, VIC

All learning occurs in a context. This context may be physical, social or psychological or, as Illeris (2002) argues, the tension caused by the juxtaposition of all three spheres of human experience. Yet, there is little written in educational literature about how the context shapes the learning and, by extension, how we can increase the potential of individuals to learn in a variety of contexts.

This presentation draws on my recently completed PhD research in which I attempted to discover how practitioners understand the transfer of existing competence to new contexts and how this understanding shaped their own and their students' learning. It outlines some of the main findings of the project. In particular, it challenges the concept of generalisation as abstraction, arguing instead for Van Oer's (1998) concept of embedding contexts and looks at changes we need to make to the metaphors of transfer if we are to integrate formal and experiential learning

NOTES

ABSTRACT 20
11.4.07: Concurrent Session 1A

*** ACE working within/outside VET
Annette Foley
School of Education, University of Ballarat, VIC

This paper looks at vocational education and training (VET) policy initiatives currently being circulated within the Victorian adult and community education (ACE) sector. It particularly explores how coordinators working and managing ACE organizations are being encouraged to meet policy requirements that are in some cases at odds with their traditional roles. The paper explores how ACE and VET frontline managers/coordinators are experiencing policy reform differently in some cases and how the central role of identity and identity change in the formation of VET and ACE is being understood from a different philosophical and cultural position.

The reflections and perceptions from seven ACE coordinators, four ACE/RTO managers and fourteen VET frontline managers were examined with the aim of better understanding the working experiences and perceptions of people responsible for delivering and coordinating change within their organizations.

The paper and its conclusions shed light on differences in ACE/VET discursive practices and interpretations of current policy directives and the implications this difference is having on ACE practice and ACE delivery.

ABSTRACT 21
12.4.07: Concurrent Session 3B

*** Old dogs, new shed tricks: An exploration of innovative, workshop-based learning practice in Australia
Barry Golding, Mike Brown & Annette Foley
RAVE (Researching Adult & Vocational Education), School of Education, University of Ballarat, VIC

Our paper explores some recent innovations in workshop-based learning practice that come out of community-based men's sheds in Australia. It deliberately goes beyond an exploration of the 'typical' community-based men's shed, already explored in our recent NCVER research report and looks at some new and productive interactions between sheds and other informal learning organisations. We go to the margins of rapidly evolving shed practice and single out three types of shed-based organisations that work with school resisters, Vietnam Veterans and older men in aged care. Our aim is to illustrate, using new Australian narrative data, some theoretical and practical implications and benefits of reciprocal, workshop-based mentoring relationships involving men of different ages. Our focus is on ways in which men with a skill or trade are able, in a situated and authentic learning context, to informally 'weave magic' for and with other men, and in some cases with young people. Our paper provides pointers to some of the principles underpinning successful informal and community-based learning practice for older men: particularly the need for a high level of engagement; the choice of an appropriate and safe setting; and to account for the differences associated with age and gender. We articulate an imperative for 'bringing more blokes' into all forms of learning in Australia including through more informal, community-based learning as well as through adult and community education. Our paper and its conclusions have implications for other workshop and shed-based learning practice in vocational education and training as well as informal and community-based learning by volunteers in the quintessential and ubiquitous Australian fire and football sheds.

ABSTRACT 22
12.4.07: Concurrent Session 2A

*** GROUP TRAINING ORGANISATIONS: BELLWETHERS OR SHEPHERDS?
Tony Bush & Erica Smith
Charles Sturt University, Wagga Wagga, NSW

Group Training Organisations (GTOs) are responsible for the employment of over 10% of apprentices and trainees in Australia, with a greater presence in particular segments such as school-leavers, the traditional trades and school-based apprentices. While their role has been well recognised, if imperfectly understood, and there have been a number of government-sponsored reports into their operations, there has been little academic research into their activities. This paper draws upon part of the research carried out in three States by the authors, which formed part of a larger nationwide project during 2006. Drawing upon interviews and focus groups with group training organisation staff and other stakeholders, the paper examines two roles of GTOs. The first is that of shepherd – the pastoral care role which is so important to the retention of young people in apprenticeships. The second is that of bellwether - a role in which GTOs are early signallers to stakeholders of changes in labour market conditions.

ABSTRACT 23
13.4.07: Concurrent Session 4B

*** EXPERIENCING PRE-APPRENTICESHIPS: PARTICIPANTS' VIEWS OF A PROGRAM WITH DUAL PURPOSES
Erica Smith
Charles Sturt University, Wagga Wagga, NSW

Pre-apprenticeships, preparatory training off-the-job for entry into apprenticeships, have been in existence for several decades. Depending on the prevailing economic conditions, they have been asked to serve two major purposes: as labour market programs to discipline young unemployed people into the regime of study and work, and as one means of solving skill shortage problems in particular industries or the traditional trades in general. Research has previously focused mainly on their roles in succeeding in these purposes. There has, however, been little empirical research into the experiences of the participants themselves. This paper reports on part of a national project on pre-apprenticeships carried out during 2005-6. As part of this project, students in a number of courses in two States were surveyed about their experiences in their courses, and two longitudinal case studies were carried out, in different industry areas. The research revealed important differences among locations and among industry areas.

NOTES

ABSTRACT 24
12.4.07: Concurrent Session 3C

*** A SERENDIPITOUS SYNCHRONISATION OF INTERESTS: EMPLOYERS AND STUDENT-WORKING

Erica Smith[1] & Wendy Patton[2]
[1] *Charles Sturt University, Wagga Wagga, NSW*
[2] *Queensland University of Technology, QLD*

Part-time working while studying full-time is now the norm for young Australian students, whether they are at school, TAFE or university. Australian research in this area currently comprises one body of research looking at learning from part-time jobs, and a second focusing upon the problems that time spent at work may cause with young people's study load. To date there has not been any major Australian research into the ways in which employers utilise student-working as part of their management strategies. This paper draws upon part of the research carried out in the first year of an Australian Research Council Linkage project on student-working. Case studies carried out with three major employers of part-time student labour and focus groups with university students have shown how the needs of young people for suitable work at convenient times and those of some employers coincide remarkably well. These employers have learned to shape their human resource management strategies around the nature of their student workforces, and continually adapt their strategies to make themselves more attractive to their current and potential workforces.

ABSTRACT 25
12.4.07: Concurrent Session 3B

TEACHER AND INSTITUTE ENTHUSIASM FOR QUALITY TEACHING AND LEARNING

John Mitchell
Managing Director, John Mitchell & Associates, Pyrmont, NSW

The rapid rates of change in industry and the world of work require TAFE Institutes to consider how they will manage the up-skilling of the workforce to meet current business, industry and community requirements. In response to these challenges, the Victorian TAFE Development Centre (the Centre) initiated the Teaching and Learning Excellence Program in 2005. The Centre's program funds and supports projects designed by each Institute that are focused on supporting the growth of high quality teaching and learning practice across the TAFE system. Each project team aims to develop pedagogical knowledge and the ability to apply it in VET contexts. Projects engage teachers in different ways of working to generate new knowledge through enquiry, research, critical reflection and practice-based learning. This paper is based on an independent evaluation of projects conducted at eight different TAFE Institutes in Victoria in 2005-2006 as part of the Centre's program. The evaluator was commissioned by the Centre to investigate a range of issues including the degree to which teachers have been successful in developing new practices. While the evaluator's final report focuses on innovative approaches to learning developed by the project teams, this paper highlights the two factors that most influenced the innovation: teachers' enthusiasm and Institutes' enthusiasm for improving quality practice in teaching and learning.

NOTES

ABSTRACT 26
11.4.07: Concurrent Session 1E

NON-ENGLISH SPEAKING BACKGROUND STUDENTS IN TAFE: EXPLORING THE FACTORS BEHIND THEIR MODULE COMPLETION RATES
Stephen Black
TAFE NSW, Meadowbank, NSW

The available research indicates that students from non-English speaking backgrounds generally perform less well in vocational education and training (VET) compared with the rest of the student population according to measures such as module completion rates (Dumbrell et al. 2004, John 2004, Miralles 2004, NCVER 1999). This paper outlines a current study, under the auspices of the TAFE NSW Multicultural Education Unit, which explores some of the factors that contribute to these module completion rates in selected TAFE NSW courses. For the purpose of this study non-English speaking background students are those who indicate on their enrolment form that they speak a language other than English at home.

The study first examined module completion rate statistics across a range of TAFE NSW courses at Certificate 111 and above based on official enrolment data. A wide variation in module completion rates was found across both disciplinary/program areas and courses. Research teams in three TAFE NSW Institutes examined in detail the perspectives of students and teachers in a selected number of courses. While the study is ongoing, this paper reports on some initial findings in two courses: Hairdressing, and Small Business Management. Semi-structured interviews were undertaken with current students in these courses and focused firstly, on factors relating to the courses, including curriculum content, teaching styles, peer group influences, language/literacy support, and secondly, factors relating to the personal circumstances of the students. The aim was to provide insights into the perspectives of students and teachers in these different courses that may enable a better understanding of the needs of non-English speaking background students and facilitate strategies to improve their course outcomes.

ABSTRACT 28
12.4.07: Concurrent Session 2E

*** EDUCATION CREDENTIALS AND WORKING LIVES
John Pardy
Monash University, Clayton, VIC

This paper is based on recent research into TAFE learning as experienced and expressed by students. The limitations of competency standards and national industry qualifications in particular will be addressed in this paper. Competency standards and national industry qualifications premised upon existing occupational categories are examined in terms of their capacity to equip TAFE graduates for changing employment patterns and social contexts.

As participation in post compulsory education and training continues to grow there is an emerging requirement to move beyond choices in TAFE learning between a narrowed vocational learning and a broadly based general education. Whilst these two approaches offer some choice, increased participation in post compulsory education in Australia calls for more diverse approaches to vocational and technical learning. The diversity of the student populations demands a diversification of approaches to, and choices in, TAFE learning.

ABSTRACT 29
11.4.07: Concurrent Session 1A

PRE-APPRENTICESHIPS IN AUSTRALIA 2006
Tom Dumbrell
Dumbrell Consulting Pty Ltd, Turramurra, NSW

Pre-apprenticeships have been used as a quasi-labour market program in Australia for at least 50 years. There is however, no national agreement on what they are, what relationship they should have with Australian Apprenticeships or how they should be counted in the national VET statistical collection. Very little study has been undertaken on the characteristics of students doing pre-apprenticeships and whether pre-apprenticeships facilitate entry into apprenticeships. This paper reports on a national study of pre-apprenticeships conducted over 2005-06. The study encompassed data analysis of pre-apprenticeship courses and students, consultations with a range of key bodies and surveys of employers of apprentices and their apprentices. The study revealed differences in the use of pre-apprenticeships between industry sectors. It also showed a high level of satisfaction with such programs among current and former students, and a greater likelihood of former pre-apprentices intending to do post-apprenticeship studies.

ABSTRACT 30
12.4.07: Concurrent Session 3A

PATHWAYS THROUGH VOCATIONAL EDUCATION AND TRAINING FOR SCHOOL LEAVERS
David D Curtis
Australian Council for Educational Research, Adelaide, SA

Using data from the Longitudinal Surveys of Australian Youth (LSAY), selected characteristics of entrants into VET programs, the completion rates of entrants, and their the labour market outcomes (to age 24) are examined. Both Australian Apprenticeships and non-apprenticeship VET programs are considered. Australian Apprenticeships are separated into traditional apprenticeships and traineeships. Characteristics of entrants into these pathways are compared with those of school leavers who enter the workforce without undertaking any formal post-school education or training. Labour market outcomes (employment status, experience of unemployment, hours worked and earnings) for young people from the various programs and fields of study who either completed or did not complete their VET programs are compared. Those young men who undertake apprenticeships benefit substantially from them and the young women who undertake traineeships gain from them. Differences in labour market outcomes are apparent by gender, program type and field of study. There is a net benefit to program completion, but it is not uniformly distributed. Possible implications for school-based career advisors and for policy makers are discussed.

NOTES

ABSTRACT 31
13.4.07: Concurrent Session 4A

*** UNRAVELLING THE NOTION OF ORGANISATIONAL CAPABILITY: WHAT DO WRITERS SAY IT IS AND VET PROVIDERS THINK IT IS?
Roger Harris
Centre for Research in Education, Equity and Work, Hawke Research Institute, University of South Australia, SA

Organisational capability is rapidly becoming recognised as the key to organisational success. However, the lack of research on it has been well documented in the literature, and organisational capability remains an elusive concept. This paper explores the concept using recent academic and consultant literature as well as findings from research undertaken by the National VET Research Consortium, *Supporting VET providers in building capability for the future*.

ABSTRACT 32
12.4.07: Concurrent Session 2A

TOWARDS A SYNTHESIS OF KEY FINDINGS FROM THE NATIONAL VET RESEARCH CONSORTIUM, 'SUPPORTING VET PROVIDERS IN BUILDING CAPABILITY FOR THE FUTURE'
Roger Harris[1] & Berwyn Clayton[2]
[1] *Centre for Research in Education, Equity and Work (Hawke Research Institute), University of South Australia, SA*
[2] *Centre for Undertaking Research in Vocational Education, Canberra Institute of Technology, ACT*

Australia's National Strategy for VET 2004-2010 calls for a client-centred and innovative vocational training system of world class standard. An important strategy to achieve this goal is to build the capability of both public and private registered training organisations. The Consortium, "Supporting VET providers in building capability for the future", was established to conduct research that would assist providers in this important task. The Consortium was funded by the Australian, State and Territory governments through the Department of Education, Science and Training and managed by the National Centre for Vocational Education Research. This presentation will outline some of the findings from the projects and represents an early attempt at synthesising some key findings from the overall research of the Consortium.

NOTES

ABSTRACT 33
12.4.07: Concurrent Session 3A

CHANGING SHAPES, CHANGING MINDSETS: THE EVOLUTION OF AUSTRALIA'S RTOS
Berwyn Clayton
Centre Undertaking Research in Vocational Education (CURVE), Canberra Institute of Technology, ACT

Literature on organisational structures and cultures suggests that for organisations to successfully meet the demands of their ever-changing environment, they will need to be flexible, adaptable, agile and responsive. Teamwork and other structural innovations that overcome the limitations of the traditional bureaucratic form are seen as ways of the future. In concert with this changing view of structures, the focus of organisational change is moving from 'planning change' to 'facilitating emergence of change'- transforming cultures rather than conforming or reforming them. This paper reports on Research Activity 4 *Assessing the impact of cultures and structures on individual and organisational capability* in the consortium research program *Supporting VET providers in building capability for the future.* Using individual interviews with managers and group interviews with work teams, this study examined the ways in which diverse cultures and various structural configurations influence the capability of both work teams and organisations. The paper provides examples of how ten RTOs are adapting their structures and transforming their cultures to better address government, industry and community demands.

ABSTRACT 34
12.4.07: Concurrent Session 2E

*** COMPETENCY INTELLIGENCE
Homi Azemikhah
University of Sunshine Coast, QLD

Recent research, undertaken at the University of Sunshine Coast in Queensland, on the evaluation of the Competency Theory and Double Heuristic Method (DHM) in the Training Packages context (Azemikhah, 2006), confirms the findings of High Level Review that Competence is seen as *"being held by individuals through the possession of a suite of knowledge, skills and attributes"* (Schofield & McDonald, 2003, p 20). It is anticipated that the evaluation process that involves a selected group of VET teachers in Queensland, will facilitate understanding of pedagogical complexities of competency in the context of Training Packages. Building on previous work, on DHM and Competency Theory (Azemikhah, 2005b) the paper will report on research in progress that the mere possession of a suite of knowledge, skills and attributes is not sufficiently adequate. The learners, in addition, need to be able to develop what is referred to as "Competency Intelligence". That is, the learners need to be able to adopt the required skills in the right sequence, demonstrate the required attributes at the right moment, while performing in the appropriate context, underpinned by the required knowledge. The paper will attempt to demonstrate how the development of "Competency Intelligence" is an important catalyst and co -requisite in the competency development process.

NOTES

ABSTRACT 35
11.4.07: Concurrent Session 1C

*** KEEPING AFLOAT: HOW ACE ORGANISATIONS ADAPT IN UNCERTAIN TIMES
Tony Brown, Geof Hawke & Keiko Yasukawa
University of Technology, Sydney, NSW

This paper reports on research exploring the adaptiveness of providers within the NSW Adult and Community Education (ACE) sector. It examines how a number of ACE centres understand and apply adaptiveness and considers the contexts that they operate within. The research, sponsored by the NSW Board of ACE, sought to identify how ACE centres adapt in the context of substantial changes in their operating environment over recent years.

The literature on adaptiveness is replete with overlapping and interacting terminology such as ambidexterity, agility, learning-centred, generativity, resilience, and sustainability, to describe an organisation's responses. The different ways organisations respond to change can be seen as falling within one of five approaches - co-ordinated, planned change; reactive change; disaster recovery; pre-emptive response to a changing environment; and sustainability over time.

How then might we understand the concept and practice of adaptiveness as it applies to ACE providers, especially given the often competing expectations placed on centres by their clients and their funding providers? The researchers developed a model of distinct but overlapping factors - Knowledge, Culture, Strategy and Resources - and conducted interviews with a selection of ACE leaders and community stakeholders. Drawing on this framework the paper outlines ways the providers are adapting within the constraints of current funding arrangements.

ABSTRACT 37
12.4.07: Concurrent Session 2C

*** MAKING THE BEST OF IT? STRATEGIC HUMAN RESOURCE MANAGEMENT IN AUSTRALIAN RTOs
Andrew Smith
Charles Sturt University, Wagga Wagga, NSW

People are the assets on which competitive advantage is built, whether in the public or private sector, whether in the corporate world or in the world of education. In the words of the latest theory on human resource management, people are an "inimitable" asset. The one thing that competitor organisations cannot imitate is people and their skills. So human resource management and the practices associated with it have become accepted by managers in all forms of organisations as one of the most important strategic levers to ensure continuing success (Boxall and Purcell, 2003). This is true in vocational education and training as much as in any other sector. In recent years workforce development has become a key feature of the management of registered training organisations (RTOs) in the VET sector. This paper will report on the results of a recent project examining the current state of human resource management practice in RTOs in Australia. The project takes a strategic approach, and the research examines the links between human resource management and the strategy of the organisation. The results of the project enable us to better understand the development of human resource management in RTOs and make sound recommendations about how RTOs can benefit from better management of people.

NOTES

ABSTRACT 38
12.4.07: Concurrent Session 2C

ROMANCING TRANSNATIONAL EDUCATION AND TRAINING
Saraswathi Karthigesu
Education Services and Programs, Department of Further Education, Employment, Science and Technology, Adelaide, SA

The *Transnational Quality Assurance of the VET Sector project* examined the need for establishing stronger quality assurance processes to ensure that the standard of delivery and outcomes of the courses/programs delivered in a transnational environment are equivalent to those determined under nationally recognised quality assurance arrangements, and delivered within Australia.

These quality assurance processes and functions must also ensure
- that the Australian education and training delivered overseas/transnationally meet the accreditation standards of the students' home countries
- that providers and consumers clearly understand the accountabilities in the delivery and quality assurance of transnational education and training
- maintenance of the integrity of Australian education and training delivered overseas.

The research also examined the need for appropriate tools and training that will prepare staff of both TAFE South Australia (TAFE SA) and the private Registered Training Organisations (RTOs) in South Australia for the delivery of quality education and training overseas.

Information was gathered through a questionnaire sent to the Quality Managers of TAFE SA, and the three RTOs involved in the project; and through a workshop for all TAFE SA staff involved in transnational education and training, and the three participating RTOs.

A key recommendation from the research is that staff delivering overseas must be appropriately qualified, and be monitored and assessed regularly. This is to ensure
- the validity, currency, and practicality of their teaching and delivery;
- that the integrity of Australian education and training is maintained while within a transnational environment and is learner focused;
- that there are appropriate delivery and assessment strategies to facilitate acquisition of knowledge and an Australian qualification by the overseas learner.

ABSTRACT 40
12.4.07: Concurrent Session 2B

WORKING FROM OUR STRENGTHS
Ruth Wallace[1] & Cathy Curry[2]
[1] *Charles Darwin University, School of Education, Darwin, NT*
[2] *Cultural, Recreation & Tourism Training Advisory Council, Darwin, NT*

Effective VET training and practice for Indigenous people is based on recognising participants' strengths and priorities, consequently best practice requires VET practitioners who can develop innovative approaches to partnership with Indigenous people. The research that accompanies this practice incorporates Indigenous co-researchers and participatory processes.

During the past 3 years a series of participatory research projects were undertaken to map and support a range of development aspects of Indigenous Community Enterprises. These projects contribute to developing understandings of effective learning partnerships between Indigenous people, RTOs and industry. The enterprises included a number of industries, have explored the use of flexible learning and focused on realistic and training related to enterprise members' priorities and potential. The results have included developing pathways, resources and frameworks for training and recognition in remote and regional communities.

The projects mapped enterprise training development projects with Indigenous families, which lead onto exploring flexible learning strategies. These projects brought together expertise from Indigenous and non-Indigenous educators and community leaders who have been involved in establishing innovative and collaborative training partnerships in remote and regional communities.

This paper will explore emerging themes regarding best practice in developing VET research and training with Indigenous people and communities. The presenters will focus on sharing resources and case studies that enable VET practitioners to challenge and enrich their practice.

NOTES

ABSTRACT 41
12.4.07: Concurrent Session 3C

IDENTITIES OF RELUCTANT REGIONAL STUDENTS: CONSTRUCTIONS OF POST COMPULSORY LEARNERS' IDENTITIES AGAINST EDUCATIONAL INSTITUTION'S BEST INTENTIONS
Ruth Wallace
Charles Darwin University, School of Education, Darwin, NT

A recent study has explored the relationship between the engagement of disenfranchised post compulsory learners in regional, rural and remote areas of the Northern Territory in education and students' perceptions of themselves as learners in relation to formal educational institutions. The study found many disenfranchised regional learners' identities are constructed in opposition to those of educational institutions as educational institutions have presented themselves in ways that act to threaten the identities of many regional learners. The ability of educators to recognize, understand and respond effectively to the impact of any disparity between those students' realities and assumptions of educational institutions and curriculum influences students' potential engagement in formal learning. Importantly, people's identity or knowledge; their view of themselves, and the way they are identified by others, determines the ways they interact with VET and other educational institutions. In this paper the implications of these findings are discussed and a series of recommendations are made for pedagogy, policy and practice that will support regional learners and providers.

ABSTRACT 42
13.4.07: Concurrent Session 4C

CAREER PATHWAYS IN VET: WHAT ARE THEY ARE LIKE?
Michele Simons, Roger Harris & Val Pudney
School of Education, University of South Australia, SA

While VET policies come and go in an ever-changing context, staff who work in vocational education and training (VET organisations) are the mainstay of the system. It is through their work that policies are enacted and ways of working in the changing environment are created. Simultaneously, the working lives of VET staff are (re) created in ways that can open up and close off opportunities for career trajectories and a quality working life.

While we know something about the changes to the vocational education and training (VET) workforce that have occurred over the past fifteen years, little is known about the processes by which teaching and general staff enter the sector or the ways in which their work lives unfold through processes such as promotions, secondments, job rotations etc. We have little knowledge about how VET staff view their working lives as 'careers' or the ways in which careers might unfold in different ways for various groups of staff across public and private VET organisations.

This paper will report on a national study which was designed to address these gaps. It will specifically examine data from a national survey of over 1,000 teachers, trainers and general staff employed in public and private training organisations. The paper will pay particular attention to the ways in which the notion of 'career' is understood by these respondents and some of the ways in which they describe their careers in VET.

NOTES

ABSTRACT 43
12.4.07: Concurrent Session 2D

INTERNATIONALISING THE CURRICULUM: GLOBAL OPPORTUNITIES
FOR VET STUDENTS
Anthony Bailey
Box Hill Institute, Box Hill, VIC

International activity for Australian TAFE institutes has increased significantly over the last ten years. The activity varies from institute to institute but includes delivering programs overseas, franchising courses and programs with international partners in the public and private sector and establishing links with colleges in different countries to facilitate international teaching and learning opportunities.

This paper has been written following research into international activity of one particular TAFE institute in Melbourne, Australia. Principally the research examined how different teaching centres in the institute internationalised the curriculum as part of teaching programs and concentrated in particular on an initiative known as the Global Education Network (GEN). More generally the research explored questions about globalisation and internationalisation, internationalising the curriculum and the benefits and constraints of internationalising the curriculum.

The research conclusions suggested there was no shared view about the issues and conceptual frameworks involved in this area of study, in particular globalisation. The data from the research participants supported the view that VET practitioners approach the practice and theory of internationalising the curriculum in a manner based on conceptual frameworks from within their own disciplines, which adds another layer of complexity to the debate.

ABSTRACT 45
12.4.07: Concurrent Session 3E

*** WHAT'S WORTH KNOWING IN THE HISTORY OF PUBLICLY FUNDED
VOCATIONAL EDUCATION – AND WHY?
Peter Rushbrook
Charles Sturt University, Wagga Wagga, NSW

The paper examines the possibilities of the history of publicly funded vocational education for informing contemporary Vocational Education and Training (VET) practice. It presents three perspectives that address the 'contexts of policy and practice' as well as the overall conference theme of 'Evolution, revolution or status quo?': first, that vocational education's remembered and 'forgotten' past are able to illustrate the diversity of the sector's achievements over time, and relate examples of past practice for contemporary application; second, that a rigorous study of the past may provide examples of 'alternative futures' in addition to the sense of what is durable and contingent; third, that the tools of the vocational education historian are able to be turned to undermine myths that simplify or distort popular interpretations of the sector's past. The methodologies to generate data from each of these perspectives will be examined in detail, with appropriate examples. Areas for investigation and discussion include the embedding of the traditions of vocational education and their replication in contemporary practice, the sector's 'siloed' past and its cross-sectoral 'opening out', watershed moments (for example the Kangan Report and the Dawkins' revolution), and the changing focus of policy construction, from 'organic' to 'formal' and from local to state to federal. The paper's theoretical arguments will draw from narrative social history theory.

NOTES

ABSTRACT 46
12.4.07: Concurrent Session 2E

THE CONTINUING PROFESSIONAL DEVELOPMENT OF FURTHER EDUCATION TEACHERS: COMPARATIVE STUDY OF TAFE NSW TEACHERS AND FURTHER EDUCATION LECTURERS IN THE UNITED KINGDOM

Kerry Barlow

Chief Education Officer, TAFE NSW, Community Services, Health, Tourism & Recreation Curriculum Centre, Meadowbank, NSW

A reading of recent Australian literature relevant to VET pedagogy indicates there are several key aspects of VET teaching and learning that require a planned approach to provision of continuing professional development (CPD) for teachers in TAFE institutes (McNickle & Cameron , 2003; Mitchell, 2003).

Research relating to the roles of teachers and head teachers in TAFE NSW (Clayton et al, 2005; Stehlik et al, 2003) indicates the pressures on these staff to develop the wide range of knowledge and skills required in the training package context. Yet there doesn't appear to be a systematic approach by TAFE management to the planning and funding required to meet the CPD needs of these staff. There is evidence that full-time teachers are overloaded and in many cases teachers fund some of their own CPD (Palmieri, 2003).

Other Australian research (Junor, 2005; NCVER, 2004a) indicates that a very high proportion of TAFE NSW teachers are part-time or casual, and 66% of permanent staff are aged 40 years or more (NCVER, 2004b). This profile implies significant succession planning issues for TAFE management not yet being addressed in CPD planning (Palmieri, 2003).

UK research indicates that there are also serious challenges facing Further Education (FE) managers that have not yet been addressed (Loveder, 2005).

The paper reports on research conducted in TAFE NSW and the UK, during August and September 2006 and funded under the NSW Teachers' Federation Eric Pearson grant.

The research aimed to document key information about NSW and the UK FE colleges, in particular:
- the main new ways of working in VET expected of NSW and of Scottish and English FE teachers; in other words, the main aspects of the emerging NSW and UK VET pedagogy
- the full-time/part-time (casual) teaching workforce profile in TAFE NSW and in Scottish and English FE colleges
- the types of continuing professional development (CPD) each of the workforce groups obtain access to and how is it funded
- how the FE colleges in the UK determine the CPD needs of each group of teachers
- whether there are useful CPD models in UK FE colleges that enable casuals as well as full-timers to gain access to PD that is critical to the demands of an emerging VET pedagogy and to their institutions' succession planning

ABSTRACT 47
12.4.07: Concurrent Session 2C

*** INDIGENOUS STAFFING IN VET: POLICY RESPONSES

Roslin Brennan Kemmis

Charles Sturt University, Wagga Wagga, NSW

This paper is based on a research project undertaken for NCVER (Kemmis, S., Thurling, M. Brennan Kemmis, R., Rushbrook, P. & Pickersgill, R. (2006). *Indigenous Staffing in Vocational Education and Training: Policies, strategies and performance*. Adelaide, SA: NCVER.

www.ncver.edu.au/research/proj/nr3025.pdf - retrieved 15 March 2007). This research project examined questions relating to the policies, strategies and performance of the vocational education and training (VET) sector in relation to the levels of employment of Indigenous staff in VET. It further examined the barriers and circumstances that would encourage a greater degree of Indigenous staff participation.

NOTES

ABSTRACT 48
11.4.07: Concurrent Session 1C

THE DEVELOPMENT OF INDICATORS TO INFORM THE GUARANTEEING FUTURES AREA TASKFORCE INITIATIVE IN NORTH WEST TASMANIA
Geoff Speers
Cradle Coast Authority, TAS

The Area Taskforce initiative has the objective of "identification of barriers to youth participation in post-compulsory education, training and employment (PIPCETE) in the region and ways to address them through coordinated service delivery".

The approach taken by the Cradle Coast Authority positions the Area Taskforce initiative in a regional coordination and facilitation role, with specific responsibilities for management of information to guide the delivery of services by others.

Previous research (Allison et. al., 2005) suggests the Cradle Coast region has developed a community of practice that has successfully matched skill supply and demand. The new initiative will build on this community of practice. The conceptual framework for the Cradle Coast Area Taskforce is based on the role of communities of practice and skill ecosystems in regional and community development.

Rather than adopt of "community development" (or perceptions-based) approach to its task (seeking advice from a series of stakeholder groups) the Cradle Coast Area Taskforce has adopted an evidence-based approach, developing a data framework drawing on demographic, skills and industry profiles matched to regional and community development plans. This allows structured interaction with stakeholders on specific issues.

The paper examines the development of this central 'intelligence' role and the data and information used to inform the development of future activity. The role of the "information hub" to inform regional and community development activity has emerged as a crucial element in this project, presenting opportunities for regional engagement for educational institutions outside the areas of skill delivery.

There are projects underway in the three regions of Tasmania, each taking a different approach. Some comparisons will be made to the other Area Taskforce initiatives.

ABSTRACT 49
13.4.07: Concurrent Session 4C

THE IMPACT OF GLOBALISATION ON THE REGIONAL ECONOMY: MEASURING "KNOWLEDGE INTENSITY" AND PREPAREDNESS FOR THE "KNOWLEDGE-BASED ECONOMY"
Geoff Speers
Cradle Coast Authority, TAS

Research paper on the impact of globalisation on the skills required in the regional economy. Builds on the work of Maglen and Shah (1999) and NIEIR's *State of the Regions* reports for the Australian Local Government Association.

The paper attempts to develop a set of knowledge intensity indicators for ongoing analysis of the regional skills economy, in this case the Riverina region of NSW and the Cradle Coast region of Tasmania. Building on previous work on indicators of knowledge intensity and their relationship to the knowledge economy, the paper provides a preliminary analysis of the regional economy's vulnerability to global pressures through analysis of regional skill structures. Implications for VET are outlined. A comparison of the two regions will be attempted.

NOTES

ABSTRACT 52
11.4.07: Concurrent Session 1F

TEACHER PREPARATION FOR THE VET SECTOR
Roslin Brennan Kemmis
Charles Sturt University, Wagga Wagga, NSW

The changing nature of the VET practitioner and the constant evolution of the VET sector itself poses challenges to those involved in the many forms of VET teacher preparation in Australia. This symposium will focus on the issues that confront those who work in the area of VET teacher preparation. It will aim to distil the principles that apply across the sector with a particular focus on appropriate pedagogies. It will juxtapose the legislative and policy context beside the aspirations of teacher educators. It will utilise the research from a number of practitioners in the area of VET teacher preparation.

Name and number of speakers:
- Ros Brennan Kemmis
- Michele Simons/ Erica Smith
- Nada Maio

Topics to be addressed:
- Ros Brennan Kemmis: Pedagogy ,VET and the Tertiary Sector- the role of Universities in Teacher Preparation
- Michele Simons/Erica Smith: The adequacy of the Certificate 1V as teacher preparation for the VET sector.
- Nada Maio: Teacher Preparation and the changing role of TAFE teachers-New and Varied models for New and Varied Times

ABSTRACT 54
12.4.07: Concurrent Session 3F

VET IN CONTEXT: RESOURCES, SKILLS AND DIVERSE LEARNERS
Fran Ferrier
Monash University-ACER Centre for the Economics of Education and Training (CEET), VIC

Speakers and topics:

Gerald Burke   Spending on education and training: an update

Chandra Shah   Future Growth in the Skilled Workforce

Michael Long   How young people are faring

Fran Ferrier   Skills development for diverse older workers

NOTES

ABSTRACT 55
11.4.07: Concurrent Session 1E

*** LEARNING, TRAINING AND ASSESSING ON-THE-JOB: WHAT DO WORKERS THINK?
Hilary Timma
Charles Sturt University (Wagga Wagga Campus), NSW

Interviewing workers about learning, training and assessment on-the-job can elicit unexpected reactions and responses. This paper draws on data from a qualitative study conducted with food production workers at three food-processing companies in North East Victoria. The study utilised multiple interviews with production workers, assessor/managers and colleagues of workers, as well as observations of the workers on-the-job. As part of the study, production workers were asked about the usefulness of training and assessment to them in their work (and also in life in general). The workers were very clear about the ways in which training and assessment did and did *not* assist them in their work and in their learning on-the-job. This paper explores some of these responses and considers how these insights might contribute to the ways in which assessment, in particular, is approached and practised in workplaces, to encourage a level of responsibility and self-direction for the worker-as-learner.

ABSTRACT 56
11.4.07: Concurrent Session 1A

*** INCREASED COMMONWEALTH CONTROL OVER AUSTRALIAN VOCATIONAL EDUCATION: IMPLICATIONS OF THE HIGH COURT'S *WORK CHOICES* DECISION
Gavin Moodie
Griffith University, QLD

Various Commonwealth Governments have sought greater control of vocational education and training since at least 1991. Hitherto they have achieved this indirectly by using their financial power. Recently the High Court greatly expanded the Commonwealth's power in its decision upholding the validity of the *Workplace Relations Amendment (Work Choices) Act 2005* (Cth). This paper describes briefly the constitutional basis for the Commonwealth's involvement in education, its expansion by the High Court's *Work Choices* decision and considers the implications for vocational education policy.

NOTES

ABSTRACT 57
11.4.07: Concurrent Session 1B

ARE INDIVIDUAL LEARNERS THE FORGOTTEN VET STAKEHOLDERS?
Lynne Stallard[1], Greg Madden[2]
[1] *TAFE NSW International Centre for VET Teaching and Learning (ICVET) , NSW*
[2] *TAFE NSW Illawarra Institute, NSW*

VET practitioners are faced with a range of research on accommodating learners' needs in different contexts but there is a tension between meeting individual learners' needs and the requirement for outcomes such as number of course completions for funding. So, do practitioners tend to focus on learners as profiled sub groups in a learning site or do they work to meet individual learner's needs?

The reported research has been exploring this question by asking 'Is there such a thing as a VET Pedagogy?' Through regular literature reviews and VET /TAFE teacher interviews a range of teaching and learning approaches and challenges for VET practitioners has been uncovered. It was found that generally VET practitioners are placing the learner at the centre of the VET learning environment despite diverse learners needs in different contexts and the demands of the National Training System.

The implications arising from the research include the importance of practitioner–led research and the value of learning through strategic conversations. Outcomes from this research include 'conversation starter' packages that combine research and practitioner experience. Dissemination of the findings to TAFE NSW and wider VET audiences is continuing via an internet website and a conversation starter package.

ABSTRACT 58
13.4.07: Concurrent Session 4D

ENTREPRENEURIAL PARTNERSHIPS
TAFE NSW International Centre for VET Teaching and Learning (ICVET)
Belinda Smith
SmithComyn & Associates for ICVET

This paper presents findings from a review of existing national and international research on partnerships, regional development and innovation. This research is framed within the context of the need for entrepreneurial linkages between VET and industry. The research found that the range of industry involvement strategies is limited only by the needs of the business partners in the skill ecosystem, and market opportunities for the VET provider. As the broadening VET involvement in industry partnerships is occurring in direct response to industry requests, the continuous complexity and change experienced by industry is reflected in a widening and changing role for VET. Complex partnerships can present challenges for VET organisations without mechanisms for recognising effort and resources deployed across organisational boundaries. Consequently, current funding and data collection arrangements have difficulty capturing information that reflects versatile activities such as collaboration building. The research also found that the current system still primarily rewards prescribed outcomes in an increasingly complex and changing work environment. Thus whilst the shifting role of the VET professional is directly responding to industry need, it is not receiving appropriate recognition in data collection and funding systems. Information in this paper complements the information discussed during the AVETRA session Entrepreneurial partnerships and policy implications.

NOTES

ABSTRACT 59
13.4.07: Concurrent Session 4B

MENTORING TAFE TEACHERS - SUPPORT, CHALLENGE, VISION AND TRUST
Susanne Francisco & Stephen Darwin
Canberra Institute of Technology, ACT

This paper discusses the design, implementation and evaluation of a pilot mentoring program developed within a large TAFE institute. Empirical evidence gathered through questionnaires and interviews with mentors and mentees at the completion of a pilot program in 2006 will be presented. The mentoring program aimed to support mentors and mentees in a learning relationship that benefited both parties involved and was based on adult learning principles and critical reflection. The program centred on a five phase model: preparation; negotiation; nurturing growth; closure; and redefinition. This model has been adapted from a four phase model developed by Zachary (2000) and contextualised to meet the specific needs of a TAFE organisation. Components of the program included introductory workshops, a handbook, an optional workshop, a mentoring network, and co-ordinator support. A learner centred approach was used at all levels of the program. Workshops were facilitated using a constructivist framework and encouraged critical reflection for both mentor and mentee.

In reviewing the literature on mentoring it became clear that different organisations approach mentoring differently according to their culture and purpose. Klasen and Clutterbuck (2002) make a distinction between mentoring in the North American context and mentoring in the European context. The European understanding of mentoring is more appropriate within the context of an Australian TAFE institute. In the European model of mentoring neither greater power nor seniority is required of the mentor – although greater relevant experience is. The outcome of this type of mentoring is mutual learning and development for both partners in the relationship. A number of writers have identified difficulties and negative outcomes of mentoring (for example Eby, 1997; Eby et al 2000; Long 1997; Ehrich et al 2002) that will be discussed in the context of the design and eventual outcomes of this pilot program.

ABSTRACT 60
12.4.07: Concurrent Session 3D

*** EMERGING MODELS OF EMPLOYMENT BASED TRAINING: UNTANGLING THE DRIVERS AND IDENTIFYING KEY FEATURES OF EFFECTIVE MODELS
Sarojni Choy, Sandra Haukka[1], Stephen Billett[2], Kaye Bowman[3] & Louise Wignall[3]
[1] *Queensland University of Technology, QLD*
[2] *Griffith University, QLD*
[3] *Consultants*

This paper discusses a recent review of literature on employment based training (EBT) models in Australia, to identify those that might best address emerging needs. Examples of models currently being discussed and/or trialed are analysed in this review, including those being used in higher levels of the VET skills spectrum (i.e. diploma and above). The consideration of new EBT models is addressed in terms of the conference theme: *Are emerging models of EBT evolutionary, revolutionary, status quo or "back to the future" approaches*?

Research suggests that traditional approaches to employment based training, such as apprenticeships and traineeships, are limited in meeting current and emerging skill formation contexts. New contemporary EBT models are held to be required for contemporary and emerging economic and work environments which are characterised by skills shortages, higher level skills needs, and global competition that demand quality skills and productivity.

NOTES

ABSTRACT 61
12.4.07: Concurrent Session 3E

SKILL STANDARDS & OCCUPATIONAL TESTING IN CHINA:
IMPLICATIONS FOR AUSTRALIAN VET
Paul Comyn
SmithComyn & Associates, NSW

This paper provides a brief overview of VET arrangements in China, including some detail on the setting of occupational skill standards and certification for professionals and skilled workers. Delivery, assessment and certification arrangements for skilled workers are then considered in more detail, including a comparative analysis of the format and content of Australian competency standards and skill standards administered by China's Ministry of Labour and Social Security (MOLSS). The paper concludes with a discussion of issues related to implementation of China's occupational skill standards and the implications for RTOs looking to deliver MOLSS pre-employment certification through trans-national programs involving partnerships with Chinese VET schools and colleges.

ABSTRACT 62
13.4.07: Concurrent Session 4C

THE ROLE OF VET IN AUSTRALIA'S AGRIFOOD INDUSTRY INNOVATION SYSTEM: LESSONS FOR OTHER INDUSTRY SECTORS
Paul Comyn
SmithComyn & Associates (SCA), NSW

Australia's agrifood industries are well served by a network of research and development organisations that represent strong partnerships between government, industry and providers of research & education services. A key feature of this network are cooperative research centres (CRCs) and research and development corporations (RDCs). The innovation system for Australia's agrifood industries relies to a large extent on the effectiveness of these organisations. However, in general terms, leading Australian commentators have identified the link between industry innovation and VET. This paper presents the findings of recent research conducted in late 2006 for the AgriFood Skills Council (AFSC). The paper outlines the findings of the research and recommends strategies for VET organisations wishing to play a more important role in industry innovation.

NOTES

ABSTRACT 63
12.4.07: Concurrent Session 3D

*** PASSIVE, RESPONSIVE OR PRO-ACTIVE: AUSTRALIAN TAFE APPROACHES TO INCLUSIVENESS IN VET
Kira Clarke & Veronica Volkoff
Centre for Post-compulsory Education and Lifelong Learning, University of Melbourne, VIC

This paper examines technical and further education (TAFE) institute approaches to inclusiveness in vocational education and training (VET), drawing on findings from a national survey of fifty-eight TAFE institutes conducted as part of the recent NCVER funded consortium project, *A Well Skilled Future: tailoring VET to the emerging labour market*. There was a high level of diversity in the inclusiveness practice described by the surveyed TAFEs and the issue of inclusion of disadvantaged learners in effective training was of varying significance within each institution. The descriptions provided by the surveyed TAFEs revealed three broad types of TAFE inclusiveness.

The first group of TAFEs identified through the research were those that reported a passive commitment to inclusiveness practice and while these organisations complied with the specific demands of equity policy, they did little more to identify or respond to individual and community needs and expectations. The second group of TAFEs were those that had evolved and were being responsive to the diverse needs of their existing cohorts, but had stopped short of creating new pathways or opportunities for disadvantaged groups outside their student population. The final group were those breaking the mold, revolutionising and enhancing the accessibility of their training by proactively creating learning opportunities and striving to achieve effective and sustainable outcomes for their broader communities. Through their proactive approach to inclusiveness, these TAFEs were positioning themselves to respond quickly and effectively to changes in economic and social contexts.

Effective inclusiveness practice requires the exchange of knowledge about learner disadvantage and TAFEs to pursue collaborative relationships with other educational, government and support agencies, particularly in the context of diversifying populations and industries. What emerged from this study was that while there was a small minority of TAFEs that were being highly innovative in their strategies and approaches to social inclusion and actively embracing the challenges of engaging with and generating diverse learning opportunities for their communities, there were still some TAFEs that had not yet recognised the need for inclusiveness. While these TAFEs lag behind in their strategies for social inclusion, they maintain a chronic systemic barrier for their learners and communities seeking skills and their industries seeking skilled labour.

ABSTRACT 64
13.4.07: Concurrent Session 4E

*** EXPLORING AND EVALUATING STRUCTURATION THEORY AS A FRAMEWORK FOR INVESTIGATING FORMAL AND INFORMAL LEARNING WITHIN ORGANISATIONS
Llandis Barratt-Pugh
School of Management, Edith Cowan University, Churchlands, WA

This paper explores and evaluates a specific analytical framework that can be used by vocational and education and training (VET) researchers to gain understanding of the complex and 'evolving' relations of formal and informal learning within organisations.

Giddens' Structuration Theory (1984), while developed to explain the cyclic nature of broader societal relations, is also useful tool for exploring learning in the workplace where both 'named' formal training and informal daily interaction both mediate the 'evolution' of individual capability, subjectivity and shared meaning production. The paper argues that the modalities that occur within the continual patterns of organisational interaction are a complex and homogeneous mix that continuously shape and reshape identity, values and capability. Then paper proposes that such relations can be effectively explored through Giddens' structuration lens.

The text then analyses the components of structuration theory and adapts the model for VET research within organisations. The paper provides details of a specific study where Structuration Theory was used as a framework for the analysis of 'learning' relations. The text outlines both the form of discursive analysis used in the study and indicates how the study used Structuration Theory to conceptualise the key relations producing learning and changes in meaning within the study.

Finally the paper reviews the utility of a theory generated as a broad sociological explanation two decades ago as a framework for current VET investigation, illuminating the efficacy of Structuration Theory within VET research for exploring evolving patterns of workplace learning.

NOTES

ABSTRACT 65
12.4.07: Concurrent Session 3B

THE CHALLENGES OF VET FOR ADULT PRISONERS AND OFFENDERS
Susan Dawe
National Centre for Vocational Education Research, Adelaide, SA

The National Centre for Vocational Education Research (NCVER) commissioned this book of readings on 'Vocational education and training for adult prisoners and offenders' to enable a better understanding of the current and future role of vocational education and training (VET) in the rehabilitation of adult prisoners and offenders. Offender management in Australia comes under the jurisdiction of each state and territory government. This book particularly set out to look at the implementation of the 'National Strategy for Vocational Education and Training for Adult Prisoners and Offenders in Australia', which was endorsed by Departments of Corrective Services and VET in 2001. This collection considers the characteristics of Australian adult prisoners and offenders, and how Corrections Education in the states and territories is confronting some of the challenges in delivering VET in adult prisons.

Since almost all custodial offenders will return to the community on their release from prison, there has been an increasing focus in the last decade on providing them with appropriate education and training while they are in the correctional system. However, at the same time a massive increase in the inmate population across Australia has resulted in the establishment of new facilities and, in some cases, outsourcing the management of prisons to private sector operators.

Evidence from international and national research shows that VET can make a significant difference towards successful employment outcomes for prisoners re-entering the community, and thus reduce recidivism. However, gaining, and retaining, sustainable employment post-release has been shown to require additional community support for ex-prisoners. Innovative and good practice in improving VET delivery for adult prisoners to ensure successful employment outcomes is illustrated through the examples contributed by State and Territory Departments of Corrective Services and VET. This presentation will introduce the book and discuss important findings and common messages from its chapters.

ABSTRACT 66
12.4.07: Concurrent Session 2F

LONGITUDINAL RESEARCH IN VET – RESEARCH SYMPOSIUM
Mark Cully, John Stanwick, Alanna Sutcliffe & Jeff Malley
National Centre for Vocational Education Research, Adelaide, SA

The National Centre for Vocational Education Research (NCVER) has been playing a greater role in longitudinal research in recent years.

Longitudinal research has traditionally been constrained because NCVER's statistical collections are point-in-time administrative collections and surveys which are difficult to link over time. However, a number of important questions of interest in vocational education and training require a longer-term perspective.

In 2004 NCVER conducted a survey known as "Down the Track" which re-surveyed 15-24 year old students who had taken part in the 2001 Student Outcomes Survey. The results enabled a much better understanding of the path that young people take in their transition from education to work and the benefits they accrue from participating in vocational education and training.

In 2006 NCVER became an industry partner in an ARC Linkage project with RMIT, Skilled Group and the Victorian Department of Education. The project tracks the paths of a 1996 cohort of trade and bachelor graduates of RMIT to investigate the respective economic returns and the form these take.

This symposium will cover:

- an overview of recent NCVER projects which involve a longitudinal component
- research design and methodological issues arising in the ARC Linkage project
- initial results from secondary analysis of the Household Income and Labour Dynamics in Australia (HILDA) survey
- NCVER work on options for a longitudinal student outcomes survey

NOTES

ABSTRACT 68
13.4.07: Concurrent Session 4F

MAKING ARTICULATION WORK IN A MULTI-SECTOR INSTITUTION: VOICES FROM THE FIELD

Conference Theses Addressed:

One challenge currently facing the VET sector stems from pressure to offer courses which provide both 'pathways' to other forms of education and clear vocational outcomes. Student movement between articulated courses spanning multiple sectors, along with government calls for 'seamless' educational pathways, are a source of tensions between traditional VET concerns and new expectations of VET systems and providers. This symposium will offer a variety of researcher and student perspectives on TAFE to higher education articulation processes and outcomes at one institution. It will draw on longitudinal research on articulation within multiple fields of TAFE study, a case study of articulation within a single field of study, and on students own views of articulation opportunities and experience.

Speakers & Topics Addressed:

Speakers one and two (joint presentation): Dr. Zhongjun Cao and Mr Peter Cook

Topic: Dr. Zhongjun Cao and Mr Peter Cook will present on case study research on articulation within the field of accounting. In particular, these presenters will focus on the performance of students who have articulated from TAFE courses into degree studies.

Speaker three: Ms Lisa Milne

Topic: Ms Milne will discuss the results of a longitudinal research project that mapped the aspirations, experiences and outcomes achieved by over 100 TAFE students from eight different fields of study, in regard to their articulation options. The perspectives on articulation taken by TAFE teachers and higher education lecturers will also be integrated into this presentation.

Speakers four, five and six (joint presentation): Three students who participated in the various projects discussed in the symposia will be invited to briefly comment on their own experiences of articulation.

ABSTRACT 69
13.4.07: Concurrent Session 4E

ARE TAFE INSTITUTES AS LEARNING ORGANISATIONS CHANGING THE EXPERIENCE FOR TEACHERS?
Jayne Pitard
Staff College, Victoria University, VIC

TAFE institutes operate in a world where the nature of work is changing rapidly, demanding flexibility, greater knowledge and a higher level of skills. Educational institutions are in the process of adapting to these demands with an acknowledgement that their graduate students must demonstrate the attributes of lifelong learning. The responses of TAFE institutes include research initiatives, a greater emphasis on outcome-based learning, a revision of assessment procedures and reviews of curriculum. TAFE institutes are also responding to the impacts of global change and the emerging knowledge economy by embracing the concept of the learning organization and making policy shifts to reflect their aspiration to move towards this concept. There is a convergence between the notion of 'lifelong learning' and the notion of 'the learning organization' in the recognition that workers and professionals need to learn and develop continually in the context of their workplace, rather than simply through a series of outside courses. However, whereas TAFE institutes are introducing policies in relation to learning organizations, and are beginning to focus training around the notion of lifelong learning for their students, there appears to be a gap between the idea and reality in relation to their own staff. Awareness of the shift in policy and the aspiration towards becoming a learning organization should infiltrate at every echelon of a TAFE institute for this policy shift to succeed. According to Marsick and Watkins, "No one person working alone … can implement what is needed to create a learning organization" (Marsick and Watkins 1999). This paper draws on research as part of my PhD with data collected from senior and middle managers, and TAFE teachers at two TAFE institutes (I have one other TAFE Institute to complete). Preliminary data analysis reveals a gap between the vision at the top and the reality in the wider teacher cohort.

This paper seeks to describe the research being undertaken and to discuss the implications of preliminary data analysis.

ABSTRACT 70
12.4.07: Concurrent Session 3A

THE RESEARCH QUALIFY FRAMEWORK: SHAPING AVETRA'S RESPONSE (A DISCUSSION FOR INTERESTED PEOPLE)
Erica Smith, Michele Simons & Ros Brennan Kemmis

The new Australian government Research Quality Framework is very important for universities and academics but also has significant impact on research as a whole. The future of VET research depends to some extent upon how the academic VET research community can work with the RQF to develop and improve the status and standing of VET research. The RQF provides the opportunity to work on developing some very specific benchmarks for quality and impact of VET research that will be of use beyond the academic community. We have the chance to be pro-active on this issue. We would like to invite all interested members and others to join with us in discussions that will assist the AVETRA working party on this issue. The discussion will be led by the three members of the working party and other ACETRA members are welcome to nominate to join the working party.

ABSTRACT 71
12.4.07: Concurrent Session 3C

EQUITY AHOY! THE STATE OF EQUITY IN TAFE IN VICTORIA
Helen Kimberley
Senior Researcher, Equity Research Centre, VIC

In his contribution to the NCVER publication *Equity in Vocational Education and Training: Research Readings* (2004), Robert Bean explored the notion of whether equity in VET is 'built in' or 'bolted on'. This idea neatly encapsulated the thinking espoused in VET policy and the research literature about VET over the last ten years and underpinned one of the central research questions for a major research project conducted by the Equity Research Centre in 2006: *The State of Equity in TAFE in Victoria.*

To explore the nature and extent of systems and structures within TAFE that support successful outcomes for disadvantaged learners, we an extensive review of current literature and policy around equity in vocational education and training and used a combination of qualitative and quantitative methods. We analysed the AVETMISS data for government funded places in the eighteen major TAFE institutions in Victoria, profiled the content of TAFE websites, consulted with policy makers and practitioners and examined the implementation of initiatives designed to support disadvantaged learners within TAFE.

Reflecting on the findings of our research project, we find a maritime metaphor illuminating. If TAFE institutions were sailing vessels, we might ask whether we are on board a luxury liner, a container ship, a frigate, a tugboat or even a flotilla. This spawns a series of questions such as:

- What are its sailing orders? How constraining are these?
- Whose flag does it fly?
- Is it a one class ship?
- What is the composition of its passengers and crew?
- How are they distributed the length and breadth of the vessel?
- What bilge water does it discharge and where?

Mythological images such as the *Titanic* sinking, the Sirens luring seafarers or the perils of negotiating the Straits of Messina between Scylla and Charybdis raise other questions and ignite new understandings. Of course, as we look at equity from policy, practice and learner perspectives, we find that questions can be as vexed as any answers they elicit.

Evolution, revolution, status quo (even stagnation); all appear in various guises in the national and state VET policy context and in the often dynamic interplay among TAFE institution policy makers and practitioners.

DELEGATE LIST
(as at 2 April 2007)

Name		Organisation	State/Country
Catherine	Andersson	Productivity Commission	VIC
Leoni	Arandez	Victoria University	VIC
Andrea	Averis	National Centre For Vocational Education Research Ltd	SA
Homi	Azemikhah	University Of Sunshine Coast	QLD
Anthony	Bailey	Box Hill Institute	VIC
Kerry	Barlow	TAFE NSW	NSW
Dianne	Baron	Department Of Further Education, Employment, Sciences & Technology	SA
Llandis	Barratt-Pugh	Edith Cowan University (ECU)	WA
Stephen	Black	Northern Sydney Institute	NSW
Sue	Blair	Box Hill Institute Of Tafe	VIC
Annette	Bonnici	TAFE Teachers Association	NSW
Kaye	Bowman		SA
Alicia	Boyle	Desert Knowledge Cooperative Research Centre	NT
Roslin	Brennan Kemmis	Charles Sturt University	NSW
Joanne	Brown	Marketing & International, DFEEST	SA
Mike	Brown	University Of Ballarat	VIC
Gerald	Burke	Centre For The Economics Of Education & Training	VIC
Zhongjun	Cao	Victoria University	VIC
Jane	Carnegie	Carnegie Consulting	VIC
Charlene	Carpenter	ICVET - International Centre For Vocational Education & Training	NSW
Mary	Carroll	Victoria University	VIC
Richard	Carter	Victoria University	VIC
Joan	Cashion	Swinburne University	VIC
Lindy	Cassidy	TAFE NSW	NSW
Mark	Chiaroni	InfraTrain NZ	NEW ZEALAND
Kira	Clarke	University Of Melbourne	VIC
Berwyn	Clayton	Canberra Institute Of Technology	ACT
Paul	Comyn	SmithComyn & Associates	NSW
Christopher	Corbel	NMIT	VIC
Robyn	Culbert	TAFE NSW South Western Sydney Institute	NSW
Mark	Cully	National Centre For Vocational Education Research Ltd	SA
David	Curtis	Australian Council For Educational Research	SA
Marcus	d'Assumpcao	Workforce Development Directorate (DFEEST)	SA
Stephen	Darwin	Canberra Institute Of Technology	ACT
Catherine	Davis	Australian Education Union	VIC
Susan	Dawe	NCVER	SA
Anne	Dening	TAFE SA	SA
Shirli	Dovaston	Dovaston Training & Assessment Centre	NT
Catherine	Down	Cathy Down & Associates	VIC
Tony	Dreise	TAFE NSW - North Coast Institute	NSW
Tom	Dumbrell	Dumbrell Consulting Pty Ltd	NSW
Abul	Ehsan	Department Of Industry, Tourism & Resources	ACT
Carmel	Ellis-Gulli	TAFE NSW - South Western Sydney Institute	NSW
Marilyn	Enders	University Of Ballarat TAFE	VIC
Alexis	Esposto	Swinburne University Of Technology	VIC
Fran	Ferrier	Centre For The Economics Of Education & Training	VIC
Annette	Foley	University Of Ballarat	VIC
Bettyanne	Foster	Equity Research Office	VIC
Larry	Foster	Holmesglen Institute	VIC

Susanne	Francisco	Canberra Institute Of Technology	ACT
Doug	Fraser	Australian Innovation Research Centre	TAS
Steve	Ghost	SkillsTech Australia	QLD
Barry	Golding	University Of Ballarat	VIC
Martha	Goldman	Tropical North Queensland TAFE	QLD
Philipp	Gonon	University Of Zurich	SWITZERLAND
Lauri	Grace	Deakin University	VIC
Annette	Green	Charles Sturt University	NSW
Tabatha	Griffin	National Centre For Vocational Education Research Ltd	SA
Norton	Grubb	University Of California	USA
John	Guenther	Cat Conatus	TAS
Julie	Hare	APN Educational Media	NSW
Roger	Harris	University Of South Australia	SA
Pauline	Hart	TAFE NSW	NSW
Geof	Hawke	University Of Technology Sydney	NSW
John	Haycock	Monash University	VIC
Kevin	Heys	TAFE NSW - SWSI	NSW
Lynette	Hogan	University Of Ballarat	VIC
Jennifer	Horne	Chisholm Institute	VIC
Jenny	Howard	TAFE NSW South Western Sydney Institute	NSW
Anne	Jones	Victoria University	VIC
Saraswathi	Karthigasu	Department Of Further Education, Employment, Science & Technology	SA
Peter	Kell	University Of Wollongong	NSW
Carol	Kempner	Parliamentary Library	ACT
Helen	Kimberley	Equity Research Office	VIC
Bonnie	Koppens	New Zealand Industry Training Organisation	NEW ZEALAND
Wanda	Korndorffer	TAFE Development Centre	VIC
Jenny	Kroonstuiver	Mintrac	NSW
Heather	Lees	ETITO	NEW ZEALAND
Kathryn	Leong	Box Hill Institute Of Tafe	VIC
Michael	Long	Centre For The Economics Of Education & Training	VIC
Damira	Lopes	Victoria University	VIC
Jan	Matheson	Development Work	VIC
Richard	McDermott	TAFE	NSW
Jane	McGlashan	RMIT University	VIC
Donna-Louise	McGrath		QLD
Suzy	McKenna	Reframing The Future	SA
Joan	McPhee	Jayem Business Services Pty Ltd	VIC
Kari	Miller	Enterprise Development Solutions Ltd	NEW ZEALAND
Lisa	Milne	Victoria University	VIC
John	Mitchell	John Mitchell & Associates	NSW
Gavin	Moodie	Griffith University	QLD
Lyna	Nguyen	Department Of Further Education, Employment, Sciences & Technology	SA
Desiree	O'Regan	TAFE	NSW
Jennifer	Oliver	Box Hill Institute Of Tafe	VIC
Anna	Paaka	New Zealand Industry Training Organisation	NEW ZEALAND
Louise	Palmer	Swinburne University Of Technology	VIC
John	Pardy	Monash University	VIC
Stan	Pietsch	Sunraysia Institute Of TAFE	VIC
Jayne	Pitard	Victoria University	VIC
Karen	Plane	CREEW	SA
Val	Pudney	University Of South Australia	SA
Christine	Robertson	RMIT University	VIC
Craig	Robertson	Natioanl Training Directions Group	ACT
Ian	Robertson	RMIT University	VIC

Bronwyn	Robinson	RMIT University	VIC
Lina	Robinson	Swinburne University	VIC
Margaret	Robson	Canberra Institute Of Technology	ACT
Peter	Rushbrook	Charles Sturt University	NSW
Robin	Ryan	Flinders University	SA
Andrea	Sainsbury	DFEEST	SA
Janine	Schubert	Department Of Education, Training & The Arts	QLD
Linda	Simon	Australian Education Union	NSW
Michele	Simons	University Of South Australia	SA
Andrew	Smith	Charles Sturt University	NSW
Belinda	Smith	Smith Comyn & Associates	NSW
Erica	Smith	Charles Sturt University	NSW
Geoff	Speers	Cradle Coast Authority	TAS
Lynne	Stallard	ICVET - International Centre For Vocational Education & Training	NSW
John	Stanwick	National Centre For Vocational Education Research Ltd	SA
Lisa	Stephens	Box Hill Institute Of Tafe	VIC
Lucy	Stockdale	Kangan Batman TAFE	VIC
Margaret	Sullivan	TAFE NSW	NSW
Alanna	Sutcliffe	National Centre For Vocational Education Research Ltd	SA
Sarah	Sutcliffe	Canberra Institute Of Technology	ACT
Hilary	Timma	Charles Sturt University	NSW
Ray	Tolhurst	FTW & Associates	NSW
Clifford	Trood	Department Of Education & Training, TAFE NSW	NSW
Astrida	Upitis	Department Of Education, Science & Training	ACT
Karina	Veal	UNESCO-UNEVOC International Centre For TVET	GERMANY
Veronica	Volkoff	University Of Melbourne	VIC
Kevin	Walker	InfraTrain NZ	NEW ZEALAND
Ruth	Wallace	Charles Darwin University	NT
Sandra	Walls	Box Hill Institute Of Tafe	VIC
Peter	Waterhouse	Workplace Learning Initiatives Pty Ltd	VIC
Leesa	Wheelahan	Griffith University	QLD
Lorraine	White-Hancock	Box Hill Institute	VIC
Louise	Wignall	Wignall Consulting Services	VIC
Dallas	Wingrove	RMIT University	VIC
Carolyn	Woodley	Victoria University	VIC
Susan	Young	DFEEST	SA