



Building workforce capacity in VET: Towards 'integrated global educators'

Terri Seddon
Monash University

What skills are required in the VET workforce to meet current challenges of human security and sustainability?

1. Limitations of the market model and training 'delivery'

We need institutional rules that affirm quality signals in VET and recognise that 'goods' rest on cultural conventions that anchor good practice

2. Skills required within a global VET market

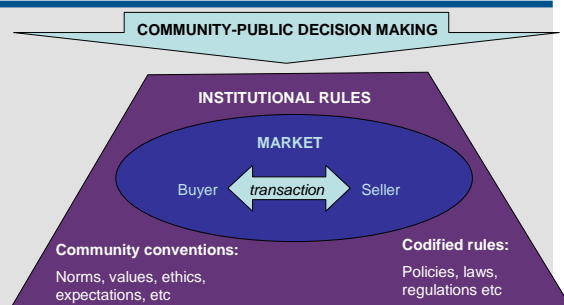
We must recognise and develop complex soft, intellectual, intercultural and interpersonal skills as well as technical competence

3. Skill levels for VET practice

We could support a skill/career pathway:

- > Industry trainer - Cert IV,
- > VET practitioner - Dip VET
- > Advanced VET practitioner
- > Integrated global educator

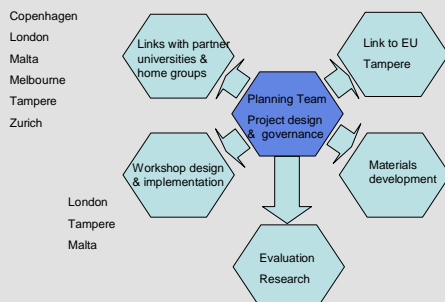
The market model and training 'delivery'



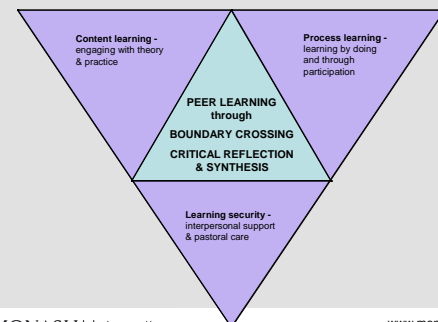
Skills required within a global VET market The Crosslife project

- Grew out of an established research field in which researchers examined the relationship between education and work based in national working life and education traditions in a critical, historical, and gender-sensitive way.
- This research field is challenged by globalisation, which is transforming the everyday practices and research frameworks of education and work - focus is now on globally interconnected lifelong learning and work.
- These changing circumstances prompted established researchers in the field of education and work to find ways of preparing researchers and professionals to understand and engage with the transformations in globally interconnected lifelong learning and work (EMVET, CROSSVOCE; CROSSLIFE)
- Aimed to revitalise academic apprenticeship for global-local times

Crosslife: A global work-learning place for tutors



Crosslife: A global learning space for students



Crosslife: Building skills for global interconnectedness

Success in the global work-learning space depended on the negotiation of human relationships, through dialogue, negotiation of meaning and relationships, and care.

- Technical knowledge and skills
- Soft skills - working together, team-building to realise outcomes, good communication
- General education skills - a general knowledge base to sustain conversation and interpersonal relationship-building
- Intercultural skills - for working across diverse, multiscalar cultural boundaries
- Personal and emotional skills - capacities for care, working with difference, emotional labour

"I did not learn what I expected (theoretical knowledge) but I learned more than expected in terms of insight in academic work, project making, cross-cultural interaction, group processes, as well as capability of working in this setting myself"

Skill levels for VET practice 1

The base: Applied adult education expertise:

- More than industry training - the skills supporting 'socialisation' where cultural differences are small (or not acknowledged),
- Foundation for vocational 'education' and cross-boundary work in organisational coordination and external stakeholder relationships
- Distinguishes the 'intermediaries' (culture workers) who navigate, mediate and translate between communities in cross-cultural collaborations and communications

Skill levels for VET practice 2

	Traditional VET	New-advanced VET practitioner	Integrated global educator
Skill eras	Formalised education-business division	Integrated educational and business skills	Multi-agency and multi-scalar global-local partnership work
Character of skills (evident at high and low skill levels)	Educational skills Vs Business skills	Teaching skills	Cross-cultural teaching skills & learning support
		Customer responsiveness	Intercultural communication and partnership work
		Client relationships	Knowledge building, information management and research
			Organisational development and HRD
		Multi-agency decision-making and governance	

Based on Mitchell, 2009

Skill levels for VET practice 3

The levels:

1. **Industry trainer** - supporting learning through 'socialisation' into community norms to encourage conformity
2. **VET practitioner** - combining educational and business values and thinking to support continuous improvement
3. **Advanced VET practitioner** - demonstrating 'extraordinary capabilities' in client relationships, customer responsiveness, and flexible delivery
4. **Integrated global educator** - engaging in multiscalar work, locally-globally, conscious of self in time-space, strategically building knowledge and managing information, ethical in contexts of risk & cultural ambiguity, enacting intercultural respect and care