

TAFE teacher's knowledge bases

CIVTAA, DipTAA & DipVETPractice
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- Subject: Substantive, Syntactic
- Learner: Empirical, Cognitive
- Curriculum; Educational contexts; Educational ends, purposes & values
- Beliefs: Subject, Teaching, Self
- General & Pedagogic content knowledge

Program	Knowledge of ...							Beliefs about Teaching	Knowledge of Self	Beliefs about Subjects	Pedagogic Content Knowledge
	Content (Substantive & Syntactic)	Curriculum	Educational Contexts	Educational Ends	Learners (Empirical)	Learners (Cognitive)	General Pedagogic				
CIV TAA	Developed prior to employment	+	+	+	+	+	+	-	-	-	-
Dip TAA		+	+	+	+	+	+	+	+	+	+
DipVETPractice		+	+	+	+	+	+	+	+	+	+

However ...

CIV TAA

- Bring some knowledge bases to practice
- Largely uncritical, descriptive, applied
- Minimal conceptual
- No high level reflection or self-evaluation
- Substantial opportunity: curriculum, educational contexts/ends, learners
- More limited opportunity: knowledge of learners & general pedagogical knowledge
- Not pedagogical content knowledge

	AQF 4	AQF 5
Understanding ...	A broad knowledge base incorporating some theoretical concepts	A broad knowledge base incorporating theoretical concepts with substantial depth in some areas
Problem solving	Apply solutions to a defined range of unpredictable problems	Analyse and plan approaches to technical problems or management requirement
Information access and use	Identify, analyse and evaluate information from a variety of sources	Evaluate information using it to forecast for planning or research purposes
Contexts	Identify and apply skill and knowledge areas to a wide variety of contexts with depth in some areas	Transfer and apply theoretical concepts and/or technical or creative skills to a range of situations
Responsibility for self	Take responsibility for own outputs in relation to specified quality standards	Take responsibility for own outputs in relation to specified quality standards
Responsibility for others	Limited responsibility for the quantity and quality of the output of others	Limited responsibility for the achievement of group outcomes

Dip TAA

- No explicit critique of existing policy/practices
- General pedagogical knowledge consolidated & extended
- Beliefs about subjects, teaching, self restricted to a single unit of competence
- Possibility a full suite of knowledge bases
- Is single unit of competence is adequate to develop a solid foundation of PCK?

Dip VET Conclusions

- Opportunities for the development of the full suite of knowledge bases
- But, PCK requires experience and reflection, questions about whether the limited opportunities to develop knowledge of beliefs about teaching, self and subject are adequate to develop PCK

General Conclusions