

Raising the Bar on VET Teacher Education Qualifications

Linda Simon
Ros Brennan Kemmis
Annette Bonnici

Agenda

- Introduction and outline of the workshop
- Initial educational qualifications, including the AQTF and review of CIV TAA
- The workshop last year - outcomes and statement
- Overseas VET qualifications and trends
- Research that is taking place - JMA Analytics, Skills Australia, NCVET and ACE/L. H. Martin Institute
- Questionnaire conducted in TAFE NSW
- Discussion and outcomes from the workshop

Issues

- initial qualifications and continuing professional development
- terminology - teacher, trainer, VET practitioner, advanced VET practitioner, VET professional - what do all of these mean in terms of roles and qualifications?
- funding for VET practitioners to undertake qualifications? Incentives to practitioners?
- restrictions of AQTF
- public and private providers - are the same qualifications required?
- a national qualification/standard/accreditation/regulation?
- type of initial qualification - level and generic/specialised?

Standard 1.4 of the AQTF

"Training and assessment are conducted by trainers and assessors who:

- a) have the necessary training and assessment competencies as determined by the National Quality Council or its successors
- b) have the relevant vocational competencies at least to the level being developed or assessed
- c) continue developing their vocational and training and assessment competencies to support continuous improvements in delivery of the RTO's services"

At present this is the CIV TAA. This sets the minimum benchmark and the 'base' qualification for initial VET teachers.

New CIV TAA

7 core units instead of 12 in:

- Learning Design
- Delivery and Facilitation
- Assessment

- 3 electives

IBSA Discussion Paper TAA 50104 – Diploma of Training and Assessment

Issues raised in the discussion paper include:

- promotion of discussion around the Diploma's current usage (885 enrolments in 2008) and take up of alternative comparable qualifications
- analysis of changes to CIV and implications of these changes for the Diploma
- consideration of the need for VET professionals to hold or undertake additional specialised qualifications at the Diploma level
- a set of questions related to the needs of 'advanced practitioners'
- The question being asked is 'What should be the purpose of any qualification which seeks to meet the skill development and recognition requirements of a VET professional?'

Responses close 31 May.

Proposal for new Diploma TAA

- * 4 core units plus 1 skills set of 3 units

Core

- * maintain and enhance professional practice
- * develop innovative products and services
- * develop and apply educational research skills
- * engage with industry/community

Skills Sets

- * advanced assessment
- * advanced facilitation
- * learning design
- * educational leadership

Skills Australia Communique 20 November 2009

"Quality VET teaching is essential to a high performing system and to the professionalism of the broader workforce. National leadership is needed and the Forum is calling on COAG to add VET system quality to its list of aspirational education and skills targets. The Forum is calling on industry, educational institutions and government to support the development and implementation of a national workforce development strategy for the VET workforce. Elements of the strategy would include:

- Higher quality data and information about the VET workforce
- A suite of qualifications that reflect the diversity of the sector to ensure that qualifications of the VET workforce are fit for purpose, and regular audits to ensure that training providers offering these qualifications are competent to do so
- Accreditation of teachers and assessors including a requirement for continuing professional development
- Appropriate financial investment in teacher development "

Consensus and Principles from the 2009 Workshop

- There must be 'parity of esteem' with others working in the various education sectors.
- Teachers need to be acknowledged through a national mechanism of professional recognition.
- The elements of any teacher qualification must include a focus on the capacity to research our own practice.

2009 Workshop con't

- Assessment is a critical issue for VET practitioners and it must be centrally located in VET teacher preparation
- In the current policy environment, where the links between VET and HE are being reconceptualised, VET practitioners need to be autonomous, independent, creative and consistent.

Necessary Elements in VET Teacher Qualifications

- VET teacher qualifications should be thorough, holistic and cross disciplinary.
- The qualifications must focus on the diversity of the student cohorts that are present in any teaching and training context.
- There is a need to include a study of ethics in any teacher preparation program

Necessary Elements in VET Teacher Qualifications

VET teacher qualifications must also focus on:

- A) Establishing rapport with learners
- B) The teaching and learning process
- C) Anticipating emerging needs in the sector and interpreting these with a focus on student learning

Necessary Elements in VET Teacher Qualifications

- VET teacher qualifications need to acknowledge the duality and sometimes tension between industry needs and pedagogical imperatives.
- There is a need to ensure the industry currency of VET teachers and make reasonable adjustments to facilitate this.

NCVER Research undertaken by Hugh Guthrie

'How are VET teachers receiving their initial training?'

- asking the questions:
- What is the range of formal teaching qualifications available?
 - What have been the trends in their enrolment numbers and completion rates?
 - What are the characteristics of learners accessing these courses and - in particular - what study have those entering these programs undertaken prior to entry?
 - What are the differences, if any, between provider types and jurisdictions in their requirements for initial VET teacher training?
 - What are the key elements/attributes of these programs?

Practitioner experiences and expectations with the Certificate IV in Training and Assessment - Berwyn Clayton, 2009

- research looks at a small number of graduates of the CIV TAA both on completion and some time later
- finds that whilst graduates might enter the field feeling prepared and reasonably confident, they need ongoing learning and support from experienced teachers and trainers
- without this support, she is finding that graduates struggle

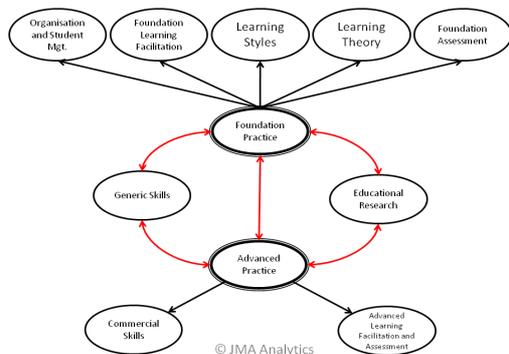
LH Martin Institute at Melbourne University – Leesa Wheelahan

Funded by DEEWR and managed by Australian College of Educators (ACE)

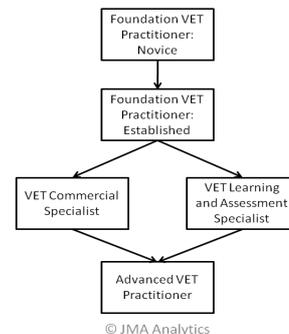
This project examines:

- what constitutes high quality teaching practice in VET?
- what factors support high quality teaching?
- what do the systems measures tell us about the quality of VET teaching and learning?
- what sorts of things could be done to improve practice further?

JMA – Dr John Mitchell & Dr John Ward



JMA – Dr John Mitchell & Dr John Ward



TAFE Teacher Questionnaire NSW

- Questionnaire for existing TAFE teachers
- Qualifications held (industrial and educational)
- Skills and Capabilities
- Ongoing Professional Development needs

Questionnaire Results

- Over 500 respondents within 2 weeks
- All industry areas
- 78% 10 years or more
- 22% Casual
- 52% Industry Qualifications < Degree
- 32% Educational Qualifications ≥ Degree
- Vast majority hold CIV TAA or CIV AWT

Questionnaire Results

- Skills – empathy, communication, organisational, flexibility/being adaptive, professional currency, computer skills
- Initial Training – “A Dip Ed type course which looks at education theory and not just at planning and assessment. These last two are only part of group of skills you need to be an effective teacher.” University after Cert IV plus mentoring.

Questionnaire Results

- New skills needed – eLearning, mixed mode delivery, development of curriculum and resources, green skills
- How should we get new skills – return to industry, mentoring, on the job, just in time training, courses, release from teaching, TIME

Discussion

- if we agree that we need to raise the bar on VET teacher/practitioner qualifications, how might we do this?
- does this research cover all the issues that need to be explored? Are there gaps?
- how should stakeholders seek to influence the review of the Diploma TAA?
- are generic educational qualifications good enough, or is there now a space for specific educational qualifications
- for different industry areas?
- how should continuing education/professional development take place, including when, where and who pays?