

Future of VET Teaching

About this event

Charles Darwin University is hosting an OctoberVET event on 17 October 2019 at the Casuarina Campus in Darwin. OctoberVET is a season of local presentations co-ordinated by the Australasian Vocational Education and Training Research Association (AVETRA). The theme is: *Overcoming barriers and building success in contemporary Vocational Education and Training (VET) practice*. The goal of the event is to showcase and share VET research, that recognises the vital role educators play in skill development and recognition in a rapidly changing world of work. Specifically, it provides an opportunity for participants to understand the barriers educators face in transforming their practice to respond to the emerging need for transnational teaching, online teaching and the assessment of prior learning.

The event is part of CDU's commitment to engaging the community in research that builds the capacity of educators to design and deliver quality learning experiences to students to help them become 'future-ready workers'. This important event is relevant to trainers, assessors, lecturers, educational developers, learning technologists, educational managers, and anyone with a keen interest in preparing the VET teaching workforce of the future.

Presenters

The event includes three interactive research presentations: Dr Louise King on the factors that influence transnational teachers' ability to maintain Australian standards in another country, Deniese Cox on the influences that constrain the online practice of VET teachers and Deb Carr speaking about the difficulties that candidates face in navigating the RPL process and the implications for assessors. [Link to presenter page on CDU](#)

Event Details

Registration: This event is free and open to the Darwin VET community. However, registration through Eventbrite is essential due to room size. [Registrations via Eventbrite](#)

Date: 17 October 2019

Time: Morning session: 9.00am to 11.30am
Welcome
The factors that influence transnational teachers' ability to maintain Australian standards in another country
Influences on student-centred practice within online VET

Afternoon session: 1.30pm to 3.00pm
RPL candidates reveal assessors as the 'meat in the sandwich'
3.00pm to 4pm Facilitated discussion on research priorities for VET in NT

* Participants may register for one or both sessions

Contact person: Dr Louise King 08 89466405

Catering: Tea, coffee and biscuits free. Lunch can be bought from the University cafes and cafeteria.

Location and parking: Room Red 1 Level 3 (above the cafeteria)
Casuarina Campus, Charles Darwin University
Ellengowan Drive, Casuarina

Parking is often limited, and it is recommended that you arrive early. Parking costs \$1.50 a day and the meters take coins only.

The factors that influence transnational teachers' ability to maintain Australian standards in another country

Dr Louise King

	<p>Louise is the Manager, VET Development and Design at Charles Darwin University. Since 1991 she has worked as an industry trainer, vocational educator, curriculum writer, academic, academic developer, quality advisor and manager in vocational and higher education. Louise also held a number of senior executive roles in NSW TAFE and Victoria University. In 2009, Louise had the opportunity to work in transnational education and worked abroad for two years. It was this experience in teaching and managing a team of VET teachers offshore that inspired her to undertake and complete her research. Louise is now working towards the publication of her work.</p>
<p>Research summary</p>	<p>In early 2019 Louise completed her thesis titled: <i>Australian Transnational Vocational Education and Training Provisions: Sustainability, Quality and Relevance</i>. This presentation draws on her research and focuses on the factors that influenced the implementation of Training Packages in nine different countries across the Pacific, Asia and the Middle East. In depth interviews were conducted with thirteen VET teachers, who taught across a range of vocational areas including: Electro-technology, Architecture, Aged Care, Hospitality, Business, Project Management, Events Management and Design. The interviews provided a means to elicit, analyse and consider data about the contextual experience, actions and relationships of multiple teachers regarding the different educational contexts in which they teach Australian VET programs offshore.</p> <p>Five situational factors were found to have the most influence on these teachers' ability to maintain Australian curriculum standards in another country: (a) information, (b) resources, (c) materials, (d) institutional arrangements; and (e) student readiness. These factors were manifested quite differently across national and cultural contexts. Thus, teachers faced different kinds of dissonances between the curriculum intentions and what was supported by stakeholders in each situation. What these findings reveal is that a teachers' capacity to enact Training Package products, as per Australian legislation, relies not only on their previous knowledge and experience of the curriculum, associated pedagogies and regulations, but also to their ability to understand and influence local factors.</p> <p>The findings suggest that there is a need to support an extended scope of role for teachers in negotiating with local stakeholders to develop a relevant curriculum in context. Further, the provision of customised professional development, along with material support and implementation guidelines are essential if VET teachers are to fulfil this role. It is suggested that such efforts may well strengthen the relevance, quality and sustainability of Australian transnational VET provisions.</p>
<p>Presentation</p>	<p>Louise will present some of the key findings from her research and offer participants the opportunity to ask questions. Her presentation is relevant to anyone who is interested in developing and implementing strategies that will support transnational teachers to improve the relevance, quality and sustainability of Australian transnational VET.</p>

Influences on student-centred practice within online VET

Deniese Cox

	<p>After a career as an executive manager of corporate services teams in the Oil & Gas industry, Deniese transitioned to adult education while working in China when she was asked to write and deliver Diploma level management training for engineers transitioning into leadership roles. She became hooked, added a Master of Learning & Development to her MBA, and has never looked back. Deniese has since worked as a VET educator within South-East Asia and Australia. Today she is a sessional lecturer at Griffith University preparing future teachers for teaching in the digital classroom.</p>
<p>Research summary</p>	<p>Deniese is currently completing a PhD researching online education within VET. Rather than assume all education sectors should have the same understanding of 'good' teaching, Deniese's study asks VET teachers what the online VET teacher role should be and how online education should be idealised within VET. Importantly, her work identifies factors within the VET teaching context that influence teachers to enact practices that are not aligned with their personal view of good teaching.</p> <p>For this research, Deniese engaged with a fully online team of educators within TAFE Queensland. Teachers from that team shared their thoughts in a wide-ranging survey and allowed Deniese to observe their practice up close. Teachers then participated in deep interviews reflecting on challenges they are experiencing while navigating the introduction of digital technologies and expectations for online VET education.</p>
<p>Interactive Presentation</p>	<p>Deniese will present the findings from her research and offer opportunities to practically engage with the issues raised by teachers in the study. Her presentation is relevant to any teacher considering how to incorporate technology and online education into their practice and any educational developers and technologists who are involved in designing, developing and delivering professional development for these teachers. Across four topics, this session will focus on:</p> <ol style="list-style-type: none"> 1. Teacher-centred or student-centred ... it's not that simple! Teachers in this study did not align with a simple teacher-centred or student-centred belief about what a good teacher does. Their teacher identity is more complicated than that – is yours too? 2. What I believe isn't necessarily what I do Teachers in this study reported a significant misalignment between what they believe is good practice and the practices they actually enact day-to-day. Identify where any misalignment resides for you. 3. Teaching context influences practice Teachers in this study identified several factors within their teaching context that affects their practice. Considering if these factors might be affecting your practice can make it easier to mitigate or leverage them. 4. Low hanging fruit when easing into online education Teachers in this study found a model of online teacher roles helped them make conscious choices about prioritising their practice. In this final topic, reflect on how you want to prioritise your many teacher roles; see some easy-to-implement ideas to ease your way into the digital classroom.

RPL candidates reveal assessors as the ‘meat in the sandwich’

Deb Carr

	<p>As a lifelong learner – Deb’s utilised RPL; as an instructional designer, designed RPL tools; as a researcher, studied RPL; as a policy maker, worked in state and local government towards better VET and lifelong learning outcomes; as a practitioner, conducted RPL; as an internal compliance officer, audited RPL. Deb’s interest in RPL is primarily as a mechanism of human agency in an increasingly disempowering and complex world. Because of this, Deb advocates RPL is implemented through the lens of enhancing individuals’ meta-learning capacity.</p> <p>Deb completed her Master of Education at CDU. With no undergraduate degree and leaving school early, Deb benefited from Australia’s offer of alternative pathways to further education. She looks to continue her learning towards a PhD in the hope to find answers in how RPL can be an empowering meta-learning experience for those who seek betterment in their life through education.</p> <p>Deb has her own consultancy Think About Learning and is currently working for Brimbank City Council as the Learning Unit Coordinator with carriage of the Lifelong Learning Strategy 2018-2023 and the Youth Jobs Strategy 2018-2023 for the municipality. The diverse community of 208 000 consists of 50 per cent born overseas and is experiencing high youth unemployment. With impending multiple major infrastructure projects Brimbank City Council looks to ensure local people benefit.</p>
<p>Research summary</p>	<p>RPL is the empowering connection between lifelong learning and formal education. In the rapidity and enormity of global changes impacting our work and home life, there is critical imperative for RPL in terms of social justice agendas and labour market efficiencies. United Nations, International Labour Organisation and the World Bank have indicated increased nation interest in seeking effective and efficient RPL systems.</p> <p>As practitioners and policy makers we can influence the RPL experience as empowering ... or not.</p> <p>Deb’s thesis The RPL Candidate – a neglected stakeholder explored candidates’ experience of RPL. Deb commenced her research with an international study tour as Visiting Researcher to the UNESCO Institute for Lifelong Learning in Germany and guest of the Thailand Professional Qualification Institute. Stage one interviewed 21 assessors who collectively conducted over five thousand RPL assessments, across all RTO types, AQF levels and multiple industry sectors. An unexpected and important finding was the anguish assessors expressed. They appeared as the meat in the sandwich between compliance, productivity, the ‘system’ and student wellbeing. Stage two explored difficulties 11 RPL candidates experienced as they sought RPL within the Australian VET system. In total 387 expressions of difficulties were collected, themed and an ‘impact score’ applied. ‘Loss of confidence’; ‘having experience but not documentary evidence’; and ‘employer buy-in’ scored as the three top difficulties.</p>
<p>Presentation</p>	<p>Deb will present key findings that informs an evidence base for deep discussion on the opportunities for better execution of RPL.</p> <ol style="list-style-type: none"> 1. Global interest in RPL – is Australia behind? 2. Candidate experience – summary of findings 3. Assessors voice – the meat in the sandwich 4. Discussion – what can we do differently? <p>Policy makers, practitioners and institution systems people are invited to hear and discuss the real impact policy, practice and RPL systems have on candidates’ experience of the RPL process.</p>