# TEACHER LEADERSHIP IN VET

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## Abstract

Change is a constant and volatile feature of the VET sector; in fact, it is 'a sector that needs saving through effective leadership' (Kelly et al. 2005 p.6). In 2005, the role of Lead Vocational Teacher (LVT) in TAFE Queensland was created. In return for extra pay, LVTs perform extra duties commensurate with their skills and experience. There are currently 983 LVTs (DETA 2008) employed in TAFE Queensland and as yet, the role remains ill-defined.

The name Lead Vocational Teacher itself implies leadership in teaching and in fact teachers are expected to take a leading role in the development of product, business partnerships and teaching and assessment practices. Much has been written on the nature of leadership in the school and higher education sectors. However, little is known about teacher leadership in the VET sector. Questions remain as to 'the place of leadership in less exalted positions—in the "engine room" of educational change' (Simkins 2005, p.16) and the influence exercised by all staff, not solely senior leaders, on the culture and direction of an organisation (Lumby 2003, p.284). The lack of substantive power exercised by teachers has meant that there is a paucity of research into the role of teacher leadership, particularly in VET.

As the first stage of doctoral research, a series of focus groups was held to explore the way in which the LVT role is currently being deployed within various TAFE Queensland institutes. Lead Vocational Teachers were asked to discuss their current duties and functions, teacher leadership in VET and the potential of the Lead Vocational Teacher role. This paper presents the findings of the research and examines the role that LVTs can play in influencing the direction and development of a TAFE organisation.

## Introduction

In 2005, TAFE Queensland introduced a new category into the scale of TAFE Queensland VET teachers. The Lead Vocational Teacher (LVT) role was ostensibly created to provide a career pathway for teachers who had reached the top of the pay scale. In return for extra pay, LVTs have to take on extra duties commensurate with their skills and experience. The list provided for sample duties was not exhaustive and teachers were encouraged to negotiate duties they believed to be appropriate. Many questions remain concerning the nature of the role, the effectiveness of it meeting the career development needs of high level teachers and how this group can be more effectively deployed to meet the needs of TAFE Queensland. Furthermore, it is yet to be placed into any form of strategic organisational intent, whether within its own context or in relation to other existing leadership roles.

Lead Vocational Teachers (LVTs) in TAFE Queensland number 983 (1/9/2008 data provided by Department of Education, Training and Arts, Queensland). A breakdown of data provided by DETA in September 2008 indicates the following detail:

Lead Vocational Teachers span the 35-65 age group and are senior teachers in their given fields. Over two thirds are in the 50-65 age group (n = 744).with just under half are in the 55-65 age group (n= 477).  Under a third are in the 35 – 50 age group (n = 239).

It is a role that has attracted much debate as to its purpose and usefulness. Anecdotal evidence suggests that the role works more satisfactorily in some TAFE institutes than others. However, a clearer definition of the role and duties of teacher leaders in VET would be of value.

**Literature review**

Change is a constant and volatile feature of the VET sector (Blom & Clayton 2002, Mitchell, 2007). It has led to a need for leadership (Mitchell, 2007), indeed it is 'a sector that needs saving through effective leadership' (Kelly et al., 2005 p.6). The label implies leadership in teaching and research indicates that VET teachers are expected to take a leading role in the development of product, business partnerships and teaching and assessment practices. Much has been written on leadership and education in the school (Barth, 1999; Fullan, 1994; Katzenmeyer & Moller, 2001) and higher education sectors (Schuster & Finkelstein, 2006, Bryman 2007). However, little is known about teacher leadership in the VET sector. Of the research conducted by Falk and Smith (2003), Foley and Conole (2003), Mulcahy (2003) and Callan (2007) examining the leadership capabilities of those working in the VET sector, only Foley and Conole (2003) discuss the premise of 'leading from any chair' and provide a generic leadership capability framework for all TAFE staff (in Victoria).

Teacher leadership has been described as a position of influence (Jameson & MacNay, 2007; Katzenmeyer & Moller, 2001), an opportunity to sit with the grown ups at the table (Barth, 1999). It can happen on an informal or formal level (Donaldson Jr, 2007) through the basis of constructivist teaching methods, characteristics that teachers can bring to leadership (Lambert et al, 1996). While teachers do not have substantive power, they are at times required to show leadership qualities, particularly where VET teachers often work with external partners and do indeed lead training and assessment initiatives in industry and the community.

In reviewing the consequences of the overhaul of the further education sector in the UK and its impact on leadership practices, Simkins (2005) asks: 'What about the place of leadership in less exalted positions—in the 'engine room' of educational change?' (p.16). He defines three emerging roles that require leadership:

- enhanced line roles managing and supervising staff

- project management roles

- networking roles for building partnerships (p.16).

However, the lack of substantive power has meant that there is a paucity of research into the role of teacher leadership in VET, instead focusing on leadership by managers and the executive, for as Jameson and McNay (2007, p10) point out the ultimate responsibility for decision–making rests with the manager. On the other hand, ideas of shared, distributed or collaborative leadership have surfaced  as leadership styles that would suit the VET sector and demands of the knowledge era, as 'organizational

teams, like human groups more generally, seldom have just one leader' (Mehra *et al.*, 2006, p. 2).

Collaborative leadership, that is, consulting with staff, creating a shared vision, joint decision-making, the putting aside of personal agendas to achieve a greater goal, requires trust (Jameson, 2007). In addition, Pearce (2004) posits a model combining vertical and shared leadership as more suitable for the knowledge era. Put simply, he suggests sharing the load will enhance creativity and the most qualified to deal with a complex situation will rise to the occasion as required. However, Pearce suggests that the careful management of boundaries and the development of leadership skills across teams must be established.

Furthermore, the demand for innovation and the event of self-managed teams within the VET context suggests the need for leadership skills and shared vision. The development of which could best be supported by the findings of Mans and Sims (1989, cited in Pearce 2002, p 176) who describe the development of self-leadership skills which support the flatter management structures characteristic of the contemporary workplace. Moreover, Pearce (2004) links innovation and shared vision, finding that altruistic behaviours, team work and team strength were all viewed as positively influenced through shared vision, which ultimately makes the achievement of innovation more likely, while Jameson (2007) forges a link between collaborative leadership such as communities of practice and innovative e-learning projects that share knowledge, learning, teamwork and resources.

One of the objectives of this research is to contribute to an overall understanding of teacher leadership in the VET sector and particularly the role of the LVT. A study of this must encompass the values, attitudes, beliefs and behaviours that form the basis of teacher identity.

**Research method**

The first phase of this doctoral research was conducted through a series of focus groups held at the end of 2009. A Queensland TAFE-wide broadcast attracted the LVTs who volunteered to participate in the focus group discussions. In all, while 80 people responded to the broadcast, approximately 24 were able to take part. This was due mainly to time constraints, work pressures and other commitments. Representatives participated from the following institutes: Gold Coast, Southbank, Southern Queensland, Sunshine Coast, Tropical North, Brisbane North, Wide Bay, Barrier Reef and Skills Tech Acacia Ridge.

The focus groups reviewed the way in which the LVT role is currently being deployed within various TAFE Queensland institutes (see Appendix 1).

**Findings and discussion**

The haphazard nature of the introduction, implementation, and ongoing review and monitoring of the role of the LVT reflect the unknown quality of teacher leadership in TAFE Queensland. The teachers reported enormous differences in the tasks, hours and level of independence that operated within the role and also accordingly, varying degrees of teacher satisfaction associated with the performance of the role. They stated a preference for a closer monitoring and more regular review of the role which they felt would contribute to a more effective and targeted utilisation of their skills, knowledge and abilities. Furthermore, there is evidence that the LVT is a leadership

role and examples are provided of shared and vertical leadership (Pearce 2004); collaborative leadership (Jameson & McNay 2007); project management, management and supervision (Simkins 2005); cultural influence and positive altruistic behaviours. However, a point of contention for LVTs is that the position and input goes largely unrecognised and when measured in time and effort, largely unremunerated.

It is a position of powerful influence (Jameson & McNay 2007) that does not rest on a base of power and so, this can have a negative impact when issues arise. Ultimately the predominant forces governing the culture of the organisation, much to the disquiet among teachers, is the bottom line. LVTs voiced a growing concern that this was more important than sound educational practices and would affect their level of commitment to their role. For the most part, it was stated that if teachers were to be used to their fullest capacity to enable business growth and achievement of excellence in education, the role of teacher leadership in TAFE had to be recognised and more thoughtfully implemented.

### Introduction of the role

The introduction and implementation of the role of the LVT varied greatly across the institutes. In some institutes it was automatic for teachers to take on extra responsibilities in return for remuneration equal to an extra hour per week over the year, while in at least two institutes, the LVTs concerned had to apply for the position of LVT and in one case, the application had been 'knocked back' twice. The role could also be 'handed back', with some LVTs choosing not to take on the extra duties. In addition, there appeared to be an inequitable implementation of the role, with some LVTs carrying a far greater load with more responsibility than others.

### Tasks and duties

The roles performed by Lead Vocational Teachers across the various institutes had some similarities. Nearly half of the participants (n=10) reported that their main LVT tasks lay in course coordination which meant the organisation of timetabling; liaising with internal and external clients, such as Heads of School, guidance officers, schools, industry, local community agencies and universities; dealing with course administration and monitoring courses for auditing purposes to comply with the demands of the Australian Quality Training Framework (AQTF). Other jobs and duties included:

- the induction and mentoring of new staff (n=5)
- arrangement of student orientation and graduation
- arrangement of casual replacement teachers
- liaison with universities regarding higher level qualifications
- student grievances and student counseling

- budget management (n=3)
- teacher representation and regularly liaison with TAFE management
- course development (n=2)
- management of Recognition of Prior Learning (RPL)
- maintenance of online courses
- teacher representation within communities of practice

However, the amount of time allocated and spent on the assigned duties varied greatly across and within institutes from 1-2 hours to 10-15 hours per week dependent on such factors as: size of the team, the number of LVTs within a team and the level of specialised knowledge associated with the course. Due to content area specialisation, in some cases the LVT had become the sole point of contact and reference and dealt with all incoming enquiries and administrative issues.

The response to the question of whether the role was being used to the best advantage of TAFE Queensland was mixed. Some teacher felt they were being used well, while other markedly disagreed. The main concern voiced was regarding the organisation of the role. Teachers described it as being too *ad hoc* and inequitable with not enough standardisation, monitoring or review.

The role of the LVT might have been negotiated a number of years earlier, and yet the teachers concerned had not been given an opportunity to review their duties. A number of factors had led to an expansion of the role of the LVT that had not been negotiated.  These were:

- a rapid growth in the international market  and  the influx of students

- A high level of staff  turnover in some subject areas

The increase in student numbers and the high growth in certain subject areas, such as nursing and hospitality, have led to a dramatic increase in enquiries and administration. Teachers reported that their course numbers had doubled or tripled and as a result their LVT duties were largely taken up with course coordination with little or no time being spent on improving teaching excellence. However, as the role has grown, the lack of regular review has meant that teachers have been less able to negotiate more time and less teaching under the new system and yet, due to their sense of professional commitment, feel unable to drop tasks.  These extra duties remain uncompensated with time or money. Conversely, the lack of monitoring and review also led to an inequitable situation among teachers, who expressed concern that some colleagues put less effort into it.

The second factor sharply affecting the role of the LVT is the skills shortage which has resulted in the loss of teachers to more lucrative industries such as nursing, construction and engineering.  This turnover of staff has meant an increase in numbers of casual teachers with a need for mentoring and managing. Alternatively, less mentoring has resulted in underprepared and stressed new teachers which again has led to a high staff turnover and dissatisfied students. In some areas, such as nursing, the situation is more desperate where the average length of stay is reportedly 5.5 months.  Also, keenly experienced is the high turnover of administrative staff, with LVTs bemoaning the use of valuable time on the mundane aspects of administration and the repeated mentoring of new admin staff in course administration processes, 'How long have you had an admin person for longer than six months at a time?'. This lack of consistency in admin staff has led, in some situations, to a devolvement of tasks to the teachers.

The blurring of lines between the roles of the LVT and Educational Managers or administration staff to coordinate courses and processes caused the greatest sense of unease, particularly where the roles have slowly devolved and teachers have still been required to teach a full teaching load. Furthermore, in some institutes where the role

of the Operations Manager had been removed, the repercussions of the deficiency of that position were being acutely felt. 'You know that if you do not do it the place falls apart, in the team.' This may be a pragmatic response to the marketisation of education, however, the professional status of teaching is weakened through this shift in focus and is a dilemma faced internationally in education (Hargreaves 2000) and felt deeply by some of the teachers.

> The issue we are having at the moment is whole array of administrators have recently been redeployed, some 16 administrators, and many of their functions fall or double into the LVT functions….Time has to be given to leaders to create and energise people, to inspire them and get innovation and to create better resources, to do clinical supervisions on teaching and strategies, but LVTs are just put under so much pressure because they are doing the administrator's role.

Clouding the role is the lack of substantive power, recognition or training associated with the position. As one teacher stated 'I feel like I am just a nobody, I get called a Team Leader, like someone that works in a call centre.' There is a sense of being undervalued. Some LVTs reported that in some cases, leadership qualities were not recognised and solutions were not taken on board. However, others reported a sense that they were permitted 'free rein' by an institute manager who perhaps did not understand their content area, until there was a problem and the issue of responsibility arose. This situation reflects the vertical and shared leadership model posited by Pearce (2004) and the insightful suggestion that boundaries have to be carefully managed. Where in one particular situation, the mixed role was recognised and the teacher permitted adequate time to perform the duties with a .5 teaching role and .5 management position, the teacher felt satisfied with the balance and that their skills were being used in the best possible way being able to utilise their knowledge of curriculum and teaching.

*Teacher leadership*

The teachers participating in the focus groups strongly asserted that there was need for teacher leadership in TAFE Queensland, citing a number of areas where they felt they could be particularly effective. These included: induction; mentoring and coaching of new staff; business development; course coordination, management and development; acting as a conduit between management and teaching teams and the management of AQTF and AVETMISS compliance.

Teacher leadership in TAFE Queensland, suffers a number of prohibitions, largely because the leadership roles remain unofficial. As stated by Jameson and McNay (2007), there is a lack of substantive power associated with teacher leadership. As one participant stated, 'unless it is defined, it is not supported. You are allowed to go ahead with it, but it is unofficial you feel a little in limbo as to how far you can go. Like you are being watched and as long as it goes alright, it isn't a problem, but if it goes wrong...". It was stated that it depended on the individual institute manager as to how supported the teacher was and if they truly understood the nature of the educational requirements.

With regard to formal induction and mentoring, one LVT stated that it was stopped in the mid nineties. Teachers were not generally allocated official time to mentor. The role continued in an unofficial capacity, but was *ad hoc* and that teachers 'do it

because you are professional, it's just what you do'. Virtually across all institutes there was a sense that a formal mentoring program would be beneficial, not only to secure the passing on of knowledge and skills in an industry threatened with 'knowledge loss' (Clayton 2005), but also to prevent the waste and stress associated with a high staff turnover. However, to complement these needs, it was suggested that LVTs should undergo leadership training. Due to classroom and financial constraints, few teachers are given the opportunity to attend training, but it was felt that LVTs would benefit from leadership training and so too the institutes.

To truly be enabled to take on a leadership role, it was asserted that the knowledge of education and the curriculum had to be acknowledged and recognised, 'It is an important role that the organisation relies on and it should be recognised', and 'Definitely a role for teacher leadership for new teachers…it needs to be an educational person with knowledge of education and the curriculum.' However, as one participant stated, the role of teacher leadership is recognised in their institute and 'sometimes in most cases they are given a reduced workload. We realise the need for teacher leadership.' In contrast, it was stated by an LVT 'professional people, that is, the educators on the ground and their views, their problem solving and their solution capabilities are not valued. We provide solutions…it's simply just not taken on board. They want rationalisation, they want to save money, but they employ administrators and don't want to listen to the educators… it's insulting…'.

In tandem is the underutilisation of specialist skills, particularly in relation to business development where a number of participants felt that relationships developed with industry based on personal links and industry knowledge was not being supported or exploited for the benefit of the institutes. Teachers felt they were not being given the opportunity to demonstrate teacher leadership in business development. The prevailing wisdom appeared to prefer teachers in the classroom, while marketing staff with little or no knowledge of the industry were sent out to business meetings. Therefore, the role of teacher leadership in further education being used for networking and building partnerships (Simkins 2005) is generally not being applied.

> Teachers are the best ambassadors. They know the business and can develop the market... They could provide information and management could make up the plans and put it forward with the help of the teacher.

> I know that my skills are not used, even when they are offered they are not used…and I have heard that a lot before from other teachers, who have a lot of wonderful specialist skills that are not used.

> Any LVT is a better seller of the course because of their knowledge, than a person with a degree in marketing. We were employed with industry knowledge and industry links, but those links have faded because we are not given time to maintain it'.

As a diverse sector, where the needs of the business vary across institutes, there also exists the experience that 'I wouldn't have a job if I didn't develop my own business. I accept it as a part of my role. I have to go and get the business myself'. These types of exceptions indicate that it is the approach of the individual institute manager or institute that is deciding how LVTs are used. However, in the area of business development, marketing and business relationships, the overwhelming conclusion was that teachers were underutilised, and that TAFE Queensland was losing out.

*Shared vision*

The issue of values was raised to open a discussion that would explore whether there was a shared vision that underpinned teacher leadership duties and roles. In regard to core values, many of the participants stated a genuine commitment to the outcomes for students that reflected the vocational nature of teaching. Teachers '…are in a position where they have a lot of power in terms of outcomes and so, teaching is more like a calling than a career. We could earn loads more money in industry, I've been offered more.  We do it because we love the outcomes…' This was also cited as part of the reason why LVTs take on the extra unremunerated jobs and tasks.

However, countering this vocational devotion to their job is a conflict of interest. LVTs reported a developing sense that management and teachers did not share the same vision. They view the focus on the 'mighty dollar' as the prevailing factor in the decision process feeling that teaching excellence is really of secondary importance.  In addition, administration is taking increasing amounts of time. The doubling up of systems paperwork and multiple copies in electronic and hard copy are seen as a waste of time, energy and resources resulting in a perceived devaluation of teaching and education.

> A: Not the job necessarily…I like the outcomes of the job…. A lot of aspects of the job really piss me off…For example, this morning I had to print out off blackboard, my study and assessment guide, my matrix, my blah, blah, blah, blah, blah. Big push, let's go electronic… we now have to take everything off blackboard, print it on nice paper…kill a few trees….it's stupid. But we have to print it all out and put it in the roll book. It's accessible, there it is!  …. But they develop a system and we have to change what we do…It is the tail wagging the dog…

> B):…I am seriously thinking of retiring and coming back as a casual...because I enjoy the teaching … I don't think that my teaching skills are valued by the institute. I think they are valued by the people around me …and students… It is about my administration quality, doing assessments and rolls and all those other things that I do, but… I have never had any comments about my teaching.

An underlying concern of the LVTs was that their decision-making was not based on real outcomes for the students.  The difficulties of the economic demands were understood; however, teachers at the 'coalface' were particularly able to see the effects of the directives on students. The short-term gains, it was voiced, did little to serve the long-term aims of TAFE and, it was feared, would affect their industry credibility. These dilemmas consequently affect their understanding of the role of the LVT and teacher leadership and reflect a widening gap of understanding.

> I don't think the management understands education at all… For example, what can we do to ensure that we get the full amount of money? Bring all the assessment to the start of the course; it is not educationally sound…. It is that sort of comment that makes me believe that they are really there and we are here they really don't understand education.

> That's what it is all about. So much is controlled by money...The management has the best intentions, but if the government says there is no money, there is no money.

If we continue…we're going to lose our industry credibility.

The emphasis on short-term goals caused professional angst and presented LVTs with an ethical dilemma.

It is so different to when I first came here. They used to interview every student and so the success rate was so much higher, now we take everyone and we know there is going to be a high drop out rate…now we take everyone and we know there is going to be a high drop out rate.

The shrinking bucket for the lower level qualifications… is making it very difficult for us to deliver to our client base… We have a very low socio-economic population here. We have a high demand for level 2 and 3 qualifications …we are getting pushed to deliver level 4 and diploma but our clients aren't ready… and that's very much an ethical dilemma.

Other LVTs were more pragmatic:

'It can be…a bit of an ethical dilemma…, but I am paid to do a job…I get very frustrated, but…at the end of the day, that's it and there is often very little you can actually do…'

Also being experienced were cutbacks to teaching staff, facilities and resources such as libraries, toilets and computers. Less clear is whether more effective communication from management would lead to more understanding. One staff member described how the LVT was being used in her department to liaise between management and teaching staff and this was in fact, proving to be very successful. It was role initiated by the LVTs themselves.

…The director came and spoke and… they (teachers) are not always happy with the outcomes, but they understood why…one of the problems we had here was that there wasn't enough consistent communication between management… so things would just happen…you'd come back and someone's contract was not renewed and they were no longer here. That was move from the LVTs to get together ourselves and walk down the corridor and knock on the door…

Moreover, it was asserted that the business of education had not undergone any real form of debate. Due to the diversity of programs, and the competitive nature of inter-institute relations, LVTs felt that they lacked a unified voice; the teachers felt silenced. Yet it was deemed paramount that the aims of education should regain its voice to provide quality educational outcomes that would improve the long term, business viability of TAFE Queensland.

*Career Development Needs*

***Teachers need reinvigorating, 'It's like a car you just can't drive it for 100,000kms and never, ever service it' (Focus group member)***

The role of LVT was introduced partially to provide a career development ladder for teachers. The LVTs involved in the focus groups were asked if it fulfilled this aim, and further quizzed as to the types of activities that would be professionally engaging

for this level of teacher and offer them a valid career development pathway. The teachers concerned asserted that as with any incremented process, once an employee reached the top of that scale, there was nowhere to go '…once you get to LVT 3 there is no career left, is there? That's it (laughs) you've hit the top…'and so the question was asked where is there to go from there "…if you want to stay in teaching?"

Teachers provided a number of avenues that they would like to explore, balanced with a teaching load which they felt would enhance the educational and business value of TAFE Queensland. LVTs showed an understanding of the dangers of knowledge loss and stated a desire for combined roles that would ensure the passing on of knowledge and skills but also, less likelihood of the high staff turnover currently being experienced in TAFE Queensland. The idea of combined roles ensured that teachers who enjoyed teaching and saw it as a strength, could still continue to practice teaching, while acting in other challenging roles. Virtually all the suggested alternative roles were suitable for combining with teaching. However, the mentoring of teachers willing and able to take on managerial roles in the future was also suggested. Teachers, while acutely aware of the economic limitations operating, offered the following list of suggestions:

- Identifying and mentoring teachers suitable for a future management roles
- Research
- Business development
- Human resources
- Mentoring and coaching
- Project management
- Educational leadership roles
- Resource and curriculum development
- Further study

It was repeatedly stated that teachers and institutes would benefit from the reinvigoration of teachers through professional development opportunities that would ultimately provide financial and educational outcomes for the institute and improve the knowledge, skills and status of teachers, thus enhancing the reputation and quality of TAFE Queensland institutes. Educational leadership shown through the provision of staff development programs and formal induction and mentoring programs would ensure that knowledge was passed on, while encouraging staff to undertake further study and research would support the academic standards institutes required to deliver high level qualifications. Moreover, releasing teachers to develop curriculum and resources; design innovative, tailored courses for industry would satisfy industry needs and rebuild partnerships that would be financially beneficial. It was further suggested that as a part of the LVT program, LVTs should be given leadership training, career counselling and mentoring.

## Conclusion

The focus group discussions were aimed at examining how Lead Vocational Teachers were currently operating in TAFE Queensland. Examples of collaborative leadership, team work, altruistic behaviours and the role acting as a position of influence (Jameson & MacNay, 2007; Katzenmeyer & Moller, 2001) emerged. The initial findings substantiated a number of suitable leadership models proposed for the further education sector and the knowledge era. The model most applied appeared to be that proposed by Pearce (2004) of a vertical and shared leadership model with (not so) carefully drawn boundaries, through the use of LVTs as program coordinators. However, compromising this model is a lack of shared vision among institute staff torn between financial and educational outcomes and the most appropriate methods to use to achieve both short-term and long-term goals. Hampering this further is lack of substantive power embedded in the LVT role which has resulted in a perceived lack of recognition and value of the teacher input, sound educational practices and underutilisation of specialist teacher skills and knowledge. Although, one can detect general patterns in the implementation and utilisation of the role, there are also exceptions. This can be attributed to the individual choices and decisions made by those in positions of power within the institutes.

The mismatch of direction and culture within some TAFE Queensland institutes is exacerbated by the turbulence of the times, the changes in funding models, a high turnover in teaching staff in some areas and inconsistency in administration staff as well as, increasing levels of administration required for auditing purposes. This has led to a frustration among teachers that LVT energy is not being channeled into what is perceived to be more worthwhile, professionally based duties and functions, such as: formal mentoring and coaching, curriculum and resource development, networking and business development, targeted use of specialist skills and knowledge. In addition, LVTs expressed a desire for leadership training and opportunities for professional development that would revitalise their teaching and benefit the long-term goals of TAFE Queensland, as well as a more thoughtful implementation of the role in tandem with regular and rigorous monitoring and review of the role.

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**Appendix 1**

**Job Roles and Functions**

- LVTs to introduce themselves, their current job roles and functions
- Do you think you are being used, as an LVT, in the best possible way?
- What possible roles/functions do you think the LVT could fulfill?

**Teacher leadership**

- Do teachers perform leadership roles? If yes, give examples. If no, why not?
- Is there a need for teacher leadership in VET? If yes, what is that need?
- Are teacher leadership roles supported where you work? If yes, how? If not, why do you think that is the case?

**Values, behaviours/attributes**

- Are LVTs a distinct group?
- What core values do you think they possess?
- How do they model their behaviours?
- What attributes do you need to possess to be an LVT?
- Are these values, behaviours/attributes supported/ encouraged/developed by the organization?

**Career needs**

**The role was introduced to meet the career development needs of Step 9 teachers.**

- Does it succeed?
- What avenues for career development do you think are there currently?
- What would you like to see made available?