

**Welcome  
to**

**THE IGNORED  
PEDAGOGICAL DIMENSION  
IN  
VET DELIVERY OF  
THE TRAINING PACKAGES**

**The University of Adelaide – Faculty of Professions  
Presenter: Homi Azemikhah**

29/04/2011

# Problems in the context of Training Packages

- **The data collected in this research indicate that the problems in the context of Training Packages are directly related to unclear pedagogical inter-relationships of the segmented component parts of competency based learning.**
- **These unclear pedagogical inter-relationships had been the cause of much confusion in the early stages of implementation of Training Packages**
- **In later stages up to present time this lack of clarity has led to superficial implementation and superficial compliance in VET delivery**

# This lack of clarity remains the case:

The data collected in research indicate that:

- this lack of clarity remains the case.
- The initial pedagogical confusion experienced in delivering the Training Packages still persists and is not completely resolved.
- References confirm that the unit of competency is still causing confusion.
- “The units of competency have been confusing because they introduced so many component parts with no structure that integrate them together”
- Such comments support the need for pedagogical clarity in the delivery of the Training Packages.

# Training Packages and the continuing problem of clarity

- A number of studies have indicated that finding clarity among complexity in educational reform remains a major problem. The more complex the reform, the greater is the problem of clarity (Fullan 1999).
- Down (2003:4) has pointed out, “The shift in educational thinking and approach required by Training Packages is a substantial one, one which takes time to become integrated into practice”.
- This suggests that the Training Packages, as a complex reform, have continuing problems of clarity.

# Pedagogical 'fuzziness'

- The data collected in this research indicate that the problems of clarity in the Training Packages context are characterised by pedagogical 'fuzziness' around the inter-relationships of the constituents of competence and other component parts, that have become part and parcel of VET delivery.

# An environment that lacks pedagogical clarity

- In such an environment, implementation will continue to be superficial as has been the case.
- No amount of pressure on implementers or practitioners will change the situation.
- The push for implementation does not remove ‘fuzziness’. Rather it increases superficial compliance.
- Capability building in such an environment does not dissipate the mist of confusion.
- Capability building may help practitioners to become empowered of seeing through the mist but it does not remove pedagogical ‘fuzziness’.
- No auditing effort can produce pedagogical clarity for implementation.

# The answer

- The answer to the problem of clarity is provided by Schofield and MacDonald (2004:5) who pointed out that,
- “Industry is indisputably responsible for specifying work performance outcomes, and providers for deciding how best to impart the necessary skills and knowledge, but there is also a ‘middle ground’ around the constituents of competence. This ground, largely ignored, until now, would be best covered by industry, provider and equity perspectives being brought together to ensure that a ‘**Rich Picture**’ is developed of the skills and knowledge needed to achieve competence”
- Thus, to address the problems of clarity a ‘**Rich Picture**’ of knowledge, skills, attributes and performance criteria in the Training Packages delivery is required that can pedagogically depicts the relationships of these components for pedagogical understanding and clarity.
- A recent definition of competency (NQC a, 2009:6) as the “consistent application of knowledge and skills to the standard of performance required in the workplace” acknowledges the importance of these component parts in the make up of the ‘Rich Picture’.

# The response to High Level Review call

- In response to the HLR call (Schofield and McDonald 2004) the DHM graphical interface template (GIT) was designed as the '**Rich Picture**' highlighted by HLR to bring about the clarity that was much needed in VET community.
- The DHM provides a framework that pedagogically defines and diagrammatically depicts the inter-relationships of the constituents of competence and other components in the units of competency of the Training Packages.

## DHM is a system of relationships at the core of the VET pedagogy

- DHM is a two-step (double heuristics) process, as an extension of ‘V’ diagram proposed by Gowin and Alvarez (2005)
- ‘It is used to analyse and understand the structure of competency that includes, inter alia, the understanding of knowledge.
- It deciphers complexities of competencies and competency development.
- It constructs knowledge through an integrated approach
- It integrates all the constituents of competence (propositional knowledge and dispositions) and their relationships to performance (procedural knowledge).
- DHM explains a system of relationships that exists between various component parts of the units of competency
- The DHM model argues that the component parts in the Training Packages delivery have meaningful pedagogical relationships amongst themselves and with the competency learning events (CLE).
- One should master teaching in VET by understanding how to integrate these component parts based on their pedagogical underpinnings.
- Understanding these pedagogical underpinnings is at the core of understanding VET pedagogy

- **Clarity of seeing Components of knowledge and knowledge construction**
- Gowin and Alvarez (2005:xvi) have postulated that,
- “knowledge is not discovered but is constructed by people and it has a structure that can be analysed”.
- “The V is a tool that helps us to identify the components of knowledge, clarify their relationships, and present them in visually compact and clear way”.
- Gowin and Alvarez further elucidated that, the exciting aspect of using the V is that it does help us to see more **clearly** how knowledge is constructed.

# ● Components of competency and competency construction

- This research postulates that:
- “Competency is not discovered but is constructed by people and it has a structure that can be analysed”.
- “The W diagram is a tool that helps us to identify the components of competency, clarify their relationships, and present them in visually compact and clear way”. Thus, the primary intent of the DHM is to stimulate VET teachers thinking while planning, designing and delivering competency based training programs.
- The component parts, when situated in the DHM, simplify the complexity of VET delivery and solidify them in a meaningful way in the array.

# The DHM was designed as the 'Rich Picture'

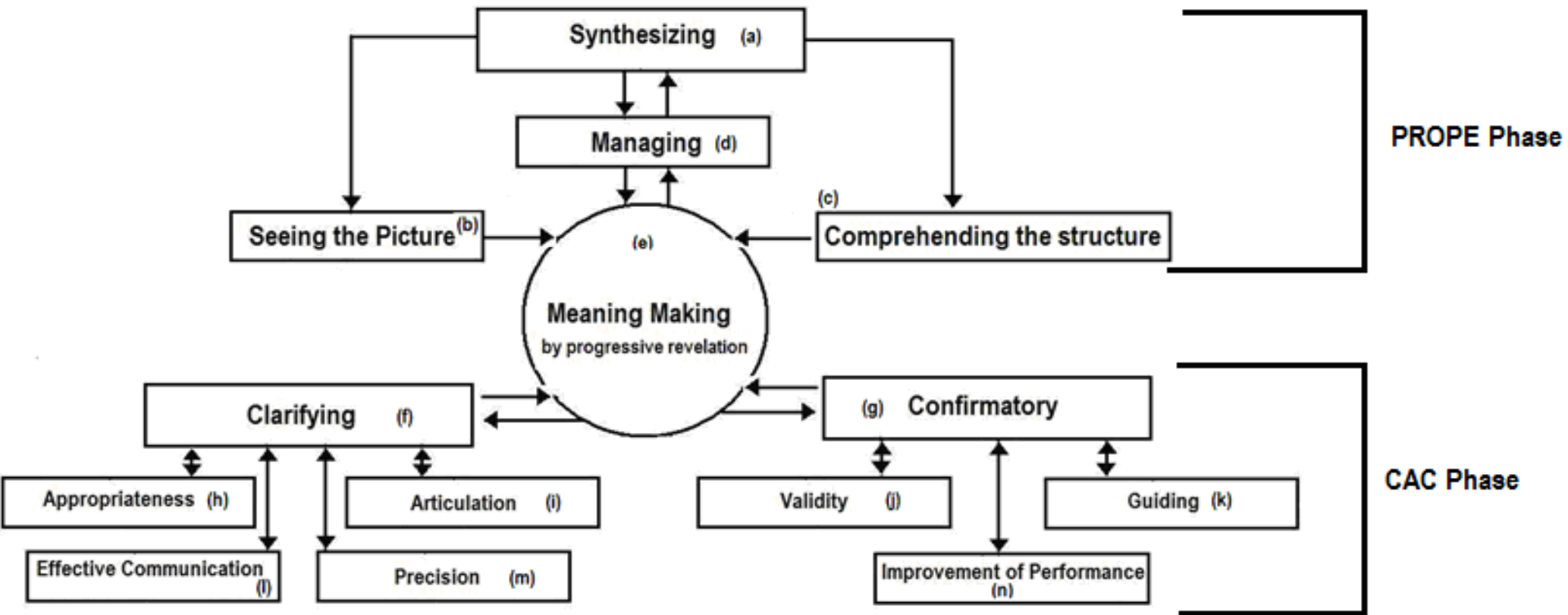
- In response to the HLR call (Schofield and McDonald 2004) the DHM graphical interface template (GIT) was designed as the '**Rich Picture**' highlighted by HLR to bring about the **clarity** that was much needed in VET community.

## ● The DHM framework guiding principles:

- Principle 1 – Competency is a human construction
- Principle 2 – Being a human construction competency has a structure
- Principle 3 – Competency Structure is comprised of a number of component parts
- Principle 4 – Competency component parts are pedagogically inter-related
- Principle 5 – The DHM represents the knowledge of a competency learning event (CLE)
- Principle 6 - The DHM clarifies the ambiguities in VET teaching and makes assessment and session planning meaningful
- Principle 7 – The DHM provides a basis for both validation and moderation in VET teaching and assessment (NQC, 2009b:6)
- Principle 8 – The DHM mediates between the conceptual side and physical side using skills as the bridge to achieve the equilibrium
- Principle 9 – The attained equilibrium, then, is further mediated to the strategy side by the use of focus question (s)

- **DHM implementation - Data Collection and analysis**
- The first stage of data collection and analysis was presented at 2010 AVETRA conference in which the emerging categories were elaborated (Azemikhah, 2010).
- The 2ed stage of Data collection and analysis -May 2010 to present time resulted in two inter inter-related theories:
  - Meta competency theory (MTC) and
  - Confusion to Clarity theory (CTC).

# Meta Competency Theory (MTC)



# *The PROPE phase*

The PROPE phase is based on a number of teacher revelations that occur in a sequence of unfolding insights while implementing the DHM.

# Rich Picture

Unit's Purpose

Focus Questions

Conceptual (Mind)

Physical (Hands)

Strategical

Required  
knowledge

Skills

Elements

FQ

Strategies

Variables

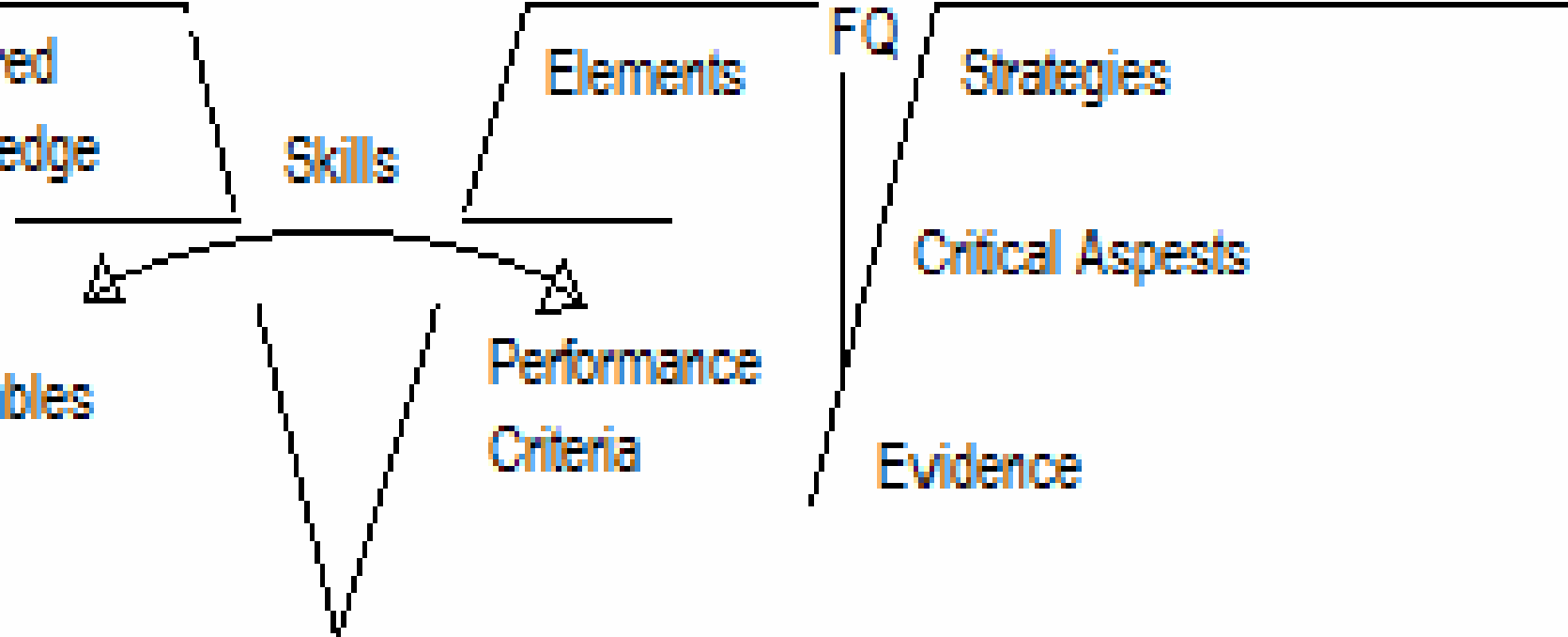
Performance  
Criteria

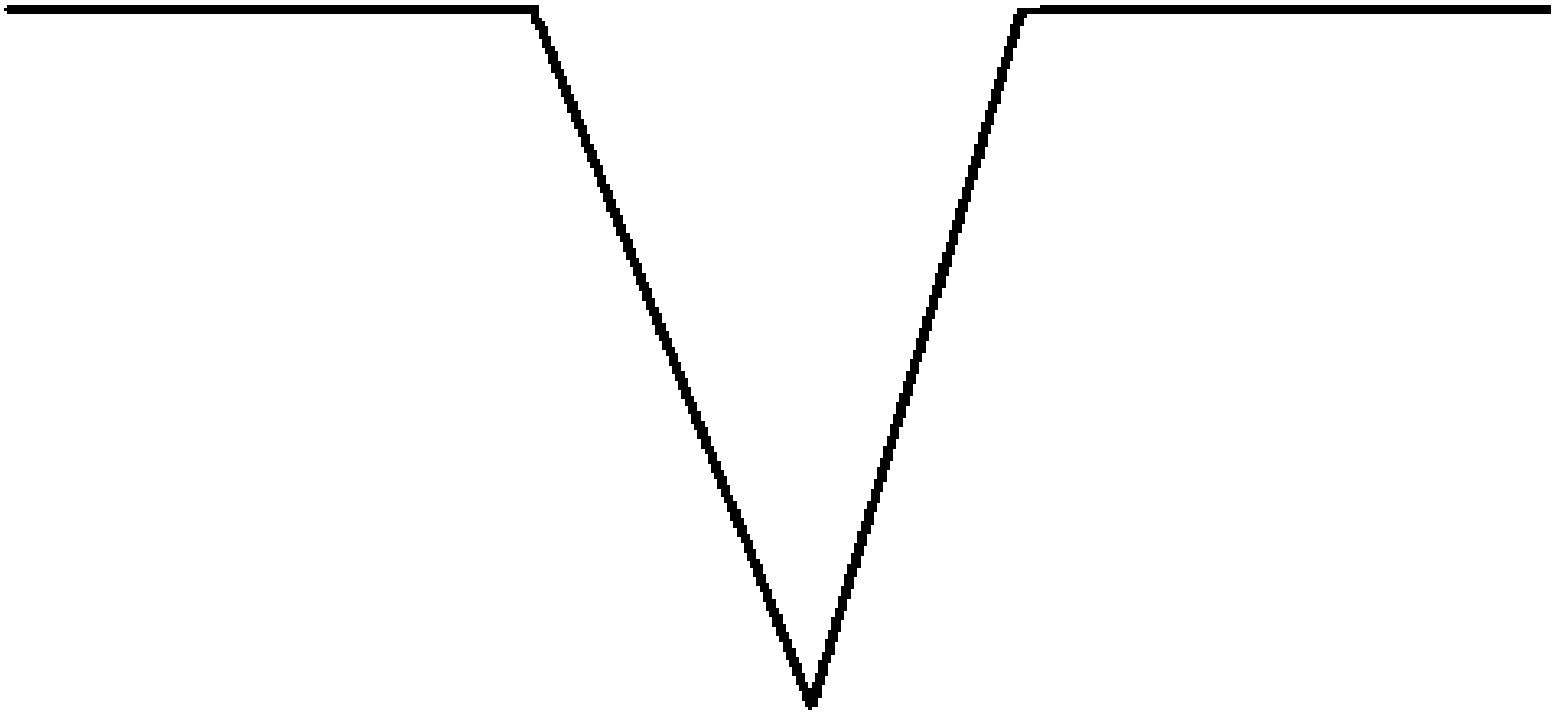
Critical Aspects

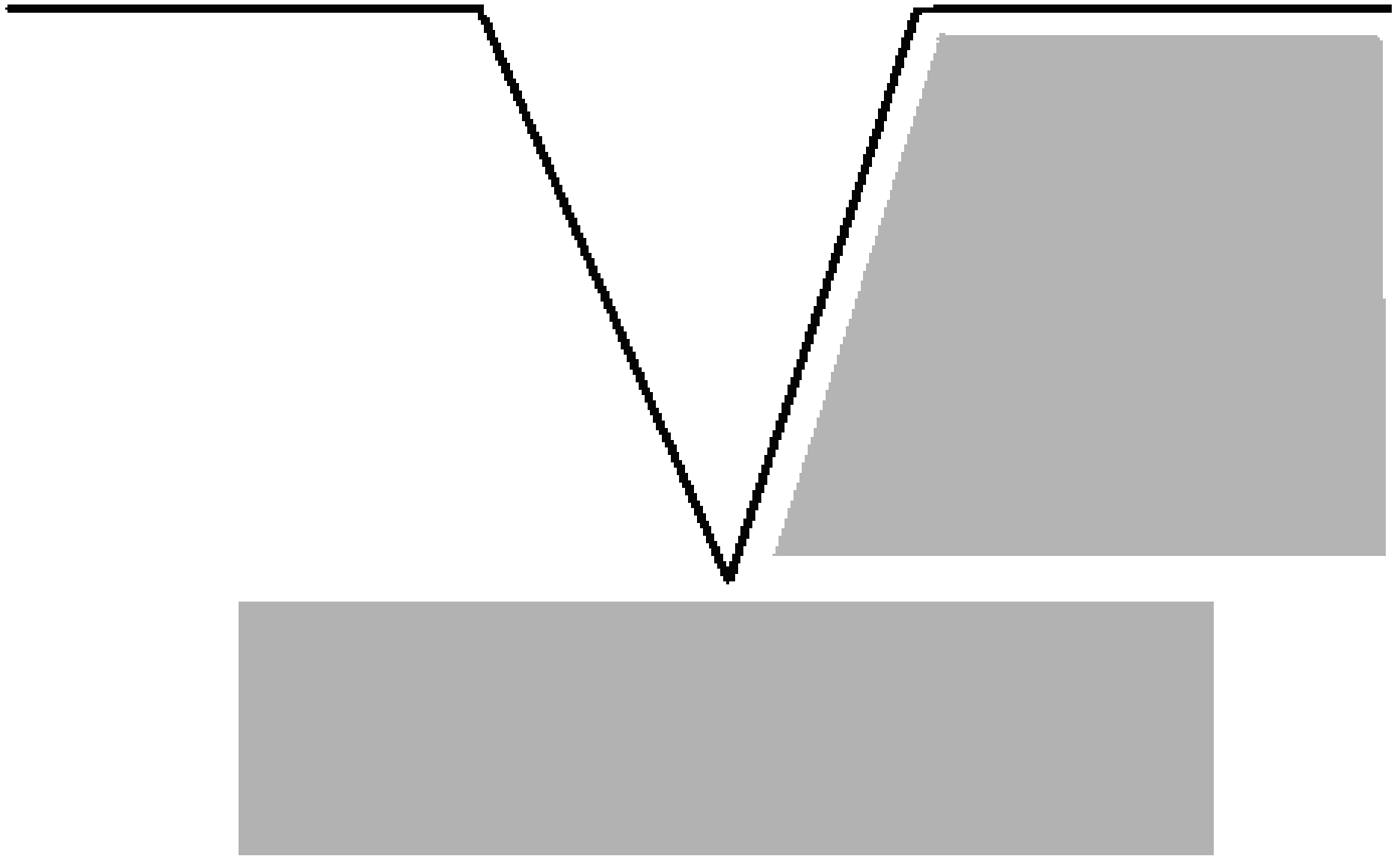
Evidence

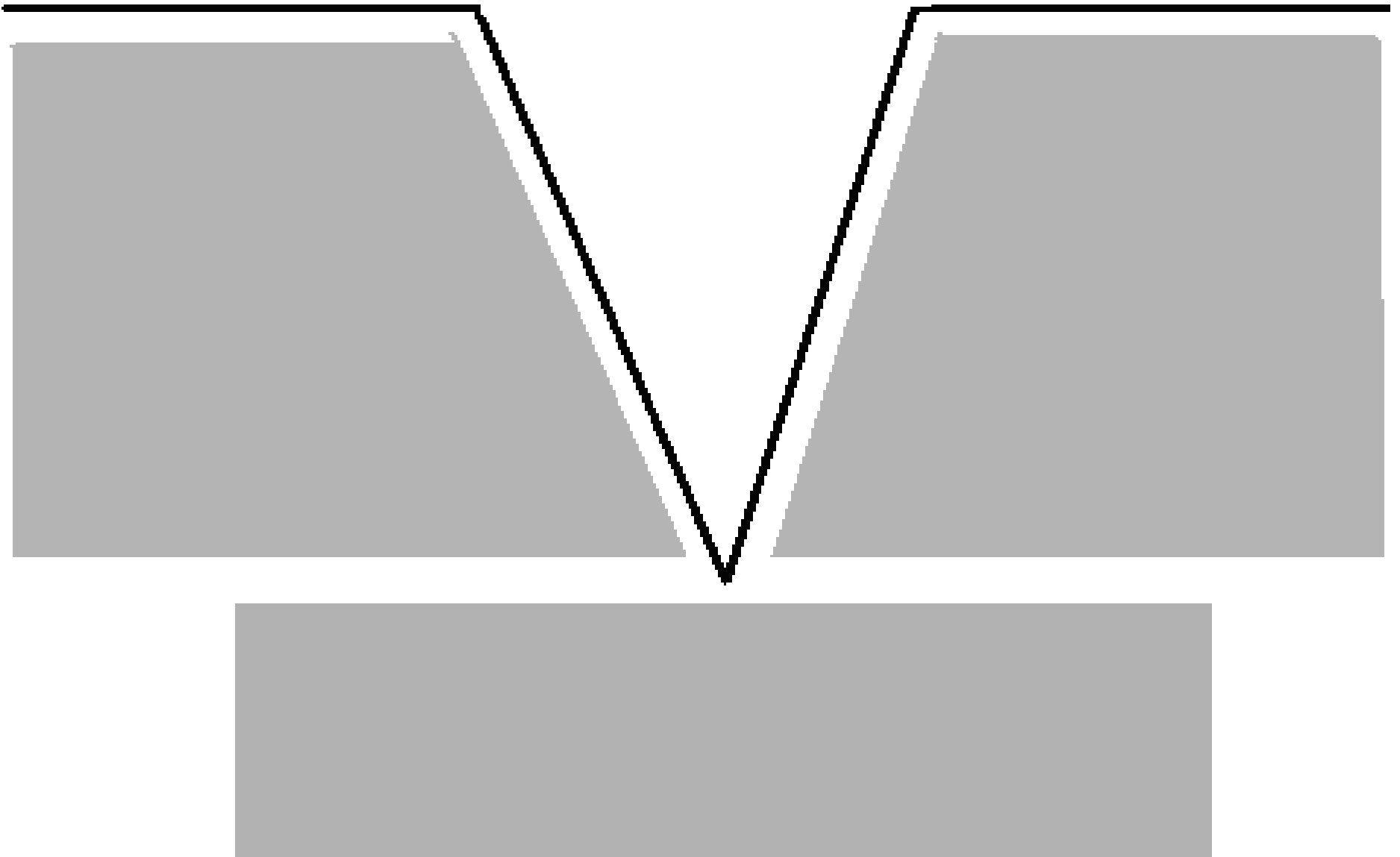
Competency Learning  
Event (CLE)

**DHM**

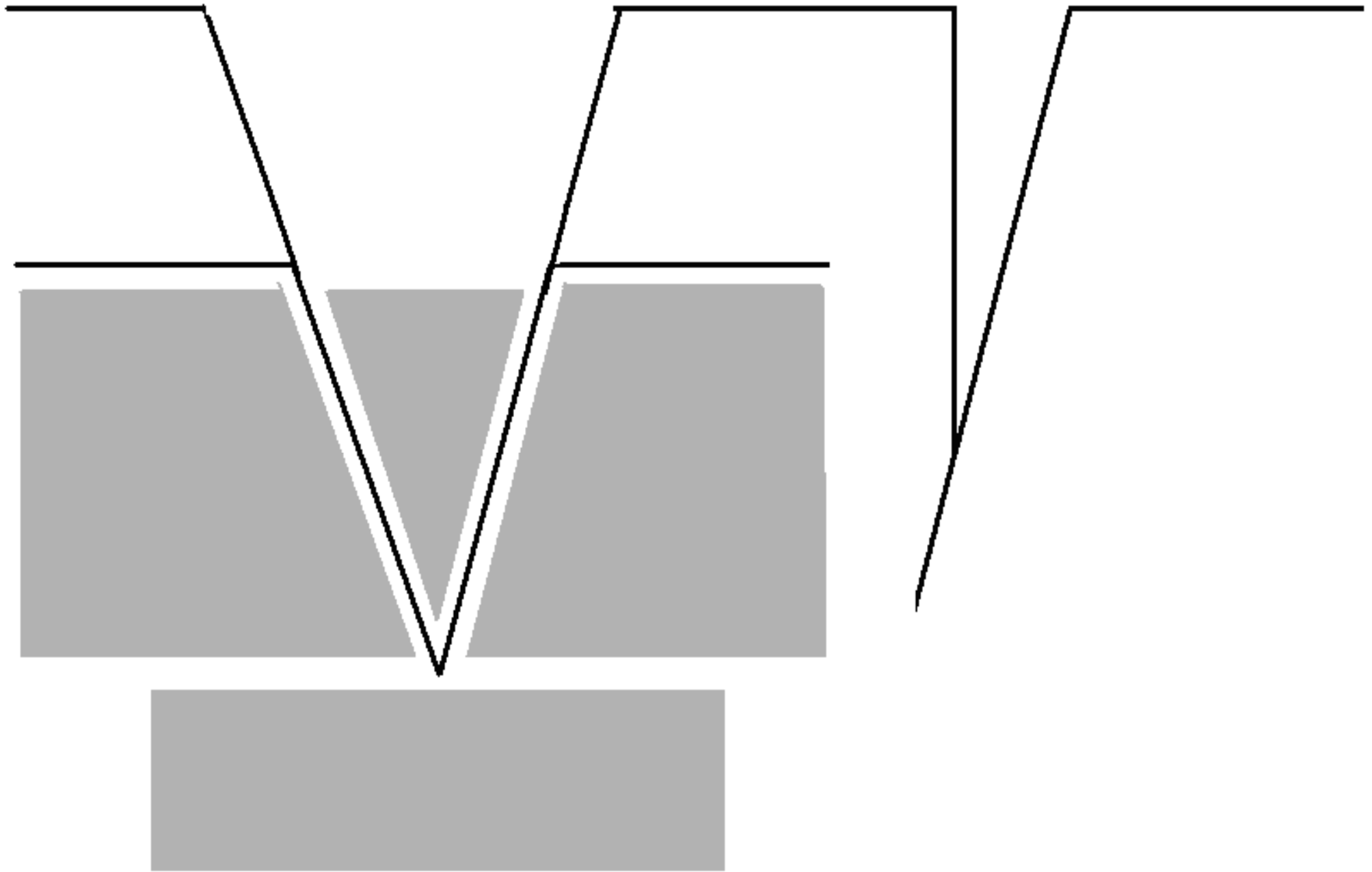


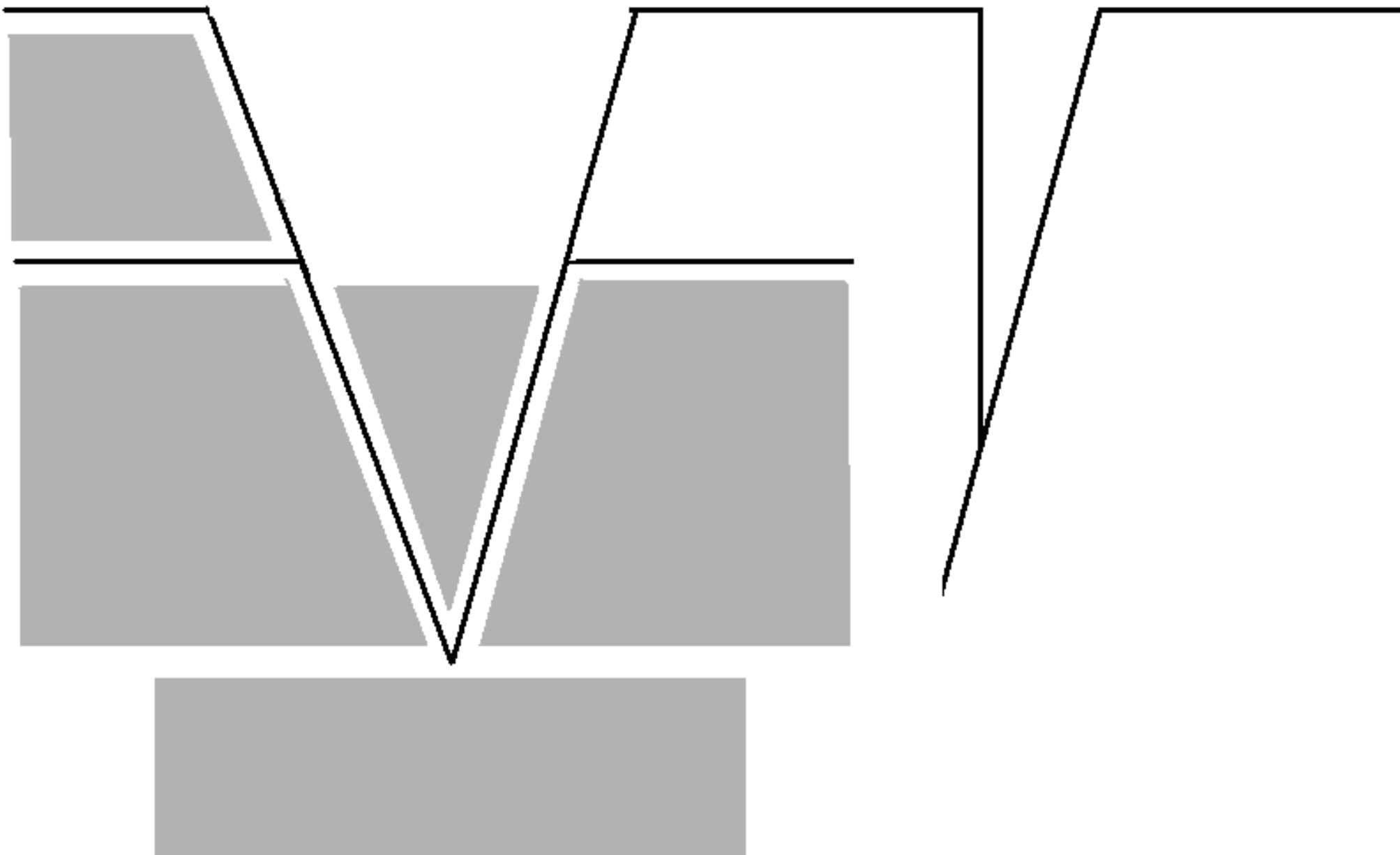




















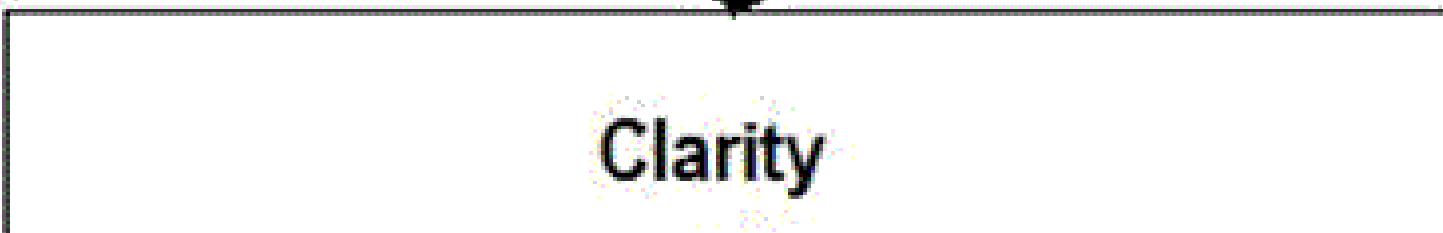
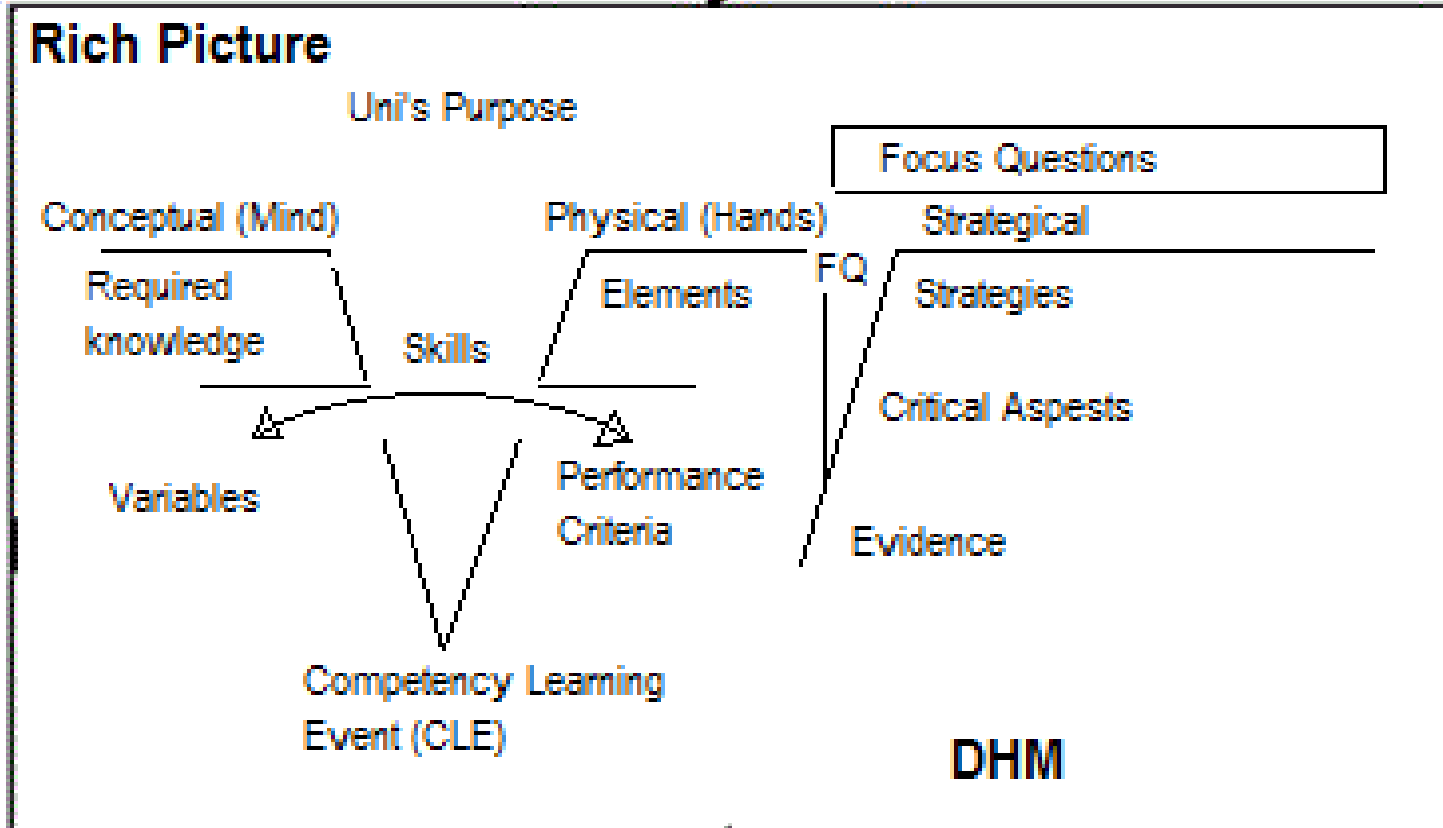
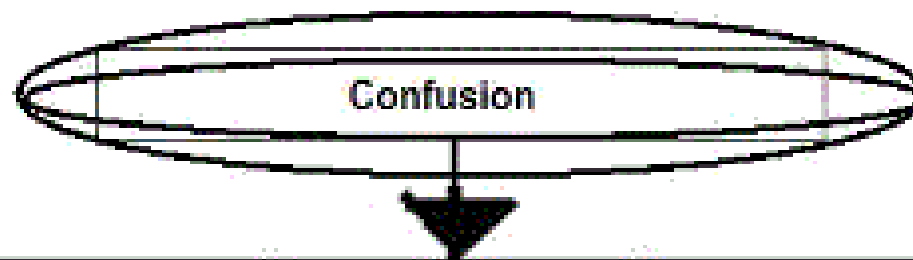
# *Clarifying and Confirmatory (CAC) phase*

As the progressive revelation is in progress, the emerging 'picture' provides opportunities to clarify and confirm.

# Conclusion –

- This research:
- Is pioneering in traversing the pedagogical ‘fuzziness’ around the inter-relationships of the segmented component parts in VET delivery to clarity and
- Emphasizes this passage as the most significant and vital in Australian VET delivery at the present time.

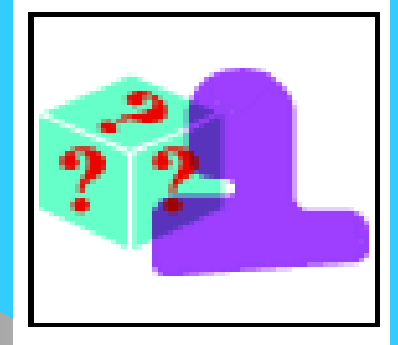
- **The High Level Review (HLR) emphasized the ‘middle ground’ around the constituents of competence (Schofield and MacDonald, 2004),**
- **They also pointed out that it is largely ignored and a ‘Rich Picture’ is needed to address it.**
- **The data collected in this research confirms the view that the ‘Rich Picture’ is required as,**
- **Without a ‘picture’, competency cannot be visualized and pedagogically delivered.**
- **The ‘Rich Picture’ is needed to dissipate the pedagogical ‘fuzziness’ and promotes ‘clarity’ as the following diagram illustrates.**



## Confusion to Clarity (CTC) theory articulates that:

- The delivery of a phenomenon such as competency with fragmented component parts has always been confusing, because these component parts are segmented and are presented in a disjointed manner.
- In order to transform confusion of this nature into clarity a 'pedagogical framework', such as, Double Heuristic Method (**Rich Picture**), is required,
- A pedagogical framework where parts are meaningfully inter-related on sound pedagogical underpinnings.
- Hence, this research proposes Meta Competency (MTC) theory, confusion to clarity (CTC) theory and the DHM graphical interface template (GIT), as the '**Rich Picture**', to deliver this clarifying proposition.

# Question Time



**Thank YOU for  
Listening, any  
questions??**

