VET Practitioner Framework
TDC Model

D Stevens, CEO, TDC
Challenges for Australia

- Competing in a rapidly moving global economy
- Ensuring enough skilled workers into the future – quantity and quality
- Increasing workforce participation
- Raising skills and qualifications levels
- Developing an internationally competitive education system
- Grappling with environmental and social challenges for a sustainable and inclusive future
National policy directions

- Council Of Australian Governments (COAG):
  - Greater participation and attainment in the workforce
  - Social inclusion including people from low SES backgrounds & Indigenous Australians

- Bradley Review of Australian Higher Education
  - Demand driven system
  - Merged Tertiary Sector

- Transforming Australia's Higher Education System – DEEWR

- Skills Australia – *Australian Workforce Futures*

- Productivity Commission – *Study of VET Workforce*
Victorian perspective

- Increase participation and attainment levels
- Increase the number of people undertaking training in areas where skills are needed
- Contestability and competition across the sector
- Victorian Training Guarantee
- Merging of delivery across Tertiary Education
Discussion Point

- What are some of the key issues for VET Practitioners?
- How have these factors impacted on VET capability?
TDC view - Key issues for VET

- Changing industry contexts & practices
- Government policy reforms
- Sustainability and the Environment
- A flexible and responsive VET system
- Demand driven funding models
- Changing Training Packages and AQTF
- Teaching across education boundaries
- Greater diversity in the client group
- Language, Literacy & Numeracy skills
- Merging of the educational sectors
- Rapidly changing technologies
- Globalisation and competition in the marketplace
- Aging VET workforce
- Increasing reliance on Industry partnerships

VET Practitioner
What does it mean for providers?

- Greater competition in a contestable marketplace
- Moving from a ‘traditional’ business model to having a commercial focus – demand driven system
- Pressure to obtain and retain students in TAFE (with an uncapped HE sector)
- Meeting equity & diversity targets
- Increasing pressure for high quality, flexible and responsive education & training
What does it mean for providers

- Stronger relationships and partnerships with industry
- Provision of pathways between VETiS, VET and HE
- Developing a culture of pedagogy and scholarship
- Meeting regulatory requirements
- Performance managing staff
- Ensuring quality of teaching
Practitioner Skills and knowledge requirements

- Working across VET boundaries
- High level teaching, learning and assessment skills
- Keeping current with industry trends and skills
- Engaging a wide range of learners - facilitating their learning
- Focusing on learners and supporting career pathways
- Building strong relationships/networks with industry and providers
- Developing commercial acumen and skills
- Innovation, technological and research
- Quality and continuous improvement
- Managing ongoing learning and development
- Engaging in reflective and scholarly practice
Discussion Point

- What other skills and knowledge are required of practitioners to meet this changing environment?
- Is it different now, and if so why?
- What is required to support the professionalism of teaching?
VET Practitioner Framework

Entry level

New Practitioner

Accomplished Practitioner

Educational Leader

Highly skilled and qualified
PROFESSIONALISM
Supporting industry currency, leading business practices and professional integrity.

PEDAGOGY
Advancing educational leadership, learning & assessment practices and pedagogical models.

PROCESSES
Contributing to high quality, efficient and robust systems and processes across the sector.

PATHWAYS
Building career pathways and an appetite for ongoing learning and development.

PRODUCTS
Promoting educational innovation to meet learner and industry client needs.

PARTNERSHIPS
Strengthening engagement with industry, enterprises and community and partnerships across educational boundaries.

ATTAINMENT

TDC Professional Learning Framework for the VET Sector ©TDC 2010
Capability indicators - draft

Professionalism
- Maintains professional knowledge and currency
- Maintains professional integrity
- Uses business acumen

Pedagogy
- Uses pedagogical practices to facilitate learning
- Provides educational Leadership
- Engages learners
Capability indicators - draft

Pathways
- Values professional learning
- Pursues scholarship
- Manages career aspirations

Partnerships
- Engages with industry
- Manages professional relationships
- Traverses education boundaries
Capability indicators - draft

Products

- Pursues educational innovation
- Provides learner support and pathways
- Develops quality resources

Processes

- Plans and evaluates work activities
- Utilises technology
- Promotes quality and improvement