

Exploring capacity-building

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The development of a training market in vocational education and training, and decentralisation of provision into standalone training enterprises has encouraged considerable pedagogic innovation in vocational education and training, albeit alongside system fragmentation. This paper reports on research which is investigating the character and enabling conditions of innovative educational practices developing in the context of marketisation and decentralisation. The study was based in a small private training provider in Melbourne and adopted a dialogical research design. This approach enabled the researchers and staff in the training provider to work together to build understandings of emergent educational practices that promoted individual and organisational 'capacity-building'. The pattern of teacher and manager work, and the organisational context, is described and theorised. The implications of this case study for the broader reform of vocational education and training are discussed.

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