



12th Annual Conference

Thursday, 16 – Friday, 17 April 2009

Pre conference workshops: Wednesday, 15 April 2009

Crowne Plaza Coogee Beach, Sydney, NSW

Aligning Participants, Policy and Pedagogy: Traction and Tensions in VET Research

SPONSORS

The Organising Committee is grateful for the following, who at the time of printing, have given their support in many different ways:

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AVETRA PRESIDENT'S WELCOME

Dear Colleagues,

On behalf of the members of the Australian Vocational Education and Training Research Association (AVETRA), I would like to welcome participants to the 12th Annual Conference of the association. It is a while since the conference was in Sydney and it is pleasing to be back here again, especially in such a beautiful seaside location. The Welcome Reception was generously provided by Sydney Institute of TAFE, Randwick College, which also kindly hosted our pre-conference workshops.

This year we are fortunate to have international keynote speakers Penny Jane Burke, Professor in Education at Roehampton University, UK, and Yvonne Hillier, Professor of Education at the University of Brighton, also in the UK. We are also privileged to have a notable Australian keynote speaker, Craig Robertson, Group Manager in the Department of Education, Employment & Workplace Relations, and, in a panel event, Dr Tom Karmel, the Managing Director of the National Centre for Vocational Education Research and also Philip Bullock, Chair, Skills Australia. The combination of research and policy experts willing to address our conference illustrates, I hope, the importance with which AVETRA is regarded by both the education research community and the national VET community. We thank Darryl Dymock and Stephen Billett for presenting the findings of their AVETRA research project 'Aligning VET research, policy and practice'. This was one of several AVETRA initiatives funded by a generous donation from a respected 'elder statesman' of VET research, Dr Ray Barker, who sadly died just a few weeks ago.

I welcome all our keynote speakers and also our many presenters and thank them for their contribution towards making this conference a memorable and rewarding experience. Particular thanks are due to the presenters of the pre-conference workshops, which attracted a large number of registrations in a welcome return of this additional part of our conference.

With the theme 'Aligning participants, policy and pedagogy: Traction and tensions in VET Research' this conference seeks to explore the complexity of researching the sector's role in areas that sometimes conflict: addressing the needs of participants, the exigencies of policy and the demands of good pedagogy. Good research underpins policy and practice, for the ultimate benefit of participants, and AVETRA aims to draw together researchers, policy makers and practitioners so that information can be shared and conflicting positions productively and amicably confronted.

We welcome the support of our 2009 Silver Sponsor - the University of Technology, Sydney; and Bronze Sponsors, the TAFE Development Centre and (in kind) TAFE NSW Sydney Institute - Randwick, the University of Newcastle and TAFE NSW Hunter Institute. We would like to thank NCVET for providing support for the AVETRA 2009 Conference Early Career Researcher Award. We thank our other sponsors and exhibitors for their support; their names are listed in this program. We recognise the financial challenges faced by many organisations because of the global financial crisis. It is difficult to find funds for additional expenditure in difficult times, and we are therefore particularly grateful this year to all sponsors and also to all those attending.

AVETRA is a diverse community of people interested in promoting the status, profile, impact and quality of VET research. Whether you are already a member, or are new to our community, I hope you enjoy this opportunity to network with other researchers, administrators, practitioners and policy experts and that you will have time to enjoy the delights of Sydney while here. On behalf of AVETRA I welcome you to the conference, and I hope to see you in Queensland for AVETRA 2010.



Professor Erica Smith
President – AVETRA
2008-

SILVER SPONSORS AND EXHIBITORS PROFILES

Silver Sponsor and Exhibitor:



UTS: Education is an academic program area within the Faculty of Arts and Social Sciences at the University of Technology Sydney, known for initial and continuing professional education of adult & vocational educators, and TESOL and school teachers. We have more than 2000 students enrolled in Education, and 60 academic staff, many of whom are internationally recognised leaders in their fields.

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Exhibitors:

Australian Flexible Learning Framework

supporting e-learning opportunities

The Australian Flexible Learning Framework is the national e-learning strategy for the Vocational Education and Training sector. The Framework offers a range of e-learning products, resources and support networks which help teachers and trainers, learners, RTOS business and industry gain the confidence to use and develop e-learning to deliver effective education and training programs.

The Framework provides the VET system with the essential e-learning infrastructure and expertise needed to respond to the challenges of a modern economy and the training needs of Australian businesses and workers.

The current 2008–2011 Framework Strategy is focused on integrating and embedding e-learning in training and businesses through:

- building on the national investment in essential e-learning infrastructure
- investing strategically in business–training provider partnerships between registered training organisations (RTOs) and business or industry
- investing in empowering learners to take control of their own learning



The National Centre for Vocational Education Research (NCVER) is Australia's principal provider of research and statistics about vocational education and training (VET) in Australia. In addition to its own program of work, NCVER manages a number of national competitive grants programs. NCVER is also committed to building research capacity in the VET sector by undertaking a suite of initiatives that attract, support and recognise people in the sector undertaking research. NCVER's website www.ncver.edu.au is a 'one-stop-shop', providing access to NCVER's latest research, statistics, news and events. It offers access to NCVER's extensive catalogue of publications, which can be downloaded free of charge and the VOCED database www.voced.edu.au.



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ORGANISING COMMITTEE

- Roslin Brennan-Kemmis AM – Convenor
- Melinda Randall – Co-Convenor
- Stephen Crump
- Cathy Down
- Tom Dumbrell
- Carmel Ellis-Gulli
- Kevin Heys
- Peter Kell
- Ann Reich
- Larry Smith

CONFERENCE SECRETARIAT

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AVETRA 2009 Conference Secretariat
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CONFERENCE VENUE

Pre-conference workshops will be held at:

TAFE NSW Sydney Institute, Randwick
B Block
Cnr King Street & Darley Road
Randwick NSW 2031 AUSTRALIA

The AVETRA 12th Annual Conference will be held at:

Crowne Plaza Coogee Beach
242 Arden Street
COOGEE NSW 2034 AUSTRALIA
Tel: +61 2 9315 7600
Fax: +61 2 9315 9100

Sessions Rooms

The Conference rooms are the *Oceanic Ballroom*, ground floor of the Crowne Plaza Coogee Beach Hotel, the *Coogee Room* and *Clovelly Room*, both on the lower ground floor, *Lady Penrhyn and Scarborough Rooms (combined)* and *Alexander Room*, on the first floor.

The exhibition, arrival tea & coffee and morning & afternoon teas will be held in the *Oceanic Ballroom Foyer*, ground floor of the hotel. Lunches will be held on the *Lower Oceanic Court*. Pre-dinner drinks will be held on the *Lower Pool Terrace* and the dinner will be on the *Upper Pool Terrace*.

The pre-conference workshops will be held in *Auditorium 2 (BG1 C)* and *Auditorium 3 (BG1 D)*, ground floor and Rooms *B1 49* and *B1 44*, first floor of the B Block of the TAFE NSW Sydney Institute, Randwick.

The Welcome Reception will be held at *Performing Arts Space (B2 11)*, 2nd floor of the B Block at the TAFE NSW Sydney Institute, Randwick.

Please refer to the program for sessions rooms. Signage will also be indicated outside the rooms at the hotel and at the TAFE NSW Sydney Institute, Randwick.

SPEAKER PREPARATION AREA

Power point presentations sent to the Conference Secretariat before the conference will have been passed on to the audio-visual technicians.

However, all speakers are asked to check their audio visual material before presenting. We ask that you check-in with the audio visual technicians at least one hour prior to your session, at which point you can hand over your power point presentation if you haven't sent it to the Conference Secretariat in advance.

A technician will be in the Green room, next door to the Oceanic Ballroom, ground floor of the Crowne Plaza Hotel.

PAPERS

Papers annotated with three asterisks have been refereed to comply fully with HERDC (Higher Education Research Data Collection) verification requirements for a conference publication, full written paper refereed. An anonymous refereeing process has been used. Please note that even with papers that are peer-reviewed in this way, AVETRA can accept no responsibility for the quality or veracity of the content.

Note: all papers will be available on the AVETRA website at the conclusion of the conference.

REGISTRATION DESK

Registration Desk

Pre-Conference Workshops and Welcome Reception

The Registration desk for the Workshops and Welcome Reception on Wednesday afternoon will be located on the ground floor of the TAFE NSW Sydney Institute Randwick, BG1 B, B Block.

Open hours on Wednesday, 15 April 2009 will be from 1330 – 1930 hours.

AVETRA Conference

The registration desk for the AVETRA 2009 Conference will be located in the hotel lobby.

Open hours will be as follow:

Thursday, 16 April 2009 0730 – 1730 hours

Friday, 17 April 2009 0800 – 1700 hours

ACCOMMODATION INFORMATION

Check in: 1400 hours

Check out: 1000 hours

Crowne Plaza Coojee Beach

242 Arden Street

Coojee NSW 2034

Tel: +61 2 9315 7600

Coojee Sands Hotel

5 min. walk from conference venue

161 Dolphin Street

Coojee NSW 2034

Tel:+61 2 9665 8588

Hotel Accounts

All delegates are reminded to pay their hotel account prior to departure from their hotel. Please note that the deposit you have paid to the AVETRA 2009 Conference Secretariat has been credited to your room account, however, each delegate is responsible for the payment of incidentals and any further room costs upon departure from the hotel.

GENERAL INFORMATION

Credit Cards

Credit cards accepted at the registration desk are MasterCard and Visa. Please note that American Express and Diners cards are not accepted.

Lost & Found

The AVETRA 2009 Conference Secretariat is not responsible for any damaged, lost or stolen articles. Items found during the conference should be handed in to the registration desk where they may be claimed.

Trade Exhibition

A trade exhibition will be held in the Oceanic Ballroom Foyer, ground floor of the Crowne Plaza Coogee Beach Hotel. Arrival tea & coffee, morning tea and afternoon tea refreshments will be served in this area to enable you to visit the exhibitors whose support to the conference is much appreciated.

Notice Board

A notice board will be placed near the registration desk where messages received for or between delegates can be displayed. Messages regarding the conference and exhibition will also be placed here.

Dress Code

Dress code during the conference and social functions is smart casual.

Name Badges

All delegates will be given a name badge at registration. For security reasons, we ask you wear your name badge at all time. This name badge is also the official entrance pass to all conference sessions, exhibition area, and teas and lunches each day.

Audio/Video Taping of Sessions

Audio or video taping of any of the conference sessions is strictly forbidden.

Abstracts

Abstracts can be found at the end of this document. Abstracts, powerpoint presentations and/or full papers will be available on the AVETRA website after the conference. Delegates will be notified by email when the papers will be available.

Mobile Phone and Pagers

Delegates are requested to turn off mobile phones and pagers during sessions.

Disclaimer of Liability

The Organising Committee, including the Conference Secretariat, will not accept liability for damages of any nature sustained by participants or loss of or damage to their personal property as a result of the meeting or related events.

SOCIAL EVENTS

Lunches, Arrivals Tea/Coffee and Morning/Afternoon Teas

Arrival tea/coffee, morning and afternoon teas will be served in the Oceanic Ballroom Foyer area.

Lunches will be served in the Lower Oceanic Court.

Welcome Reception

Date: Wednesday, 15 April 2009
Venue: TAFE NSW Sydney Institute, Randwick
B Block
Cnr King Street & Darley Road
Randwick NSW 2031
Room: Performing Arts Space, 2nd floor B2 11
Time: 1830 – 2000 hours
Cost: Included in full registration delegate
Guests and one day delegates: \$60.00pp

Come and catch up with colleagues and acquaintances while enjoying good wine and canapés.

Dinner

Date: Thursday, 16 April 2009
Venue: Crowne Plaza Coogee Beach
242 Arden Street
Coogee NSW 2034
Room: Lower and Upper Pool Terrace
Time: 1900 – 2230 hours
Cost: \$90.00 pp

We hope all the delegates and their guests will join us on this occasion to make it a memorable evening of the event. The AVETRA and Conference Awards will be presented at the Conference Dinner. The Early Career Researcher Award is proudly sponsored by NCVET.

TRANSFER TO AIRPORT

A coach has been booked to transfer delegates to the domestic airport after the conference.

Luggage will be loaded from 1650 hours and the coach will depart the Crowne Plaza Coogee Beach hotel at 1715 hours on Friday, 17 April 2009. Arrival at the airport will be before 1800 hours.

Please note that the coach will not wait for late arrivals. Delegates are required to be seated in the coach at 1710 hours as the coach will leave the hotel at 1715 hours.

At the time of printing, some seats were still available. If you would like to book a seat, please ask at the registration desk for availability.

Cost is \$12.00 per person.

PRE-CONFERENCE WORKSHOPS

Pre-conference workshops are being held on Wednesday, 15 April 2009. The four workshops run concurrently from 1400 – 1700 hours.

Venue: NSW TAFE Sydney Institute
B Block
Cnr King Street & Darley Road
Randwick NSW 2031 AUSTRALIA

Registration for the workshops will open at 1330 hours on Wednesday, 15 February 2009. The registration desk and arrival tea and coffee will be located in the Auditorium1 B Block, ground floor, BG1 B.

WORKSHOP 1

MIXED METHODS: THE THIRD METHODOLOGICAL MOVEMENT

Dr Roslyn Cameron, Southern Cross University

VET researchers will be introduced to an emerging third methodological movement which offers a conceptual framework for innovative research design that incorporates both qualitative and quantitative research.

Workshop participants will be given an overview of mixed methods, its historical and philosophical roots, mixed methods terminology, mixed methods typologies & research designs, key issues and contentions and uses across a variety of fields relevant to VET research (i.e. education, social sciences and evaluation).

Participants will be introduced to the Five P's framework for consideration when deciding to conduct mixed methods research as developed by the workshop presenter: Paradigms, Pragmatism, Praxis, Proficiency and Publishing.

A comprehensive annotated bibliography of mixed methods literature and glossary of terms will be supplied to workshop participants. Case studies will be discussed along with interactive workshop activities that allow participants to explore mixed methods research designs with contemporary VET themes.

WORKSHOP 2

NEW RESEARCHERS IN VET: NETWORKING AND SUPPORT; PROCESS AND CONTENT

Dr Ian Robertson, RMIT University

The workshop will be highly interactive and develop in an organic manner depending on the needs and interests of the participants. By the end of the session it is hoped that participants will have:

- Met others in a similar position and shared experiences
- Discussed common problems/issues and identified possible solutions
- Identified people or other resources that will assist their research

Workshop participants who are also attending the AVETRA conference will have the opportunity to further develop relationships over the following days.

WORKSHOP 3

SCRATCHING AROUND IN COMMUNITY: ETHICS AND PRACTICALITIES OF CONDUCTING FIELD-BASED, MIXED METHOD RESEARCH IN DIVERSE ADULT LEARNING CONTEXTS

A/Prof. Barry Golding, University of Ballarat

This workshop will introduce participants to some practical and ethical considerations associated with conducting mixed method (quantitative and qualitative) research in a range of diverse adult learning contexts found across Australia. It is based on the presenter's wide experiences of ethically collecting high quality data from interviews and surveys on site from a very diverse suite of completed and in progress research in vocational, adult and community settings deliberately inclusive of informal learning.

It will include and explore practical, logistical, financial, ethical and theoretical considerations associated with such research using real projects, examples, data and research instruments. The workshop presupposes the importance of ethical and reciprocal conduct at all stages of a research project beyond what is required by university ethics committees. It identifies new and useful ways of thinking about adult learning research lacunae that go well beyond the analysis of courses and students and that are inclusive of diverse vocational learning groups, contexts and organisations.

WORKSHOP 4

Withdrawn

WORKSHOP 5

THE RELATIONSHIP BETWEEN RESEARCH, TEACHER QUALIFICATIONS AND PRACTICE IN VET

A/Prof Ros Brennan Kemmis, Charles Sturt University & Ann Reich, University of Technology Sydney

This workshop will focus on the relationships between research, teacher education qualifications and practice in the VET sector.

The workshop will involve a panel of 'key informants' who will present their research and experience from where they are located in relation to the VET teacher qualification debate.

It will begin with an 'environmental scan' of the status of the VET teaching professions in changing political times. This will be followed by speakers who are directly involved in VET teacher preparation, employment of VET teachers, industrial representation of VET teachers, and VET research to provide an overview of the different perspectives and interests that need to inform future policies, practices and research.

The workshop will aim to strengthen the network of people bringing different experiences, knowledge and skills to engage in a critical debate about teacher qualification as a key ingredient in the creation of sustainable VET futures. It is expected that some key research questions will emerge, and that these can be taken up by groups of participants and their networks in VET practice, policy and research.

KEYNOTE & PLENARY SPEAKERS

We are delighted to have the following keynote and plenary speakers involved with the conference:

Keynote Speakers

Mr Craig Robertson

Group Manager, Department of Education, Employment and Workplace Relations (DEEWR)

Craig Robertson is currently the Group Manager of the Tertiary Skills and Productivity Group at the Department of Education, Employment and Workplace Relations in Canberra.

Since 2003 Craig has worked in national policy roles for Vocational Education and Training in Australia. This included the transition of the functions of the former Australian National Training Authority to the Commonwealth Department of Education, Science and Training; supporting the operation of the Ministerial Council for Vocational and Technical Education; representing the Australian Government overseas and assisting the sector to contribute to COAG led reform processes. Prior to taking up his current role, he was part of the Department's Strategic Policy Group. Craig has also worked in schools policy and corporate development roles.

His qualifications include a Bachelor of Education and a Masters in Public Administration from the Australia and New Zealand School of Government (ANZSOG).

Professor Penny Jane Burke

Professor in Education, Roehampton University, UK

Penny's first career was as a classical ballet dancer. Later she returned to study via an Access to Higher Education course and became increasingly passionate about women's access to higher education. In 1998, she was awarded the Cosmopolitan Woman of Achievement Award in Education, presented to her by Diana Warwick, Chief Executive of Vice Chancellors and Principles, and was invited to speak at several key national conferences about widening educational participation. She was awarded a full-time Economic and Social Research Council (ESRC) studentship in October 1998, and completed her PhD in August 2001 at the Institute of Education, University of London.

Her contribution to the project of widening participation in higher education is reflected in the range of her work. Dedicated to creating spaces for dialogue across theory and practice, she designed the innovative course 'Widening Participation: Policy and Practice'. Her sole-authored book, *Accessing Education effectively widening participation* (2002), draws on her ethnographic study of mature students' experiences of accessing lifelong learning opportunities, and attracted significant press coverage and reviews in international journals. Her co-authored book *Reconceptualising Lifelong Learning: Feminist Interventions* (Burke and Jackson, 2007) was nominated for the 2008 Cyril O. Houle World Award for Outstanding Literature in Adult Education. Penny has been invited to speak internationally including Mexico, India and Australia and has been consulted by the Kingdom of Saudi Arabia on their plans for a new higher education system. She was a recipient of the Higher Education Academy's prestigious National Teaching Fellowship award in 2008 and is the Access and Widening Participation Network Leader for the Society for Research in Higher Education (SRHE).

Professor Yvonne Hillier

Professor in Education, Brighton University, UK

Yvonne Hillier (BSc, PGCE, MEd, PhD, FRSA) is Professor of Education in the Education Research Centre, Brighton University, UK. She is a founder member of the national LSRN and annual conference planning team. She has researched issues of teaching and learning in post-compulsory education including basic skills practice, national vocational qualifications, initial teacher training, and work based learning. She has published three books in 2006, one on FE policy (*All you ever wanted to know about FE Policy*, Continuum, 2006), *Adult Basic Skills – Changing Faces of Adult Literacy, Language and Numeracy: A Critical History* with Mary Hamilton, (Trentham, 2006) and *Adult Literacy, Numeracy and Language: policy, practice and research* (edited with Mary Hamilton and Lyn Tett) (Open University Press – McGraw Hill, 2006). She undertook an ESRC funded project with Professor Mary Hamilton, Lancaster University, on the history of basic skills policy since 1970. She has published a second edition of *Reflective teaching for adult and further education* with Continuum in 2005 along with books on research in further education with Jill Jameson in 2003.

Plenary Speakers

Dr Tom Karmel

Managing Director, National Centre for Vocational Education Research (NCVER)

Dr Karmel took up the position of Managing Director, National Centre for Vocational Education Research (NCVER) in August 2002.

Prior to this position he held senior appointments in the Federal government areas of education, employment, labour market research and the Bureau of Statistics. His research interests have centred on the labour market and the economics of education and he has a particular interest in performance indicators both in higher education and vocational education and training.

Tom is currently the President of the Economics Society of Australia, South Australia branch.

Philip Bullock

Chair, Skills Australia

Mr Philip Bullock (Chair) brings an impressive combination of high level leadership skills, a strong industry background and a commitment to education and training to the position of Chair of Skills Australia. Mr Bullock has more than 25 years experience working with IBM, culminating in his appointment as Vice President, Systems and Technology Group IBM Asia Pacific Region and including Chief Executive Officer of IBM Australia and New Zealand.

He was previously on the Board of the Australian Information Industry Association (AIIA), The Business Council of Australia (BCA), where he also chaired their Skills and Innovation Taskforce, IBM Australia Limited, the Victorian Schools Innovation Commission and the Advisory Committee to the Australian Graduate School of Management. He was also very active in support of diversity in the workplace, being awarded the Leading CEO for the Advancement of Women, in 2004 by the Federal Government's EOWA. He is also a Non-Executive Director of Healthscope, a major provider of health services in Australia.

Darryl Dymock

Senior Research Fellow, Griffith University

Dr Darryl Dymock is a Brisbane-based researcher, writer and lecturer. Currently he works part-time as a Senior Research Fellow and sessional lecturer in Adult and Vocational Education at Griffith University, Brisbane. He is also an Adjunct Associate Professor at the University of South Australia. From 2001 to 2007 he was Editor of the international Journal of Workplace Learning.

Darryl spent much of his earlier working life at the University of New England, Armidale, first in Continuing Education and then in teaching and research in Adult and Workplace Education. He has also been a High School Teacher, Army Education Instructor, and Senior Lecturer at the Administrative College of Papua New Guinea. Prior to moving to Brisbane he was Deputy Director of the Centre for Lifelong Learning and Development in South Australia.

Darryl's research interests include adult language, literacy and numeracy, adult and workplace learning, lifelong learning, vocational education and training, and adult education history. In between academic research and teaching he writes novels and short stories, and is currently working on a non-fiction book.

Professor Stephen Billett

Professor of Adult and Vocational Education, Griffith University

Dr Stephen Billett is Professor of Adult and Vocational Education within the Faculty of Education at Griffith University, Australia. His interests are in learning for work and through workplace experiences, which are exercised through understanding the personal and cultural contributions to human development. He is also the Founding and Editor in Chief of *Vocations and Learning: Studies in professional and vocational education*. He has published his research in journals, edited collections, sole authored books (*Learning through work: Strategies for effective practice* (Allen and Unwin 2001); *Work, change and workers* (Springer 2006) and edited books (*Work, Subjectivity and Learning* with Tara Fenwick and Margaret Somerville (Springer, 2006) and *Emerging Perspectives of Work and Learning* with Christian Harteis and Anneli Eteläpelto (Sense 2008).

PROGRAM

This program is correct at the time of printing and may be subject to change.

WEDNESDAY, 15 APRIL 2009

1330 – 1400 *Pre-Conference Workshops Registration Opens*

1400 – 1525 *Pre-Conference Workshops – Part 1*

	Workshop 1	Workshop 2	Workshop3	Workshop 4	Workshop 5
	Auditorium 2, BG1 C – Ground floor	Auditorium 3, BG1 D – Ground floor	B1 39 – First floor	<i>Withdrawn</i>	B1 44 – First floor
	Mixed Methods: The Third Methodological Movement Dr Roslyn Cameron, Southern Cross University	New Researchers in VET: Networking and Support; Process and Content Dr Ian Robertson, RMIT University	Scratching Around in Community: Ethics and Practicalities of Conducting Field-Based, Mixed Method Research in Diverse Adult Learning Contexts A/Prof. Barry Golding, University of Ballarat		The Relationships Between Research, Teacher Qualifications and Practice in VET A/Prof Ros Brennan Kemmis, Charles Sturt University, Ann Reich, University of Technology Sydney

1530 - 1555 *Afternoon Tea*

1600 – 1700 *Pre-Conference Workshops – Part 2*

	Workshop 1	Workshop 2	Workshop3	Workshop 4	Workshop 5
	Mixed Methods: The Third Methodological Movement Dr Roslyn Cameron, Southern Cross University	New Researchers in VET: Networking and Support; Process and Content Dr Ian Robertson, RMIT University	Scratching Around in Community: Ethics and Practicalities of Conducting Field-Based, Mixed Method Research in Diverse Adult Learning Contexts A/Prof. Barry Golding, University of Ballarat	<i>Withdrawn</i>	The Relationships Between Research, Teacher Qualifications and Practice in VET A/Prof Ros Brennan Kemmis, Charles Sturt University, Ann Reich, University of Technology Sydney

1830 *Conference Early Registration Opens*

1830 – 2000 *Welcome Reception – Proudly Sponsored by:*  **SYDNEY INSTITUTE**
Performing Arts Space, 2nd floor B2 11, TAFE NSW Sydney Institute

0745 – 0815 *Registration and Arrival Tea/Coffee*
Hotel Lobby and Oceanic Ballroom Foyer

0815 – 0845 **Welcome and Conference Opening – Erica Smith**, AVETRA President and **Pam Christie**, Director TAFE NSW Sydney Institute
Oceanic Ballroom

0845 – 0930 **Keynote Address** – Reflections on Training and Innovation in Australia: Can the National Training System Meet Expectations?
Craig Robertson, Group Manager DEEWR, Australia
Chair: Erica Smith
Oceanic Ballroom

0930 – 0955 *Morning Tea*
Oceanic Ballroom Foyer

1000 – 1200 **Concurrent Sessions 1**

	Breakout A	Breakout B	Breakout C	Breakout D	Breakout E
	Participation/Participants	Pedagogy and Practice	Policy	Traction and Tensions	New Researchers
	<i>Chair: Roslyn Cameron</i> Clovelly Room, Lower ground floor	<i>Chair: Cathy Down</i> Oceanic Ballroom	<i>Chair: Tom Dumbrell</i> Lady Penrhyn & Scarborough Room, 1 st floor	<i>Chair: Peter Kell</i> Coogee Room, Lower ground floor	<i>Chair: Kevin Heys</i> Alexander Room, 1 st floor
1000 - 1030	Abstract # 75.00 Reality vs. the Myth - Changing Narrative Into Action - Janet Hewson	Abstract # 6.00*** Overseas Trained Teachers (OTTs): Student Attitudes and Expectations in the Context of Vocational Education - Judie Cross, Jill Murray	Abstract # 78.00 Aligning Policy With Practice: An Evaluation of Vocational Education and Training in the Library and Information Services Sector - Gillian Hallam, Dianne Walton-Sonda, Paul Genoni	Abstract # 98.00 Making Managers: the Nature of Career Pathways into Leadership and Management Roles in VET - Michele Simons, Roger Harris	Abstract # 105.00 Panel of the New Researchers Projects - Melinda Randall, Ruth Wallace, Regan Harding, Llandis Barratt-Pugh, Mark Mossuto
1030 - 1100	Abstract # 17.00 Apprenticeship Outcomes and Client Expectations - A Pilot Survey of Commercial Cookery Graduates and Employers - Yiannis Dimitriou	Abstract # 35.00 Increasing the Confidence of Advanced RPL Assessors - John Mitchell, Judy Gronold	Abstract # 19.00 <u>Workshop:</u> Harmonising Further and Higher Education: A Case Study - Stephen Crump	Abstract # 87.00*** <u>Workshop:</u> Head Teacher Perspectives on Their Changing Role in TAFE NSW - Stephen Black	Abstract # 65.00 <u>Workshop:</u> Understanding and Making Use of NCVER's Online Research and Statistical Information - Miriam Saunders, Francesca Beddie <i>(To be continued next page)</i>

	Participation/Participants	Pedagogy and Practice	Policy	Traction and Tensions	
1100 - 1130	<p>Abstract # 37.00</p> <p>Autobiographical Reflection and Perspective Transformation in Adult Learners Returning to Study: Research in Progress - Jennifer Miles</p>	<p>Abstract # 15.00</p> <p><u>Workshop:</u> How Training Organisations are Using E-Learning to Support National Training Initiatives Around Apprenticeships and RPL - Victor Callan, Annie Fergusson</p>	<p>Abstract # 24.00</p> <p>Diversity in VET: Will the German Qualifications Framework Contribute to Increasing Permeability and Accreditation Between Different Streams of Vocational Preparation and Initial Training? - Thomas Deissinger</p>	<p>Abstract # 36.00***</p> <p>Creating Sustainable Competitive Advantage and Resilience in VET Organisations: Is Capability Building the Answer? - Mark Harris, Robyn Cooper, Deborah Robertson, Terry Clark</p>	<p>(Continuing from previous page)</p> <p>Abstract # 65.00</p> <p><u>Workshop:</u> Understanding and Making Use of NCVER's Online Research and Statistical Information - Miriam Saunders, Francesca Beddie</p>
1130 - 1200	<p>Abstract # 66.00</p> <p>The Post-School Destinations of Young Low Socio-Economic Status Adults: The Place of Vocational Education and Training in the Lives of Queensland's Year 12 Completers - Bingyi Li, Michael Singh, Bobby Harreveld</p>		<p>Abstract # 31.00</p> <p>New Directions for Training Packages - Kit McMahon, Daniela Jaron, Peter Collins</p>	<p>Abstract # 32.00***</p> <p>Torquing Up TAFE Teacher Traction Through a Critical Spirit Discourse - Mark Tyler</p>	

1200 – 1250 *Lunch*
Lower Oceanic Court

1255 – 1340 **Keynote Address** – Widening Participation: Identity, Difference and In/Equality
Professor Penny Jane Burke, Professor in Education, Roehampton University, UK – *Proudly supported by*
Chair: *Stephen Crump*
Oceanic Ballroom



1345 - 1515 **Concurrent Sessions 2**

	Breakout A	Breakout B	Breakout C	Breakout D	Breakout E
	Participation/Participants	Pedagogy and Practice	Policy	Traction and Tensions	New Researchers
	<u>Chair: Melinda Randall</u> Clovelly Room, Lower ground floor	<u>Chair: Llandis Barratt-Pugh</u> Oceanic Ballroom	<u>Chair: Ann Reich</u> Lady Penrhyn & Scarborough Room, 1 st floor	<u>Chair: Michele Simons</u> Coogee Room, Lower ground floor	<u>Chair: Anne Jones</u> Alexander Room, 1 st floor
1345 - 1415	Abstract # 10.00*** Social Construction of Skill Viewed Through the Lens of Training for the Cleaning Industry - Erica Smith	Abstract # 25.00*** <u>Symposium:</u> Playing Your Way to Competency - Mark O'Rourke	Abstract # 33.00*** Graduate and Employer Perspectives on Course Efficacy - A Study of VET in a Developing Economy - Helen Teh, Donna Pendergast	Abstract # 43.00*** A Quarter of a Century of CBT: The Vicissitudes of an Idea - Roger Harris, Steven Hodge	Abstract # 22.00 Linking Flexible VET Delivery to Community Development in the Context of an Indigenous Community - Stuart Anderson, Ruth Wallace, Michael Christie, Deanna Kennedy
1415 - 1445	Abstract # 40.00 VET Pathways into Science, Technology, Engineering and Maths Occupations - Patrick Lim, Alison Anlezark, Roni Semo, Nhi Nguyen	Abstract # 39.00*** Aligning Workplace Pedagogies With Learners: What Do They Need to Know? - Sarojni Choy	Abstract # 14.00*** TAFE Teacher's Knowledge Bases: Analysis of the Diploma in VET Practice - Ian Robertson	Abstract # 48.00 <u>Symposium:</u> Leading Secondary Schools Through Vocational Education and Training: Reforming to Senior Learning in Queensland - Xiafang Chen, Michael Singh, Bobby Harreveld	Abstract # 67.00 Identification of Numeracy and Literacy Skills of Apprentices and Trainees at Central Gippsland Institute of TAFE - Shalene Wilcock, Neil Hauxwell
1445 - 1515	Abstract # 44.00 Enhancing the Integration of Workplace Learning Through the Use of SMS – An Indonesian Case-Study - Kate Collier, Ali Rokhman, Sherria Ayunadini, Panca Kurniawan	Abstract # 26.00*** Learningful Work: How Can the Workplace Foster Affordances for Learning? - Geri Pancini, Rob McCormack		Abstract # 20.00*** Viewing RTOs Through the Lens of Culture - Berwyn Clayton	Abstract # 76.00*** Early Days: A Personal Review of a Research Into Practice Initiative - Regan Harding

1515 – 1540 *Afternoon Tea*
Oceanic Ballroom Foyer

- 1545 – 1715 **Plenary Panel** – Future Directions in VET and Implications for VET Researchers and Practitioners
Chair: *Ros Brennan-Kemmis*
Panel: **Tom Karmel**, NCVET and **Philip Bullock**, Skills Australia
Oceanic Ballroom
- 1715 – 1745 *AVETRA AGM*
Oceanic Ballroom
- 1900 – 2230 Pre-Dinner Drinks, Dinner and Awards Presentation
Pool Terrace

0815 – 0830 *Registration and Arrival Tea/Coffee*
Hotel Lobby and Oceanic Ballroom Foyer

0830 – 0840 **Welcome – Erica Smith**
Oceanic Ballroom

0840 – 0925 **Keynote Address** – Now You See It, Now You Don't: The Ebb and Flow of Basic Skills in Government Policy and VET Practice
Professor Yvonne Hillier, Professor in Education, Brighton University, UK – Proudly Supported by:
Chair: Ann Reich
Oceanic Ballroom Room



0930 – 1030 **Concurrent Sessions 3**

	Breakout A	Breakout B	Breakout C	Breakout D	Breakout E
	Participation/Participants	Pedagogy and Practice	Policy	Traction and Tensions	New Researchers
	<i>Chair: Bobby Harreveld</i> Clovelly Room, Lower ground floor	<i>Chair: Ian Robertson</i> Oceanic Ballroom	<i>Chair: Francesca Beddie</i> Lady Penrhyn & Scarborough Room, 1 st floor	<i>Chair: Cathy Down</i> Coogee Room, Lower ground floor	<i>Chair: Stephen Crump</i> Alexander Room, 1 st floor
0930 - 1000	Abstract # 107.00*** Social Capital and Employability - Ralph Catts	Abstract # 27.00*** From 'Trade Teacher' to 'Critically Reflective Practitioner': The Relationship Between Theory and Occupational Identity Formation in TAFE Teachers – John Haycock, Dianne Kelly	Abstract # 49.00 Gaining Policy Traction Through Alliances: the Calculation of Friends and Enemies - Jenni Carter	Abstract # 68.00 The Articulation of School and Work-Based Education and Training: Tractions and Tensions in the Organisational Alignment of Philosophy and Pedagogy - Guihua Cui, Michael Singh	Abstract # 80.00*** New Roles and Challenges for Managers as Facilitators of Workplace Learning - Rosalind Carter
1000 - 1030	Abstract # 23.00*** Why Do Australian Companies Train Their Workers? An Analysis of the 2005 SEUV Data - Andy Smith, Eddie Oczkowski	Abstract # 34.00*** The Experience of Learning for the TAFE Student With a Mental Illness: Implications for Policy and Pedagogy - Annie Venville	Abstract # 92.00 Doing a Good Job: How TAFE Institutes Evaluate Their Effectiveness and Efficiency - Josie Misko, Sian Halliday Wynes	Abstract # 52.00*** Social Partnerships in Learning: Working Across Identity and Learning Boundaries - Ruth Wallace	Abstract # 106.00 Training Needs Analysis – Optimising Your Chances for Success - Melinda Randall

1030 – 1055 *Morning Tea*
Oceanic Ballroom Foyer

1100 – 1300 **Concurrent Sessions 4**

	Breakout A	Breakout B	Breakout C	Breakout D	Breakout E
	Participation/Participants	Pedagogy and Practice	Policy	Traction and Tensions	New Researchers
	<u>Chair: Ruth Wallace</u> Clovelly Room, Lower ground floor	<u>Chair: Melinda Randall</u> Oceanic Ballroom	<u>Chair: Ian Robertson</u> Lady Penrhyn & Scarborough Room, 1 st floor	<u>Chair: Tom Dumbrell</u> Coogee Room, Lower ground floor	<u>Chair: Carmel Ellis-Gulli</u> Alexander Room, 1 st floor
1100 – 1130	Abstract # 12.00*** The Use of Mixed Methods in VET Research - Roslyn Cameron	Abstract # 47.00*** Trainers and Transformation: Facilitating the 'Dark Side' of Vocational Learning - Steven Hodge	Abstract # 53.00 Assessing the Impact of NCVER's Research - John Stanwick, Joanne Hargreaves	Abstract # 73.00 Teachers' Views and Experiences of Higher Education in TAFE - Leesa Wheelahan, Ann Kelly, Stephen Billet	Abstract # 81.00 Working with Youth at Risk in the Granville Area: The Story of the Granville Alternative TAFE Education (GATE) Program - Therese Douglas
1130 – 1200	Abstract # 103.00 <u>Workshop:</u> Thinking and Acting Outside the Square: Collaborative and Participative Research in VET. A Case Study - Elaine Butler, Kate Lawrence	Abstract # 55.00*** E-nabling E-Portfolios for Skills Recognition of Aboriginal Art Workers in Central Australia - Alicia Boyle	Abstract # 95.00*** Teachers from Industry: From Work to School - Annette Green	Abstract # 83.00 Life as a Lab Rat: Work in the TAFE Sector Under the Victorian Government's Regime of Reform and Experimentation - David McLean, Kangan Batman	Abstract # 84.00 <u>Round Table session:</u> Practitioners as Researchers: A Forum for New Researchers - Ann Reich, Cathy Down
1200 – 1230		Abstract # 100.00*** <u>Symposium:</u> International Students in Australian VET – Framing a Research Project - Ly Tran, Chris Nyland	Abstract # 58.00 <u>Workshop:</u> Shifting the Locus/Locusts: Evidence and Insights into Academic Power and Knowledge From Recent Australian Adult, Vocational and Community Education Research - Barry Golding, Annette Foley, Mike Brown	Abstract # 86.00*** Aligning Partnerships, Policy and Pedagogy With Participants: A Social Capital Perspective - Jo Balatti, Stephen Black, Ian Falk	
1230 - 1300				Abstract # 88.00*** Supporting Cultural Change: Recognising the Value of Informal Learning in a Public Service Case Study - Llandis Barratt-Pugh	

1300 – 1355 *Lunch*
Lower Oceanic Court

1400 – 1530 **Concurrent Sessions 5**

	Breakout A	Breakout B	Breakout C	Breakout D	Breakout E
	Participation/Participants	Pedagogy and Practice	Pedagogy and Practice	Traction and Tensions	New Researchers
	<u>Chair: Kevin Heys</u> Clovelly Room, Lower ground floor	<u>Chair: Andy Smith</u> Oceanic Ballroom	<u>Chair: Ruth Wallace</u> Lady Penrhyn & Scarborough Room, 1 st floor	<u>Chair: Michele Simons</u> Coogee Room, Lower ground floor	<u>Chair: Llandis Barratt-Pugh</u> Alexander Room, 1 st floor
1400 - 1430	Abstract # 59.00 Synthesising VET Market Research to Improve Real VET Participation - Paul Harvey	Abstract # 56.00*** The Certificate IV in Training and Assessment: What Are Our VET Teachers Learning? - Paul Galloway, Cathy Down, Wendy De Luca	Abstract # 94.00*** Blended Learning Lead Institute - Gerard Corcoran	Abstract # 96.00*** Community, Credit, Connections and Careers - John Pardy	Abstract # 50.00 <u>Symposium:</u> Undertaking Risky Research - Jenni Carter, Steven Hodge, Kerrie McKey-Smith
				Pedagogy and Practice	
1430 - 1500	Abstract # 62.00 Women on Track: Addressing Skills Shortages in the Transport/Logistics and Construction Industries - Kimberley Turner-Zeller	Abstract # 69.00*** Crossing Boundaries, Building Bridges in the Academic Apprenticeship - Margaret Thorne, Roy Smalley, Faith Irving	Abstract # 85.00 Teacher Training and Readiness for Working in TAFE - Jane Court	Abstract # 16.00*** <u>Panel:</u> Making VET Pedagogy Explicit - Ros Brennan-Kemmis, Sarah Sutcliffe, Sharon Ahern	
1500 - 1530		Abstract # 97.00 <u>Symposium:</u> Skilling for Economic, Environmental and Social Sustainability: Building 'Integrated Global Educator' Capacity in the VET Workforce - Terri Seddon	Abstract # 79.00 Aiming at Higher Completion Rates in VET - Homi Azemikhah		

1530 – 1555 *Afternoon Tea*
Oceanic Ballroom Foyer

1600 – 1615 AVETRA Announcements: - Establishment of World Education Research Association
- October VET 2009 – **Bobby Harreveld**
- AVETRA 2010 Conference
- Research Mentoring Program - **Llandis Barratt-Pugh**

Oceanic Ballroom
Chair: Erica Smith

1615 - 1645 **Plenary Session** - Aligning VET Research, Policy and Practice: Impacts and Worthiness *AVETRA Dr Ray Barker Fellowship Research Project*
Darryl Dymock & Stephen Billett, Griffith University, Dr Ray Barker Fellowship Winners

Chair: Erica Smith
Oceanic Ballroom

1645 **Conference Close**

1650 – 1710 AVETRA Coach: Luggage Loading

1715 AVETRA Coach Departs for Domestic Airport

2009

AVETRA

ABSTRACTS

(Research papers abstracts are listed in numerical order and come after the Keynote speakers' abstracts)

***** Refereed papers** – Papers annotated with three asterisks have been refereed to comply fully with HERDC (Higher Education Research Data Collection) verification requirements for a conference publication, full written paper refereed. An anonymous refereeing process has been used. Please note that even with papers that are peer-reviewed in this way, AVETRA can accept no responsibility for the quality or veracity of the content.

Note: all papers will be available on the AVETRA website at the conclusion of the conference

Presenter: Names that are underlined are authors presenting the session.

ABSTRACTS

Keynote & Plenary Speakers

KEYNOTE PRESENTATION 1:

Thursday, 16 April 2009, 0845 – 0930 hours
Oceanic Ballroom

REFLECTIONS ON TRAINING AND INNOVATION IN AUSTRALIA: CAN THE NATIONAL TRAINING SYSTEM MEET EXPECTATIONS?

Mr Craig Robertson, Group Manager DEEWR, Australia

Abstract not available at time of printing. To be advised at the conference

KEYNOTE PRESENTATION 2:

Thursday, 16 April 2009, 1300 – 1345 hours
Oceanic Ballroom

WIDENING PARTICIPATION: IDENTITY, DIFFERENCE AND IN/EQUALITY

Professor Penny Jane Burke, Professor in Education, Roehampton University, UK

This keynote will interrogate the underpinning values, perspectives and meanings that shape current policy discourses and practices of widening participation (WP) to higher education. It will pay particular attention to competing discourses at play in relation to access to vocational education and training in higher education and how those discourses construct learner identities in relation to social inequalities of age, class, disability, ethnicity, gender and race (Burke & Jackson, 2007). Research has exposed that educational aspirations and choices are significantly shaped by social differences and inequalities and this is related to problematic hierarchies and divisions in higher education including academic/vocational and knowledge/skills (Morley, 2003, Reay et al., 2005, Reay et al., 2001, Woodin & Burke, 2008). Although policy makes an explicit commitment to widening participation to those groups who are under-represented in higher education, closer analytical attention raises questions about what forms of higher education are being made accessible, to whom and in what ways. In the UK for example, work-based courses are identified as more appropriate for students from non-traditional backgrounds, in order to safeguard the traditional honours degree (DfES, 2003). This presentation examines the complex politics of identity at play in higher educational fields and the ways these shape struggles over access and participation in relation to divisions between academic and vocational forms of higher education. It will consider the ways that research, policy and practice might usefully be brought together to interrogate some of the taken-for-granted assumptions, meanings and practices that might exacerbate rather than challenge exclusions and inequalities in higher education (Burke & Jackson, 2007).

KEYNOTE PRESENTATION 3:

Friday, 17 April 2009, 1015 – 1115 hours
Park Room

NOW YOU SEE IT, NOW YOU DON'T: THE EBB AND FLOW OF BASIC SKILLS IN GOVERNMENT POLICY AND VET PRACTICE

Professor Yvonne Hillier, Professor in Education, Brighton University, UK

In the 21st century, our natural resource is our people and their potential is both untapped and vast' (DIUS, 2008). This presentation will discuss how policy for lifelong learning is part of a larger social policy of the economic and social welfare of countries. With particular reference to policy for adult literacy, language and numeracy (ALLN) in England, Professor Hillier will outline a particular approach to policy analysis, Deliberative Policy Analysis (DPA) and how it has enabled an historical examination of the way in which ALLN policy has enjoyed the attention of government and subsequently lost it over the past decades. The presentation will demonstrate how such policy relates to the wider practice of vocational education and more generally to public policy

PLENARY SESSION:

Thursday, 16 April 2009, 1545 – 1715 hours

Oceanic Ballroom

**PANEL SESSION -
FUTURE DIRECTIONS IN VET AND IMPLICATIONS FOR VET RESEARCHERS AND PRACTITIONERS**

Dr Tom Karmel, Managing Director, National Centre for Vocational Education Research (NCVER), Australia

Mr Philip Bullock, Chair, Skills Australia, Australia

Dr Tom Karmel - Competition in Australia's training market

Competition in the training market has its genesis in the push within public administration to use market mechanisms in the delivery of services. This presentation discusses what markets are and in what circumstances markets lead to optimal outcomes. It concludes that there are many reasons why markets are not optimal in education and training, but that 'market failure' does not imply that there is no 'government failure'. Therefore, the challenge is to design market mechanisms that are useful, while noting that the variety of views of relevant players means that a consensus is unlikely. The presentation concludes with some thoughts on the dimensions of market design.

Mr Philip Bullock – Future of the National Training System

Philip Bullock, Chair of Skills Australia, will discuss emerging policy issues for the National Training System and focus on ways in which public policy can be designed and implemented to better align the supply and demand of skills, support individuals' careers and meet the nation's skills needs into the future.

PLENARY SESSION:

Friday, 17 April 2009, 1615 – 1645 hours

Oceanic Ballroom

**ALIGNING VET RESEARCH, POLICY AND PRACTICE: IMPACTS AND WORTHINESS –
AVETRA Dr Ray Barker Fellowship Research Project**

Darryl Dymock & Stephen Billett, Griffith University, Australia

Dr Ray Barker Fellowship Winners

What comprises worthwhile research and the worthiness of its contributions are often constituted in distinct ways by particular interests. Governments might seek findings aligned to current imperatives and policies, employers similarly so, yet with findings applicable to particular work situations. Practitioners look for outcomes applicable to immediate concerns, and researchers are concerned with the esteem of their peers. Traditionally, it has been peer esteem that stands as the basis upon which research outputs have been valued. This tradition appears to be confirmed in the recently announced criteria for the Excellence in Research Australia audits, overturning an emphasis in the defunct RQF on a broader set of impacts. Yet, in a field such as vocational education and training there is, on the one hand, the need for research to have an impact through informing and advising policy and practice, yet at the same time to advance further the legitimacy of the VET sector through securing high measures of esteem within scholarly fields.

This presentation reports the outcomes of the AVETRA Ray Barker funded project which sought to understand and reconcile the needs of diverse interest groups to provide some coherence about how the worth of research and worthiness of researchers' work might be more comprehensively accounted for and acknowledged. The project comprised a review of existing approaches to appreciating the worth of research outputs, the views of different interest groups on the desirability and feasibility of aligning research, policy and practice, and an attempt to advance a more inclusive yet differentiated premise for acknowledging the contributions of research outputs.

ABSTRACTS

Free Papers

Abstract # 6.00
Concurrent Session 1B
Thursday, 16 April 2009
1000 – 1030 hours

THEME: PEDAGOGY AND PRACTICE

***** OVERSEAS TRAINED TEACHERS (OTTs): STUDENT ATTITUDES AND EXPECTATIONS IN THE CONTEXT OF VOCATIONAL EDUCATION**

Jill Murray¹, Judie Cross²

¹ Macquarie University, NSW

² Randwick TAFE NSW

The vocational education and preparation of overseas trained teachers (OTTs) in NSW is a demanding and lengthy process. It involves the development of communicative language ability to a standard equivalent to native-like vocational proficiency in two domains: linguistic and pragmatic. In order to demonstrate competence at this level, OTTs in NSW are required to pass an English language test, the NSW Professional English Assessment for Teachers (PEAT). In the PEAT, Listening, Speaking, Reading and Writing are specifically tested in the context of workplace requirements for the NSW education system. Success in the PEAT leads directly to the DET Pre-Employment Program.

In reality, TAFE NSW courses in which students enrol to prepare for the PEAT are less concerned with test-taking strategies than they are with vocational education, although locally designed PEAT exemplars are used as practice and teaching models. Success in the test is difficult to achieve without knowledge of the reality in NSW public schools while the communication skills which are beneficial to the test taker are equally essential in the workplace.

This presentation will outline preliminary findings from research on the attitudes, expectations and vocational learning of a group of OTTs attending Randwick TAFE during Semester 1, 2008. During this semester a specific delivery component was developed that addressed the active skills of Speaking and Writing*, allowing equal emphasis to be given to both linguistic and pragmatic components of test preparation. The theoretical framework for these materials hypothesised the critical significance of the attitudes held by participants in relation to the test, policy and performance.

Our approach to this research included qualitative and quantitative data derived from pre and post-course questionnaires, use of a Survey Monkey application to collate students' evaluations and PEAT test results received before the end of 2008. One student's performance will be considered as a case study.

*Reading and Listening were also taught during the course, but were not part of this research project

Abstract # 10.00
Concurrent Session 2A
Thursday, 16 April 2009
1345 – 1415 hours

THEME: PARTICIPATION/PARTICIPANTS

***** SOCIAL CONSTRUCTION OF SKILL VIEWED THROUGH THE LENS OF TRAINING FOR THE CLEANING INDUSTRY**

Erica Smith, University of Ballarat, VIC

Most people would agree that an objective measurement of skill in work is not possible. Many perceptions of what is skilled work privilege 'male' over 'female' occupations, and pre-1950 industrial and craft jobs over more recently-established and service sector jobs. Theories of social construction of skill centre around claim-making by interest groups, structural conditions that allow or prevent such claims, and the institutionalisation of those claims. As skill cannot be measured objectively, the social construction of skill takes on immense significance in defining what are worthy and non-worthy occupations, and the training that is available and valued within those occupations.

A recent NCVET-funded research project on traineeships involved the author in a case study of training in the cleaning industry. The levels of skill and underpinning knowledge in cleaning jobs were at odds with the low status of the industry. Some responses clearly revealed attitudes coloured by social construction and perceptions of labour aristocracy. One effect of these views was a sort of 'false consciousness' among some cleaning workers. Views about cleaning training varied from 'a bit of a shadowy thing' to 'meaningful training (which) should lead to a career path and a more sustainable and better workforce.'

Abstract # 12.00
Concurrent Session 4A
Friday, 17 April 2009
1100 – 1130 hours

THEME: PARTICIPATION/PARTICIPANTS

*****THE USE OF MIXED METHODS IN VET RESEARCH**

Roslyn Cameron, Southern Cross University, NSW

Mixed methods research is an emerging third methodological movement with a growing body of trans-disciplinary literature. Some say it is a movement still in its adolescence and yet to reach its maturity (Bazeley 2008; Teddlie & Tashakkori 2009). Nonetheless, the discipline fields which are showing high levels of acceptance for mixed methods are those related to education, health and the social sciences. Prominent research methodologists/authorities from across several discipline fields are emerging and guiding the commentary and the movements' momentum, especially in Europe and the United States. This presentation reports the findings of a study that has systematically reviewed papers from the 10th and 11th Annual AVETRA Conferences held in 2007 and 2008, along with journal articles published in the International Journal of Training Research from 2003-2008. The aim of the study is to provide a methodological map of the vocational education research reported at the conferences and within the journal, and in particular the use of mixed methods research in Australian based VET research. The data will be compared to similar research conducted in business and management research. Implications for research training, research capacity building and research publication are discussed with particular reference to the field of vocational education and training..

Abstract # 14.00
Concurrent Session 2C
Thursday, 16 April 2009
1445 – 1515 hours

THEME: POLICY

*****TAFE TEACHER'S KNOWLEDGE BASES: ANALYSIS OF THE DIPLOMA IN VET PRACTICE**

Ian Robertson, RMIT University, VIC

In a recent article, Robertson (2008) used twelve knowledge bases proposed by Turner-Bisset (2001) to show that completion of the Certificate IV in Training and Assessment does not guarantee development of the full set of knowledge bases required of a professional teacher. In Victoria, under a state-wide agreement, TAFE teachers seeking unhindered progression through salary scales are required to complete the Diploma in Vocational Education and Training Practice (or equivalent). The current presentation extends the analysis described above to evaluate if completion of the Diploma in Vocational Education and Training Practice is likely to allow vocational teachers to develop the knowledge bases required of professional educators.

Abstract # 15.00
Concurrent Session 1B
Thursday, 16 April 2009
1100 – 1200 hours

THEME: PEDAGOGY AND PRACTICE

**HOW TRAINING ORGANISATIONS ARE USING E-LEARNING TO
SUPPORT NATIONAL TRAINING INITIATIVES AROUND
APPRENTICESHIPS AND RPL**

Victor J Callan¹, Annie Fergusson²

¹The University of Queensland, QLD

²Australian Flexible Learning Framework, SA

This project completed 21 interviews to investigate how organisations are using e-learning in innovative approaches that support more responsive, flexible and effective training, particularly in skills shortage areas. Findings revealed that industry developments are occurring within the bakery, and building and construction industries, in particular. The Bakers Delight and Hunter Institute partnership illustrates the value of industry partnerships, the utility of pilot programs up front and the virtues of using a variety of e-learning tools. The construction industry emerges as having the most developments around the use of e-learning strategies to promote more flexibility, higher rates of on-the-job training and opportunities for more accelerated completions of qualifications to assist in responses to skills shortages. Finally, the plumbing industry is exploring and gathering evidence around the best ways to transform training through the application of more blended forms of training. The industry stands as an exemplar in how to explore what is required. The national priority area of RPL practice currently has limited use of the new technologies. However, e-portfolio adoption is growing, and there are some examples of e-portfolio applications to support skills recognition. According to those interviewed, the key benefits of more e-learning for businesses in these areas of skills shortages include more flexibility, increased levels of on the job training, better quality in the training especially across multiple locations, more customisation of the training around business needs and cost savings. A major barrier exists around the challenge of changing mind-sets that are still locked into the traditional models of training delivery.

Abstract # 16.00
Concurrent Session 5D
Friday, 17 April 2009
1430 – 1500 hours

THEME: PEDAGOGY AND PRACTICE

*****MAKING VET PEDAGOGY EXPLICIT**

Ros Brennan Kemmis AM¹, Sharon Ahern¹, Sarah Sutcliffe²

¹Charles Sturt University, NSW

²Canberra Institute of Technology, ACT

This presentation is part of a larger research and publication project that is taking place in the Pedagogy, Education and Praxis research group in the Research Institute of Professional Practice Learning and Education (RIPPLE). It builds on the theoretical framework that has informed the publication of an international series of books relating to pedagogy and practice. This empirical project will provide insights into VET pedagogy and praxis that will be juxtaposed beside the results of a similar project in Sweden in late 2009.

The major objective of this project will be to develop an overview of VET pedagogy in Australia with particular reference to different contexts and different locations that will inform both policy and practice.

This objective will be achieved by:

- an examination of a range of NCVET publications over the last five years
- interviews with a number of curriculum managers, teachers and materials developers across the VET sector
- engaging in validation exercises with a range of stakeholders.

“To see what all this really was’, she insisted, ‘beyond the relics and the old-fashioned horrors and shows-you needed a passion for the everyday’. That was how she put it. ‘And for that, mere looking got you nowhere. All you see then’, she told him, ‘is what catches the eye, the odd thing, the unusual. But to see what is common, that is the difficult thing, don’t you think? For that we need imagination, and there is never enough of it- never, never, enough” (Malouf, 1999).

Abstract # 17.00
Concurrent Session 1A
Thursday, 16 April 2009
1030 – 1100 hours

THEME: PARTICIPATION/PARTICIPANTS

**APPRENTICESHIP OUTCOMES AND CLIENT EXPECTATIONS –
A PILOT SURVEY OF COMMERCIAL COOKERY GRADUATES
AND EMPLOYERS**

Yiannis Dimitriou, Skills Tasmania, TAS

This project was an attempt to establish whether the outcomes of the same qualification issued by different training organisations meet the expectations of employers and graduates and whether they do so in a consistent manner.

The project was a pilot and focused on graduates of a Commercial Cookery apprenticeship and their employers.

Overall, the findings of the graduate survey were positive, with good satisfaction rates and high rates of successful work outcomes in terms of gaining employment.

Employers' views were mixed on whether the knowledge and skills of those who have completed a Commercial Cookery apprenticeship met industry expectations. A number of employers commented that the completion of the certificate was only the beginning and that more experience in the kitchen was needed before graduates could progress to more senior positions in the kitchen. The results of the employer survey suggest that there are at least five parameters that influence the outcome of a completed apprenticeship

Abstract # 19.00
Concurrent Session 1C
Thursday, 16 April 2009
1030 – 1100 hours

THEME: POLICY

**HARMONISING FURTHER AND HIGHER EDUCATION: A CASE
STUDY**

Stephen Crump¹, Meg McLoghy², David Kirkby², Julie Johnson²,

¹University of Newcastle

²TAFE NSW, Hunter Institute

The Central Coast Campuses is a joint venture partnership between the University of Newcastle and the TAFE NSW - Hunter Institute. The campus has been a multi-sector entity since inception 20 years ago (1989) and has been praised for the work done to provide improved access and participation in to education and training in the region. However, despite a proud history of achievements the policy framework for further and higher education is about to change dramatically and the two partners have begun a process for re-invigorating the relationship and adapting to new (and harder) times through discussing shared experiences of the multi sector arrangement and to identify opportunities for developing the partnership.

The workshop will generate interactive discussion and scenario planning as the basis for the design of a research program to be used to evaluate and assess the outcomes during 2009 and 2010, but allow participants to apply the research design to other contexts. The 5 themes are: Identification of Industry Needs; Course Development; Articulation; Funding Applications and Joint Facilities.

A proposed process framework for actioning the identified opportunities is: University/TAFE/Industry joint business needs analysis; Value Proposition Development; Integrated planning and Coordinated execution. The opportunities identified at the workshop will be used to determine how to progress and action by the end of 2009, not only at the Central Coast Campuses. A 'community of practice' could be forged by the workshop participants to continue the dialogue over how to improve participation, policy and pedagogy.

Abstract # 20.00
Concurrent Session 2D
Thursday, 16 April 2009
1445 – 1515 hours

THEME: TRACTION AND TENSIONS

*****VIEWING RTOs THROUGH THE LENS OF CULTURE**

*Berwyn Clayton, Work-based Education Research Centre,
Victoria University, VIC*

Alvesson (2002) uses the concept of culture as a lens through which to view an organisation. He believes that a cultural focus offers a creative way of understanding modern organisations. Whilst the author generally regards shared meanings as critical for coordinated action and interaction, he contends that a study of culture can be a powerful tool in counteracting commonly held beliefs and values that limit personal autonomy and slow the progress of change within organisations. In the study on structures and cultures in Australian registered training organisations undertaken as part of Supporting VET providers in building capability, work teams were asked to describe their own cultures and that of their organisation. This presentation highlights the cultural complexity that can be found in the VET workforce, complexity which can and does make cultural change a complicated and somewhat problematic process, particularly in large providers of vocational education and training.

Abstract # 22.00
Concurrent Session 2E
Thursday, 16 April 2009
1345 – 1415 hours

THEME: NEW RESEARCHERS

**LINKING FLEXIBLE VET DELIVERY TO COMMUNITY
DEVELOPMENT IN THE CONTEXT OF AN INDIGENOUS
COMMUNITY**

*Stuart C. Anderson¹, Ruth Wallace², Michael Christie²,
Deanna Kennedy³*

*¹VET Community Services and Health, Charles Darwin
University, NT*

*²Social Partnerships in Learning Consortium Charles Darwin
University, NT*

³Sunrise Health Services, Wugularr Community, NT

This presentation reports the findings of a collaborative project with indigenous learners engaged in VET programs in community services and youth work situated in the community of Wugularr in southeastern Arnhem Land. A customised action research methodology was used to allow participants and researchers to explore personal histories and notions of community engagement; innovative approaches to delivery and evidence collection; and specifically the integration of community project based pedagogies into workplace situated training and assessment.

The majority of participants expressed satisfaction with the quality of their VET experiences, in particular the performance of teaching staff. They however did express disappointment with the university's approach to relationship building, consistency of delivery and in particular access to student support in the past. Over the course of this project the importance of developing and nurturing relationships based on mutual benefit emerged as a central thread binding good community engagement with the ability to implement flexible approaches to VET delivery and assessment. The building of such relationships is an ongoing process that takes time.

Successfully implemented innovative and community negotiated approaches used during this project included the use of project pedagogies and digital media for the collection of assessment evidence. The success of both of these methods can be largely attributed to their use of community languages, community resources and the participant's own workplace in the learning and assessment process. Despite the documented successful engagement of learners and improvement in modular completion rate; consistency of engagement with learners during periods where lecturing staff are not physically present, and the influence of family and community rhythms remain issues that strongly affect the capacity of community members to participate in VET programs.

Abstract # 23.00
Concurrent Session 3A
Friday, 17 April 2009
1000 – 1030 hours

THEME: PARTICIPATION/PARTICIPANTS

*****WHY DO AUSTRALIAN COMPANIES TRAIN THEIR WORKERS? AN ANALYSIS OF THE 2005 SEUV DATA**

Andrew Smith¹, Eddie Oczkowski²

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²*School of Commerce, Charles Sturt University, NSW*

Despite the ongoing research carried out into employer training in Australia and overseas (Cully, 2006) and the availability of statistical evidence on training investments by Australian employers (ABS, 2003, NCVET, 2006), the operation of training activities within organisations remains something of a 'black box' for research and policy makers. This is particularly the case for understanding the reasons why employers provide training and their choices about the type of training they provide. Recent work by the Australian Industry Group (Allen Consulting Group, 2006) and the Business Council of Australia (2006) has underlined the increasingly strategic nature of training in modern Australian organisations. These reports highlight the fact that organisations are beginning to realise that their future access to the skills they have identified as necessary for future growth cannot be guaranteed by the outputs of the national vocational education and training (VET) system and they need to increase their own training efforts in-house to ensure the supply of skills. Research overseas has highlighted the prominence of training in the development of new approaches to human resource management and high performance work systems (Butler et al, 2004). Here training is important because it enables employers to implement new systems of work organisation that will radically improve business performance. Cappelli (2004) has argued that training plays a key role in building the close human relationships required for high performance work systems often referred to as "social capital". This presentation presents an analysis of the 2005 Survey of Employer Use and Views of the VET system to uncover the reasons why employers provide training in different circumstances and how different organisational characteristics will predispose employers towards discrete training choices.

Abstract # 24.00
Concurrent Session 1C
Thursday, 16 April 2009
1100 – 1130 hours

THEME: POLICY

DIVERSITY IN VET: WILL THE GERMAN QUALIFICATIONS FRAMEWORK CONTRIBUTE TO INCREASING PERMEABILITY AND ACCREDITATION BETWEEN DIFFERENT STREAMS OF VOCATIONAL PREPARATION AND INITIAL TRAINING?

Thomas Deissinger, University of Konstanz, Germany

The European Qualifications Framework (EQF) is seen as a starting point from which the various VET systems in Europe establish their respective National Qualifications Frameworks (NQFs), supporting the so-called "Lisbon-Brugge-Copenhagen Process". The latter demands the opening-up of education and VET systems in the context of concepts such as the "learning economy" or "lifelong learning" by putting a specific emphasis on learning outcomes and validated competences irrespective of the context in which they were gained. VET systems with a strong focus on initial training hereby obviously face the most serious challenges. The "nation-specific" strategy of Germany is to link two worlds: Keeping the well-functioning elements of the VET system (such as the dual system of apprenticeship training) stable while at the same time trying to cope with the prominent "European issues" such as "informal learning", "modularisation" and "accreditation of prior learning". In the case of Germany, one of the major political and pedagogical issues in this context is re-defining the relationship between vocational preparation, basic vocational training and initial vocational training, both in schools and in the apprenticeship system. This also includes sorting existing qualifications along competence dimensions and levels which are based on general descriptors. The presentation focuses on these open issues and obvious tension fields and investigates into the limitations of the German VET system with respect to the EQF or GQF "philosophy" by discussing those institutional, legal and didactical reforms with respect to the diversity within the German VET system that seem inevitable should the framework concept of the EU ever lead to the desired results.

Abstract # 25.00
Concurrent Session 2B
Thursday, 16 April 2009
1345 – 1415 hours

THEME: PEDAGOGY AND PRACTICE

*****PLAYING YOUR WAY TO COMPETENCY**

Mark O'Rourke, Juanita Custance
Victoria University, VIC

The use of computer games as learning tools is now commonplace, but how effective is their delivery? This presentation explores the impact of narrative and gameplay elements on student learning outcomes when computer games are used as education and training tools and asks if interactive gameplay provides a more appropriate context in which to deliver information than the more commonly employed multiple-choice quiz interactive? Activity Theory has been used to analyse quantitative and qualitative data collected during trials of two computer based products - an interactive game and a multiple-choice quiz. Initial results of the research indicate that deep, sustainable learning is more successfully achieved when learners engage with content delivered within an interactive game based framework.

Abstract # 26.00
Concurrent Session 2B
Thursday, 16 April 2009
1445 – 1515 hours

THEME: PEDAGOGY AND PRACTICE

*****LEARNINGFUL WORK: HOW CAN THE WORKPLACE
FOSTER AFFORDANCES FOR LEARNING?**

Geri Pancini, Rob McCormack
Victoria University, VIC

Victoria University has recently nominated workplace learning as a universal feature of all its courses. It has also established the Work-based Education Research Centre (WERC) to provide the research and development underpinnings needed to build world class innovation in vocational and work-based education at Victoria University and to contribute more generally to knowledge and policy development in these areas. As a contribution to the work of grounding these developments in current experience, theories and research, this presentation will probe current literature around work-based education through the question: How can workplaces be places of learning? That is, how can they be sites that help produce graduates with learning attributes that are attuned and responsive to a flexible world of change, complexity and contingency?

Abstract # 27.00
Concurrent Session 3B
Friday, 17 April 2009
0930 – 1000 hours

THEME: PEDAGOGY AND PRACTICE

*****FROM 'TRADE TEACHER' TO 'CRITICALLY REFLECTIVE PRACTITIONER': THE RELATIONSHIP BETWEEN THEORY AND OCCUPATIONAL IDENTITY FORMATION IN TAFE TEACHERS**

John Haycock, Dianne Kelly
Centre for Professional Education and Training Practice,
Chisholm Institute, VIC

Our presentation engages with Seddon's (2008) concept of occupational identity as it is lived through the work and learning of vocational education training (VET) practitioners, in technical and further education (TAFE). It is based on a horizontal, qualitative case study of 'trade teachers', who are linked through their participation in a VET 'teacher-education' program, the Diploma of VET Practice. This qualification focuses on developing understandings, knowledge and skills in adult learning and pedagogical theory, and contemporary VET practice. It seeks ultimately to prepare and develop practitioners for their pedagogical work in TAFE. Our research sought to track and trace theory as it developed and is transformed into practice at the same time as the practitioners are in the process of 'becoming'. Our presentation discusses the tensions inherent in their dual occupational identities associated with the practitioners' previous industry fields of practice and that of teacher. It seeks to identify the impact of the teacher education program and engagement with educational theory, in enabling the supposed convergence of these dual identities into the somewhat Janus-faced occupational identity of 'TAFE teacher'.

Abstract # 31.00
Concurrent Session 1C
Thursday, 16 April 2009
1130 – 1200 hours

THEME: POLICY

NEW DIRECTIONS FOR TRAINING PACKAGES

Kit McMahon, Daniela Jaron, Peter Collins
Service Skills Australia, NSW

Quality training and assessment is an important topic in the current discussion about vocational education and training (VET). Service Skills Australia (SSA) is responsible for the development of training packages for service industries. In this role, SSA consults and engages with industry, training organisations, government and other stakeholders to develop and support the implementation of nationally recognised training products that respond to industry skill needs.

This presentation will give an overview about key activities and policy reviews in the VET sector including Bradley Review of Higher Education, Skilling Australia for the future and the NQC/COAG Joint Steering Committee Consultation Paper 'VET Training Products for the 21st Century'. The presentation will then summarise trends and major issues in feedback data from industry from over a decade of training package review and development, highlighting gaps in the current discussions like the development of comprehensive evaluation framework, a re-evaluation of the way VET implements Recognition of Prior Learning (RPL) and the implementation of a truly nationally consistent training and education system that responds to the needs of industry. The presentation will combine this with further research SSA has undertaken with industry to develop the Service Industries 2009 Environmental Scan and through its continuous improvement projects. Furthermore, the presentation will look towards the design and implementation of "next generation" training packages, and provide some thoughts on what these products could/should look like.

Abstract # 32.00
Concurrent Session 1D
Thursday, 16 April 2009
1130 – 1200 hours

THEME: TRACTION AND TENSIONS

*****TORQUING UP TAFE TEACHER TRACTION THROUGH A
CRITICAL SPIRIT DISCOURSE**

Mark A. Tyler
University of Southern Queensland, QLD

This presentation reports on research conducted with TAFE teachers from Queensland and Western Australia. The research is located at the intersection where these teachers' identities met with the discourse of new vocationalism. Scholars have highlighted the tensions that this discourse has produced in the relationships between TAFE and its teachers, and noted that TAFE teachers are pressured to change their subjectivities to better reflect themselves as workers in an educational market focused on economic imperatives, as opposed to notions of themselves as liberal educators, with a focus on lifelong learning, personal transformation, collaborative relationships and social responsibility. This research was driven by the possibility that the concept of 'critical spirit' might provide a means for TAFE teachers to gain traction, and to stand their ground in relation to the continued terraforming (or is that terror forming?) of the TAFE teacher terrain produced by the adoption of the new vocational discourse.

This interpretative research was conceptualised by synthesising sociocultural perspectives of discourse as a reality building tool, with notions of critical thinker dispositions referred to as critical spirit. Using a discourse analysis methodology, selected TAFE teacher artefacts were analysed. This research extended previous findings of a critical spirit discourse manifest within TAFE teacher case narrative artefacts (Tyler, 2008) by explicitly engaging a group of TAFE teachers in a critical spirit discourse to discover what value it had for them. Semi-structured interviews revealed that an explicit engagement with a critical spirit discourse was of value to these TAFE teachers, as: a reflective tool, constructs for practice and self-understanding, and for some, an identity construct.

Abstract # 33.00
Concurrent Session 2C
Thursday, 16 April 2009
1345 – 1415 hours

THEME: POLICY

*****GRADUATE AND EMPLOYER PERSPECTIVES ON COURSE
EFFICACY – A STUDY OF VET IN A DEVELOPING ECONOMY**

Helen Teh, Donna Pendergast
School of Education, University of Queensland, QLD

The challenge for technical and vocational education and training (TVET) educators including those in developing economies such as Malaysia, in the light of globalisation and education reforms (ANTA; 2003; Dai, 2000; Misko, 2006; MOHE, 2007; NCEE, 2007; Teo, 1998), is to ensure that TVET remains relevant. This inevitably calls for the evaluation of the efficacy of courses and training programs. This study emerged as a response to this need.

The aim of this study was to investigate, from the perspectives of graduates and employers, the efficacy of selected courses in relation to their effectiveness in preparing graduates for employment and/or further education as well as the acquisition of generic skills. Comparisons between the two stakeholders' perspectives were also conducted. This was achieved by an evaluative case study of the efficacy of two courses conducted by a polytechnic in Malaysia.

The study addressed the effectiveness of the polytechnic's *Food Technology* courses in preparing graduates for employment and/or further education as well as the effectiveness of these courses in helping them acquire generic skills. Additionally, it discussed participants' recommendations for course improvement and the implications of these perspectives for the food technology courses in Malaysia as well as for technical and vocational education and training in general.

A mixed method research design was employed. A survey was conducted of 790 students who had graduated between 6 months to 3 years earlier. Employer participants were also surveyed. A small number of these participants were subsequently interviewed. Quantitative data collected were subjected to descriptive and statistical analyses while content analyses were applied to the qualitative data obtained.

This study fosters a deeper understanding of the elements that shaped and explained stakeholders' perspectives which will help educators better understand and respond to the needs of employers as their learners (WADET, 2006).

Abstract # 34.00
Concurrent Session 3B
Friday, 17 April 2009
1000 – 1030 hours

THEME: PEDAGOGY AND PRACTICE

*****THE EXPERIENCE OF LEARNING FOR THE TAFE STUDENT
WITH A MENTAL ILLNESS: IMPLICATIONS FOR POLICY AND
PEDAGOGY?**

Annie Venville
La Trobe University, VIC

This presentation outlines the findings of an exploratory study conducted in one large regional TAFE Institute in 2008 aimed at understanding the lived experience of TAFE students with a mental illness. The study employed a qualitative methodology located within an interpretive paradigm and influenced by the theoretical framework of phenomenology. Data was analysed thematically. Central to students' accounts of their experience was the unpredictable relationship between the sense of self and the mental illness and its disruptive impact on learning. The most significant aspect of the findings concerned the students' choice not to disclose their illness and the function of this non disclosure as a strategy for minimising the power of the illness over the self. Non-disclosure of mental illness in most tertiary settings in Australia prevents the student from obtaining the reasonable adjustment all educational facilities are required to make in accordance with the Disability Discrimination Act. To consider non-disclosure as a means of regaining power over the illness is to challenge the thinking underlying current policies.

Abstract # 35.00
Concurrent Session 1B
Thursday, 16 April 2009
1030 – 1100 hours

THEME: PEDAGOGY AND PRACTICE

**INCREASING THE CONFIDENCE OF ADVANCED RPL
ASSESSORS**

John Mitchell¹, Judy Gronold²
¹Managing Director, John Mitchell & Associates, NSW
²Senior Strategy Officer, Strategy and Research, Product Services, Department of Education Training and the Arts (DETA), QLD

It is important that VET assessors have the confidence and capabilities to use their professional judgement in providing recognition of prior learning (RPL), to move beyond concerns with compliance and draw on their creativity. "Compliance to Creativity" was a work-based action learning project conducted from April-September 2008 for a group of 14 leading assessors in Queensland. It was designed to assist experienced assessors to build professional judgement as part of their own practice and that of their colleagues, particularly in relation to RPL. The overall finding from that program is that it is possible for leading VET assessors – through a structured capability building program – to significantly increase their confidence and enhance their capabilities with regard to the conduct of RPL, as well as help their colleagues to increase their confidence and capabilities with regard to RPL. The research also provided insights into RPL practice and skills, mentoring and professional judgment.

Abstract # 36.00
Concurrent Session 1D
Thursday, 16 April 2009
1100 – 1130 hours

THEME: TRACTION AND TENSIONS

*****CREATING SUSTAINABLE COMPETITIVE ADVANTAGE AND RESILIENCE IN VET ORGANISATIONS: IS CAPABILITY BUILDING THE ANSWER?**

Mark Harris¹, Robyn Cooper², Deborah Robertson², Terry Clark²

¹Department of Education, Training and the Arts

²Southbank Institute of Technology

VET organisations operate in an environment that is dynamic, diverse, complex and competitive. Their workforce requires the capabilities to meet clients' needs in a market where knowledge is an economic commodity as vital as goods and services.

To examine this issue and contribute to the previous research by Callan, Mitchell, Clayton and Smith (2007), this article presents the results from a study of a large metropolitan Institute of Technology. The study explores the importance of creating core and specialised/strategic capabilities as a key driver to enhance VET quality. Through an analysis of qualitative and quantitative data, the authors developed a capability framework linked to the organisation's mission, vision and values. The article argues that the framework is intended to inform strategic human resource management practices for sustainable competitive advantage and organisational success. The findings offer a capability framework that is relevant and meaningful to employees, is responsive to the organisation's business needs and embraces organisational values. Lastly, the capability framework embraces the current and potential capabilities of VET practitioners, administration and support staff, and managers, providing a tool for organisational workforce development initiatives.

Key words: Core capabilities, strategic capabilities, capability framework, human resource management practice and workforce development.

Abstract # 37.00
Concurrent Session 1A
Thursday, 16 April 2009
1100 – 1130 hours

THEME: PARTICIPATION/PARTICIPANTS

AUTOBIOGRAPHICAL REFLECTION AND PERSPECTIVE TRANSFORMATION IN ADULT LEARNERS RETURNING TO STUDY: RESEARCH IN PROGRESS

Jennifer Miles

Chisholm Learning & Development Group, Chisholm Institute, VIC

Throughout the course of our learning careers we are at times presented with the opportunity to reflect on our lives, to consider the experiences and people that have contributed to the shaping of our sense of self, and to the expectation we subsequently have of ourselves and our potential capacity. Nelson (1994) suggests we have the potential to transform our perspective if we have been enabled to explore the schemas that have woven themselves into the fabric of our self-identity and to consider the impact this brings to our life and learning. He speaks of this autobiographically reflective process as coming to imagine a future previously untold.

I have increasingly come to include autobiographical reflection as a learning tool for the learners with whom I work, predominantly women over forty returning to the workforce and formal learning. They speak of the journey of self-discovery they undertake through this process of self-reflection and the positive outcomes they come to recognise in their own lives. Once identified, named and acknowledged, a once limiting past can be reconciled to enable a new path of identity formation that allows learners to step into a future of possibility.

This presentation draws on the writings of Nelson, Brookfield, Mezirow and Freire and examines the potential capacity of autobiographical reflection to foster perspective transformation among adult learners returning to study. It outlines the conceptual framework and methodology for a postgraduate thesis on the topic and seeks feedback on the proposed research design, which explores an under-researched topic in VET: In what ways can telling and reflecting on their story provide these learners with greater engagement in the learning process, and potentially promote more beneficial learning and vocational outcomes for these individuals, and through them to society?

Abstract # 39.00
Concurrent Session 2B
Thursday, 16 April 2009
1415 – 1445 hours

THEME: PEDAGOGY AND PRACTICE

*****ALIGNING WORKPLACE PEDAGOGIES WITH LEARNERS:
WHAT DO THEY NEED TO KNOW?**

Sarojini Choy
Queensland University of Technology, QLD

Recent research and understandings about the significance of work integrated and work based learning endorses the need to include workplace pedagogies as useful epistemological tools. Personal epistemological practices in navigating and mediating between the classroom and the workplace play a significant part yet are not fully acknowledged. The workplace provides various pedagogies that facilitate and support learning. Key dimensions of workplace pedagogies include daily work practices; coaching; other workers; questioning; observing and listening; modelling; and workplace document procedures. Academic learning skills alone are not adequate for optimising the potential of the dimensions of workplace pedagogies.

The role of learners in the process and management of learning in the workplace becomes more salient and requires a set of distinct skills. These skills include: analysing work experiences; learning from others; functioning with incomplete information; contemplating multiple courses of action to decide on the most appropriate action at a given moment; learning about organizational cultures and sub-cultures; expanding learning opportunities by using a range of resources and activities; and understanding various competing interests in the profession. These skills serve well the acquisition of competence to meet the specific needs of particular worksites (situational performance) as well as the wide-ranging needs of similar occupations.

This presentation synthesises the key dimensions of workplace pedagogies and their efficacies. Learning skills that support pedagogies in classrooms and the workplace are discussed. Extensive desktop research was conducted to prepare this article which forms the basis for a project to examine how students conceptualise workplace pedagogies and understand their applications to achieve learning outcomes.

Abstract # 40.00
Concurrent Session 2A
Thursday, 16 April 2009
1415 – 1445 hours

THEME: PARTICIPATION/PARTICIPANTS

**VET PATHWAYS INTO SCIENCE, TECHNOLOGY,
ENGINEERING AND MATHS OCCUPATIONS**

Patrick Lim, Alison Anlezark, Ronnie Semo, Nhi Nguyen
National Centre for Vocational Education Research (NCVER),
SA

The Federal Government has spent considerable effort to meet the perceived shortage of skilled workers with Science, Technology, Engineering or Mathematics (STEM) qualifications.

While many of these qualifications are undertaken in the Higher education Sector, there are a number of STEM qualifications in the Vocational Education and Training (VET) sector, particularly in the health, agriculture and trade areas of study.

The Longitudinal Surveys of Australian Youth (LSAY) provides an opportunity to investigate the pathways young people (aged 15 – 25) take from compulsory schooling through post-school education, and finally into the labour force. Information is also collected on factors influencing career choices.

This paper uses LSAY data to explore the pathways young people take from VET into STEM occupations, where the leakages occur, and the factors that influence young people to pursue STEM careers. Where relevant, comparisons are made with young people who study STEM qualifications at University.

This research points to areas of policy development which may help to increase the number of people pursuing STEM qualifications in the VET sector and going on to pursue STEM occupations.

Abstract # 43.00
Concurrent Session 2D
Thursday, 16 April 2009
1345 – 1415 hours

THEME: TRACTION AND TENSIONS

*****A QUARTER OF A CENTURY OF CBT: THE VICISSITUDES OF AN IDEA**

Roger Harris, Steven Hodge

Centre for Research in Education, Equity and Work, University of South Australia, SA

In 1983, a competency-based vocational education (CBVE) program began in Croydon Park College of TAFE, South Australia. This was six years before the Australian State Ministers of Vocational Education and Training decreed competency-based training (CBT) to be the national training imperative. Two reports were produced in 1985 and 1987, based on evaluations over a three-year period. 25 years on... the two authors have tracked down and interviewed some of the original staff in the program. This presentation traces the vicissitudes of an idea – CBT – as it was conceived in 1982, implemented from 1983, evaluated over a three-year period and as it became transformed over the next generation. What were the features of CBVE then? How did these features alter over time? What contextual factors may account for shifts over this period? To respond to these questions, the presentation uses data from 1983-85 and interview data from 2008.

Abstract # 44.00
Concurrent Session 2A
Thursday, 16 April 2009
1445 – 1515 hours

THEME: PARTICIPATION/PARTICIPANTS

ENHANCING THE INTEGRATION OF WORKPLACE LEARNING THROUGH THE USE OF SMS - AN INDONESIAN CASE-STUDY

Kate Collier¹, Ali Rokhman², Sherria Ayuandini³, Panca Kurniawan⁴

¹*University of Technology Sydney*

²*University of Soedirman*

³*University of Indonesia*

⁴*The Indonesian Tax Office*

This presentation is developed from a research project funded by the Australian Indonesian Governance Research Partnership (AIGRP) and sponsored by the Australian Indonesian partnership. The research involves both Australian and Indonesian academics working together with the Indonesian Tax Office (DGT).

The DGT is presently going through a significant modernisation program that requires not only changes in organisational systems but also in the skills and attitudes of personnel. One aspect of modernisation that affects all personnel is the emphasis on cultural change in the areas of customer service, especially in the practice of ethical behaviours. According to Crane (2002) any change in the culture of an organisation ultimately resides with individual workers. They can choose whether or not to accept management's desire for organisational change and embrace it.

This research project explores the use of SMS within peer learning groups known as 'workplace learning groups' as a strategy for mediating the impact of organisational change on DGT personnel. SMS was used as a means of reinforcing and integrating the learning gained from a training program conducted by the DGT on organisational change. SMS provided a 'grassroots' forum for discussing the impact modernisation issues had on specific workers and workplaces.

The results of this research suggest that SMS helped to integrate the learning gained from a vocational training program back in the workplace, and was especially effective in giving participants the space to explore the impact of change on themselves and their peers.

Crane, Thomas, G. (2002), The Heart of Coaching (second edition), San Diego, CA. FTA Press

Abstract # 47.00
Concurrent Session 4B
Friday, 17 April 2009
1100 – 1130 hours

THEME: PEDAGOGY AND PRACTICE

*****TRAINERS AND TRANSFORMATION: FACILITATING THE
'DARK SIDE' OF VOCATIONAL LEARNING**

Steven Hodge
University of South Australia, SA

“Transformative learning’ is a term used by Mezirow (1991) and his followers to designate a specifically ‘adult’ kind of learning that involves shifts in how learners view the world and themselves. New research into learning in VET suggests that in some sectors transformative learning may play more than an incidental role. Among the implications of this finding is that the trainer’s practice may be far more important in VET than it has been the custom to acknowledge. Where transformative learning is significant in VET, the trainer becomes a co-creator of competence rather than a transmitter of skills and knowledge.

This presentation reports on this new research and reflects on the role of the trainer in the process of VET-oriented transformative learning. Results indicate that some trainers develop a practice that responds to the contours and dangers of transformative learning without necessarily being aware of the body of knowledge that has built up around this type of learning. The presentation argues that in some VET sectors, trainers and RTOs could enhance their work by taking stock of transformative learning research and theory.

Abstract # 48.00
Concurrent Session 2D
Thursday, 16 April 2009
1415 – 1445 hours

THEME: TRACTION AND TENSIONS

**LEADING SECONDARY SCHOOLS THROUGH VOCATIONAL
EDUCATION AND TRAINING: REFORMING TO SENIOR
LEARNING IN QUEENSLAND**

Michael Singh¹, Xiafang Chen¹, Bobby Harreveld²
¹Centre for Educational Research, University of Western
Sydney, NSW
²Central Queensland University, QLD and Adjunct Fellow,
Centre for Educational Research, University of Western
Sydney, NSW

This presentation *investigates* the role of Vocational Education and Training in Schools (VETiS) in providing leaders with a driver for reforming Senior Learning (Years 10, 11 and 12). Using a *case study methodology*, this presentation explores the traction being gained, and the tensions faced by leaders reforming Senior Learning in Queensland (Australia). Given that this Senior Learning reform is multi-layer and cross-sectoral reform, *interviews* have been conducted with educational and training leaders at the school, regional and State levels, as well as leaders of registered training organisations and technical colleges. *Data from interviews* with 21 leaders in Queensland has been analysed, initially by using NVivo and conceptually by exploring Sergiovanni’s (2005) argument concerning the place of hope in leadership. The *analysis of evidence indicates* that leaders play a decisive role in the success of Queensland’s Senior Learning reforms, in particular in dealing with the difficulties in the implementation process. This presentation reports on how and what these leaders do in securing traction for the reforms they are pursuing and negotiating the various tensions they confront.

Abstract # 49.00
Concurrent Session 3C
Friday, 17 April 2009
0930 – 1000 hours

THEME: POLICY

GAINING POLICY TRACTION THROUGH ALLIANCES: THE CALCULATION OF FRIENDS AND ENEMIES

Jenni Carter
University of South Australia, SA

The cooperation of groups and organisations where there are seemingly conflicted interests has played a major role in the shaping of vocational education and training policy since the mid 1980s. This cooperation, or the formation of an alliance of 'friends' has been an important force in the formation of new institutions and practices and has proved formidable in designating those purposes for education that are to be considered legitimate. In turn these alliances have shared in the determination of 'enemies' that are frequently shamed and blamed in order to further legitimate and enforce the position being advanced.

This presentation draws on research that analyses the strategies used to authorise policy reform by the Commonwealth Government in Australia during the ministerial eras of John Dawkins (1987-1991) and Brendan Nelson (2001-2004). The importance of developing alliances is identified as a major strategy to determine and authorise sovereign discourses and guarantee favourable policy initiatives. Furthermore, these alliances have supported the legitimacy of new understandings of sovereignty and the role of the state. The structure and tensions of this friend/ enemy distinction will be considered with particular attention to the constitution of an ethical and political order that seeks to further limit the potential for those outside of these alliances to inform or influence policy.

Abstract # 50.00
Concurrent Session 5E
Friday, 17 April 2009
1400 – 1530 hours

THEME: NEW RESEARCHERS

UNDERTAKING RISKY RESEARCH

Jenni Carter, Steve Hodge, Kerrie Mackey-Smith
University of South Australia, SA

This symposium seeks to engage participants interested in considering the 'risks' of undertaking research that seeks to unsettle the dominant order of prescriptive policy and pedagogy. The tensions of this unsettlement brings a demand we engage with the risk of uncertainty when there is a commitment to vocational education and training that seeks to pursue transformative learning and social justice.

In this symposium we will present three examples of such work with a view to opening up conversations and debate about the conceptual and methodological challenges of undertaking risky research.

Example 1: The formulation of a conceptual framework that supports an examination of the ineptitude of calculation in the formulation of VET policy and explores how aspirations toward an ethical horizon are in tension with the inevitable violence of narrowly defined policies.

Example 2: The implications of the 'dark side' (Brookfield 2000) of learning for the training organisation are examined with particular emphasis on the role played by the trainer in mediating between messy transformative episodes and management's expectations of predictable and orderly training outcomes.

Example 3: A discussion of ethnographic research that pays attention to what is spoken and what is heard, opens up the challenge of acknowledging and accounting for the teacher – learner relationship as together they co-create not only the learning, but each other.

It is anticipated that this symposium will be of interest to those exploring ways to pursue and gain traction for the educative potential of undertaking research in VET. Participants will be encouraged to consider the potential for risky research and ways of engaging with institutional and pragmatic limits.

Abstract # 52.00
Concurrent Session 3D
Friday, 17 April 2009
1000 – 1030 hours

THEME: TRACTION AND TENSIONS

*****SOCIAL PARTNERSHIPS IN LEARNING: WORKING ACROSS
IDENTITY AND LEARNING BOUNDARIES**

Ruth Wallace
Charles Darwin University, NT

Learning engagement is informed by people's cultural and social experiences, relationships and identities. Developing innovative and successful approaches to training in remote and regional contexts with culturally and socially diverse people is underpinned by effective partnerships and the recognition of diverse knowledge systems as they relate to the worlds of work, community engagement and learning. A recent study examined the role of identity in engagement in formal education by socially disenfranchised learners from a regional Northern Australia. Participants' identities informed their negotiation of and decision making about risk taking and decision making in education. They actively informed regional learners' identities about participation in formal education.

The study's outcomes described learner identities and the associated learning partnerships that inform engagement in learning and the ways they function as powerful mediators of learner experience and engagement. These *social partnerships in learning* are the connecting tissue between learning systems and agents and operate at and across all levels i.e. involving individuals, organizations and learning systems. Social partnerships in learning frameworks are used to examine diverse knowledge systems, recognise a range of learning identities, develop capacity building processes and examine the underlying relationships that facilitate connections, engagement and decision making between government, non-government, enterprise, community, stakeholders and individuals. This presentation discusses the key drivers in understanding learner identity and the potential of social partnerships in learning frameworks to understand the implications for understanding the learning of disenfranchised adults.

Abstract # 53.00
Concurrent Session 4C
Friday, 17 April 2009
1100 – 1130 hours

THEME: POLICY

ASSESSING THE IMPACT OF NCVER'S RESEARCH

John Stanwick, Jo Hargreaves
National Centre for Vocational Education Research (NCVER),
SA

NCVER has undertaken a project that examines whether its research has an impact in the vocational education and training sector, and if so, what sort of impact. One of the reasons why measuring impact is important is that knowledge of how research makes a difference allows NCVER to make better decisions about how funds are allocated and so enhance value for money.

This presentation summarises the findings of the project. It also discusses the development of a model to assess the impact of NCVER's research. Using this model as a basis we then discuss the findings of case studies of the impact of particular NCVER research projects.

We did find impacts of NCVER's research across various the categories of impact according to the model we used, although measurement of impact is not straightforward. The project also highlighted the importance of dissemination in facilitating impact. Measuring impact is worthwhile as it provides an indication of where and how NCVER's research makes a difference.

Abstract # 55.00
Concurrent Session 4B
Friday, 17 April 2009
1130 – 1200 hours

THEME: PEDAGOGY AND PRACTICE

*****E-NABLING E-PORTFOLIOS FOR SKILLS RECOGNITION OF
ABORIGINAL ARTWORKERS IN CENTRAL AUSTRALIA**

Alicia Boyle
Desert Knowledge CRC/Charles Darwin University, NT

Recent research by Hallam, Harper et al (2008) identifies the need to develop standards and pedagogy to effectively integrate e-portfolios into teaching practice. However, there continues to be wide discussion about the role for, place, use and management of, and standards needed for e-portfolios. Investigation into issues such as interoperability, user and assessor training, support, access and privacy remain ongoing (Curyer, Leeson et al, 2007).

This presentation will provide an overview of a year-long journey with Desart, the Association of Central Australian Aboriginal Art and Craft Centres and an initial cohort of twelve Aboriginal Artworkers in investigating the potential for using electronic tools for skills recognition with Aboriginal Artworkers in Central Australia. This opportunity comes as a Northern Territory Flexible Learning Innovations Project funded by the Australian Flexible Learning Framework. With the Federal and Territory governments' focus on creating sustainable Aboriginal employment and economic futures, Art Centres are an important part of the agenda. A significant outcome of this project has been the industry-wide adoption of these tools from what has traditionally been the domain of training providers and some individual employers.

This presentation will present a review of the key determinants for such an outcome and provide some insights into working with Recognition of Prior Learning, Recognition of Current Competency, Employability Skills and e-portfolio software and the practical issues this project has raised for their use. Project outcomes have suggested ways an e-portfolio approach to skills recognition and evidence/artefact collection can contribute to improved industry engagement in gap-analysis and training negotiation.

Abstract # 56.00
Concurrent Session 5B
Friday, 17 April 2009
1400 – 1430 hours

THEME: PEDAGOGY AND PRACTICE

*****THE CERTIFICATE IV IN TRAINING AND ASSESSMENT:
WHAT ARE OUR VET TEACHERS LEARNING?**

Cathy Down, Wendy De Luca, Paul Galloway
Charles Sturt University, NSW

It is now more than five years since the 40104 Certificate IV in Training and Assessment (TAA) was introduced as the base qualification for teaching and assessment with registered Training Providers. As a result, large numbers of teachers and trainers from TAFE, private-, not-for-profit- and industry-RTOs and other people aspiring to work in these organisations have undertaken the qualification.

This presentation reports on a research project which is currently being undertaken within the School of Education at Charles Sturt University to analyse a sample of 150 reflective essays written by VET practitioners. These essays reflect on how the authors undertook their Certificate IV in TAA, what they learnt as a result of the process and what they still feel they need to learn to become competent designers and deliverers of training package programs. The analysis uses NVivo software to compare and collate the participants' text and the presentation will discuss some of the problems encountered in the use of this software.

Abstract # 58.00
Concurrent Session 4C
Friday, 17 April 2009
1200 – 1300 hours

THEME: POLICY

**SHIFTING THE LOCUS/LOCUSTS:
EVIDENCE AND INSIGHTS INTO ACADEMIC POWER AND
KNOWLEDGE FROM RECENT AUSTRALIAN ADULT,
VOCATIONAL AND COMMUNITY EDUCATION RESEARCH**

Barry Golding, Annette Foley, Mike Brown
RAVE, School of Education, University of Ballarat, VIC

Our presentation uses insights and evidence from recent Australian, community-based adult education research to suggest a case for rethinking some of the key aspects of what constitutes ethical research practice and legitimate academic knowledge and power in the research process. Our Australian community-based research in a suite of research projects in recent years has sought ways of more ethically collecting and reporting findings, particularly mixed method data, about adult learning experiences, particularly through establishing trust and continuity from first contact to final sharing of our findings. The findings in our presentation and some the techniques and insights we have developed are seen to be particularly applicable to small and less formal learning, surrogate learning organisations, culturally and gender-saturated learning contexts and organisations as well as to small and remote communities. Our presentation draws also on our reading of the literature on insider/outsider research as well as from Aboriginal and Maori concerns in Australia and New Zealand respectively about the dominance of a White world worldview. In doing so we identify the usefulness of Kaupapa Maori approaches that take positions we share which are committed to critical analyses of unequal power relations. Ironically and uncomfortably, as university academics, we profess knowledge and produce research products as a consequence of our self-definition as 'higher education researchers'. We identify unequal relations not only in gendered, faith and racialised contexts we have studied but also in prisons and so called 'informal learning' in community contexts. Our attempt in this presentation in Denzin and Lincoln's (2007, p.114) words, in their analysis of the Kaupapa approach, is to find new and more ethical ways through research and research practice challenge 'the locus of power and control issues over the research issues of initiation, benefits, representation, legitimisation and accountability'.

Abstract # 59.00
Concurrent Session 5A
Friday, 17 April 2009
1400 – 1430 hours

THEME: PARTICIPATION/PARTICIPANTS

**SYNTHESISING VET MARKET RESEARCH TO IMPROVE REAL
VET PARTICIPATION**

Paul Harvey
Intacam Pty Ltd (Consultant), Department of Education,
Employment and Workplace Relations (DEEWR), ACT

"VET is not for clever people". This observation, contained within one of four research projects commissioned by the Joint National Communications Project, lay at the heart of identifying how improved promotion of vocational education and training (VET) could increase participation by improving public perceptions of VET.

The range of topics, the different research methods and the volume of detail made it difficult to establish a manageable framework to analyse the combined impact of the findings on the perception and status of VET. The challenge became how to align and synthesise the findings with VET policy and practice and the needs of participants to inform practical solutions that could gain traction in addressing Australia's skill needs amongst target groups of interest through improved promotion.

A tailored cause and effect analysis was introduced to isolate and document those issues within each research project that appeared to point to shortcomings in VET promotion. Eighty issues were mapped against eight key VET delivery success factors and then aggregated and ranked to provide the foundation for subsequent macro issue identification and action analysis. Seven macro issues were identified, leading to thirty suggested corrective actions.

A final report titled: **VET - An Integrated Marketing Action Agenda***, synthesised the analysis into a practical priority-setting and decision-making framework and demonstrated the real ability of VET research to inform promotion of the public perceptions of VET by aligning policy and practice with the needs of participants and other key factors through tailored cause and effect analysis.

The method is repeatable and provided the Joint National Communications Project with the opportunity to transcend the complexities of the research topics and differing methods and report styles to support corrective action decision-making. The method also provided comfort that issues concealed within the detail had been exposed and appropriately considered within a strategically-focused analytical framework.

* Department of Education, Employment and Workplace Relations for the Joint National Communications Project (2008). *VET – An Integrated Marketing Action Agenda*.

Abstract # 62.00
Concurrent Session 5A
Friday, 17 April 2009
1430 – 1500 hours

THEME: PARTICIPATION/PARTICIPANTS

**WOMEN ON TRACK: ADDRESSING SKILLS SHORTAGES IN
THE TRANSPORT/LOGISTICS AND CONSTRUCTION
INDUSTRIES**

Kimberley Turner-Zeller
Women in Adult & Vocational Education (WAVE), NSW

It is a well known fact that Australia has one of the most gender segregated labour forces in OECD countries. At times of national skills shortages, the under-representation of women in 'non-traditional' industries re-emerges as highly problematic. The overall project seeks to enhance the inclusion of women and girls in the current skills shortage strategies of two industries: transport/logistics and construction. Enhancing the participation of women and girls in these industries has the potential to increase the likelihood of long term economic sustainability, as well as assisting to address current and projected skills shortages. By analysing women's participation patterns, their perceptions of these two industries for potential training and career choices, and selected case studies of best practice, and reporting these to employers and government, steps can be taken to enhance participation of women in growth areas in transport/logistics and construction in Australia.

Abstract # 65.00
Concurrent Session 1E
Thursday, 16 April 2009
1030 – 1200 hours

THEME: NEW RESEARCHERS

**UNDERSTANDING AND MAKING USE OF NCVER'S ONLINE
RESEARCH AND STATISTICAL INFORMATION**

Francesca Beddie, Miriam Saunders
*National Centre for Vocational Education Research (NCVER),
SA*

This workshop will provide participants with:

- an overview of information collected by NCVER and made available from the NCVER, Longitudinal Surveys of Australian Youth (LSAY) and VOCED websites
- a tour of the NCVER websites to show how to access our research and statistics using a variety of tools and resources including – the publications catalogue, work in progress, the VOCED database and endnote referencing, latest news, researcher information and statistical outputs in web tables, the VET Atlas, and data cubes.

Abstract # 66.00
Concurrent Session 1A
Thursday, 16 April 2009
1130 – 1200 hours

THEME: PARTICIPATION/PARTICIPANTS

THE POST-SCHOOL DESTINATIONS OF YOUNG LOW SOCIO-ECONOMIC STATUS ADULTS: THE PLACE OF VOCATIONAL EDUCATION AND TRAINING IN THE LIVES OF QUEENSLAND'S YEAR 12 COMPLETERS

Michael Singh, Bingyi Li, Bobby Harreveld
Centre for Educational Research, College of Arts, University of Western Sydney, NSW

This presentation provides a comparison of the destination of young adults who complete Year 12 in Queensland by differences in their socioeconomic status. The literature indicates that students' educational outcomes are related to their socioeconomic status, an issue of immediate relevance to Vocational Education and Training in Schools (VETiS). Methodologically, this study is situated in relation to the Australian Governments' *Melbourne Declaration on Educational Goals for Young Australians* (MCEETYA, 2008) and the Queensland Government's (2008) *Towards Q2* policy, both of which seek to redress socioeconomic disadvantage in and through education and training. This is followed by the presentation of an analysis of data currently available from Queensland's *Next Steps* reports regarding the destinations of Year 12 completers for the years 2005-2008. It should be noted that the *Next Steps* reports themselves present a year by year account; this presentation provides a cumulative data analysis. The analysis of the statistics indicates the differing participation rates for young adults from the lowest and highest SES groupings in VET, university, full-time work and other activities.

Abstract # 67.00
Concurrent Session 2E
Thursday, 16 April 2009
1415 – 1445 hours

THEME: NEW RESEARCHERS

IDENTIFICATION OF NUMERACY AND LITERACY SKILLS OF APPRENTICES AND TRAINEES AT CENTRAL GIPPSLAND INSTITUTE OF TAFE

Neil Hauxwell, Shalene Wilcock
Educational facilitator, Central Gippsland Institute of TAFE, VIC

This project has been designed to explore the findings of research that has been undertaken by staff at Central Gippsland Institute of TAFE. This research project addresses Apprentices and Trainees whose literacy and/or numeracy skill levels are possible barriers to the completion of their training.

In the implementation of this study, a 'generic' Numeracy and Literacy assessment tool was developed. All GippsTAFE students commencing an Apprenticeship or Traineeship in 2008 were required to complete the Numeracy and Literacy assessment tool prior to study. This information was compiled for each cohort who participated and addressed specific tasks undertaken. Data was tabled to determine the 'skill gaps' presented for each cohort. Information was then compiled on a project wide basis, and tabled to determine where 'skill gaps' presented across all participants. This information can now be used in the establishment of strategies to support those students who require assistance in order to complete their studies. This project has far reaching implications including the ability to increase completion rates across Central Gippsland Institute of TAFE amongst students requiring Numeracy and Literacy support. Questions raised in regards to the implementation and use of such a strategy include:

- What are the benefits of a 'screening process' prior to undertaking study in VET and what are the implications of this?
- How can Numeracy and Literacy assessment tools be contextualised to meet the requirements of any cohort?
- How can strategies be implemented as a result of these findings that are equitable, flexible and sustainable?
- How can this information be disseminated to the broader VET context?

Abstract # 68.00
Concurrent Session 3D
Friday, 17 April 2009
0930 – 1000 hours

THEME: TRACTION AND TENSIONS

**THE ARTICULATION OF SCHOOL AND WORK-BASED
EDUCATION AND TRAINING: TRACTION AND TENSIONS IN
THE ORGANISATIONAL ALIGNMENT OF PHILOSOPHY AND
PEDAGOGY**

*Michael Singh, Guihua Cui, Bobby Harreveld
Centre for Educational Research, University of Western
Sydney, NSW*

This presentation reports on a preliminary investigation into organising innovations in Senior Learning (Year 10, 11, 12) through the introduction of vocational education and training. This is a key issue of national and international policy and pedagogical concern. Specifically, this presentation reports on aspects of a study which is investigating organisational innovations in Senior Learning in Queensland through a study of development of a “hub and spoke” model for institutionalising in Vocational Education and Training in (and through) Senior Secondary Schooling (VETiS). ‘Organisational innovation’ is conceptualised through a historically informed account of tensions involved in the century old efforts to institutionalise VETiS. The review of the research literature points to the history of the tensions in relation to VETiS is analysed from this theoretical perspective. The research process used in this study draw from the established practice of case study methods for the purposes of data collection and analysis. For the purpose of this presentation web-based documents, including School Annual Reports, 2008 Next Step Reports and Newsletters provide the evidence which has been gathered and analysed to explore on organisational innovations in Senior Learning. This research provides insights into what is now being done to realise the organisational innovations through which school-based and work-integrated education and training may gain increasing traction.

Abstract # 69.00
Concurrent Session 5B
Friday, 17 April 2009
1430 – 1500 hours

THEME: PEDAGOGY AND PRACTICE

*****CROSSING BOUNDARIES, BUILDING BRIDGES IN THE
ACADEMIC APPRENTICESHIP**

*Margaret Thorne, Roy Smalley, Faith Irving
Monash University, VIC*

This presentation reflects on the experiences of the three authors who participated in the CROSSLIFE study program. CROSSLIFE was a European Union supported experimental program for VET professionals enrolled in post-graduate programs at the member universities (Monash, Tampere (Finland), London Institute of Education, Malta, Zurich and Copenhagen). The eighteen-month program involved participation in three workshops in London, Finland and Malta. One aim of the workshops was to support the development of the skills, knowledge and capacities needed for cross-cultural communication and collaboration in teaching, learning and work in a globally interconnected world (Seddon, 2008).

A range of cross-cultural issues arose when members of the Monash home-group, from different backgrounds, organisations, cultures and disciplines, collaborated on a common task with flexible guidelines in preparation for the Malta workshop. The task was to employ diverse ways to present local issues raised by selected ‘readings’ on how pedagogical practices travel globally.

Following the work of Kraus & Sultana (2008), the intention of this presentation is to explore “the complex and challenging processes that come into play in cross-cultural and interdisciplinary settings” from the perspective of experienced VET practitioners undertaking an academic apprenticeship.

The issues addressed include the challenges in establishing a ‘community of practice’, identification and negotiation of boundaries, shared spaces and understandings, development of capacities for cross cultural communication and collaboration across local and national boundaries through various mediums, competence building through mentoring relationships with other students and academics and collegial and peer support.

Abstract # 73.00
Concurrent Session 4D
Friday, 17 April 2009
1100 – 1130 hours

THEME: TRACTION AND TENSIONS

**TEACHERS' VIEWS AND EXPERIENCES OF HIGHER
EDUCATION IN TAFE**

*Ann Kelly, Leesa Wheelahan, Stephen Billett
Griffith University, QLD*

TAFE institutes offer higher education programs in five states. While this provision is still small, it will grow as a consequence of the blurring of the sectoral divide in tertiary education, government policies that encourage diversity and competition among educational providers in both the vocational education and training and higher education sectors, and institutional strategies by some TAFE institutes to position themselves as a new type of tertiary education institution that offers a suite of programs from VET to higher education. This presentation reports on the views of approximately 30 teachers from seven TAFE institutes in five states who are involved in designing and delivering higher education programs. It is part of a broader National Vocational Education and Training Research and Evaluation funded project that examined the growth of higher education in TAFE. The aim of the project was to understand the purposes of higher education programs in TAFE, how they have been designed and implemented, the impact they are having on institutional partnerships, how they are perceived by participants, and whether they open opportunities for students. This subset of interviews with teachers explored their views of the nature of higher education programs in TAFE, whether they differed from VET qualifications offered by TAFE institutes and degrees offered by universities; the nature of teaching in these programs; their perceptions of students; the way in which higher education programs in TAFE should be structured and supported; and, the qualifications and expertise that teachers need to teach in these programs. The findings are that teachers supported HE in TAFE based on arguments about the distinctiveness of these programs and the opportunities that they offer to students, but that they do not think that the institutional frameworks and working and industrial conditions exist yet to support this provision.

Abstract # 75.00
Concurrent Session 1A
Thursday, 16 April 2009
1000 – 1030 hours

THEME: PARTICIPATION/PARTICIPANTS

REALITY VS THE MYTH - CHANGING NARRATIVE INTO ACTION

*Janet Hewson
TAFE NSW Workforce Development, NSW*

There are multitudes of RPL and other projects currently being undertaken across the VET sector, many of which aim to build capability of the VET practitioner. A reliance on process rather than an engagement with process - the doing or busy work, rather than the emergent or future state in changing practice, means that projects can become an end product rather than a means to an end.

Organisational capability relies on the management of knowledge and embedding of new knowledge into organisations. Projects that seek to implement change rely on reinforcement and engagement to enable this embeddedness and integration into our work practices. The narrative within the projects can provide us with a rich source of data by which to generate new knowledge and new models for change, however this tacit knowledge must become explicit if it is to become an embedded capability.

Through the process of action research a group of 85 practitioners from across the VET sector who are undertaking projects as part of a professional development funded strategy will provide the data about process, practice and product through their participation in a RPL forum. The narrative will form the basis for identification of significant changes for project members and other industry and enterprise practitioners and seek to generate and inform new designs for RPL practice.

Abstract # 76.00
Concurrent Session 2E
Thursday, 16 April 2009
1445 – 1515 hours

THEME: NEW RESEARCHERS

***** EARLY DAYS: A PERSONAL REVIEW OF A RESEARCH INTO PRACTICE INITIATIVE**

Regan Harding

North Coast Aboriginal Learning Partnerships (NCALP)
North Coast TAFE, NSW

This presentation provides participant reflections from one of ten researchers involved in an NCVET sponsored 'Building Researcher Capacity in the VET Sector' scheme in 2008. In this scheme, early career VET researchers are supported to undertake work-based research projects in a community of practice to develop their research capacity.

'Early Days' intends to do two things: firstly, to provide an interim account of the data collected through surveys and focus group interviews for the research project: *'The experiences of early vocational education and training programs for young Aboriginal learners: perceptions of practitioners and young people'*. Key findings and discussions emerging from the program and the research are presented to inform practitioners in designing, delivering and supporting early VET programs for such learners.

Secondly, it aims to be of general practical assistance to early VET researchers and the experienced VET researchers and mentors supporting them. Including personal reflections on the researcher community of practice, the presentation discusses the mentoring received through the AVETRA network and the support received by the participants and organizations included in the research.

Each section of this presentation will address the research **project** - *'Experiences of early vocational education and training programs for young Aboriginal learners: perceptions of practitioners and young people'*. It will also explore the research **process** – the research methodologies selected and support received through the *'NCVER Building Researcher Capacity Community of Practice'*.

Abstract # 78.00
Concurrent Session 1C
Thursday, 16 April 2009
1000 – 1030 hours

THEME: POLICY

ALIGNING POLICY WITH PRACTICE: AN EVALUATION OF VOCATIONAL EDUCATION AND TRAINING IN THE LIBRARY AND INFORMATION SERVICES SECTOR

Gillian Hallam¹, Dianne Walton-Sonda², Paul Genoni³

¹Queensland University of Technology, QLD

²Australian Library and Information Association, ACT

³Curtin University of Technology, WA

Vocational education and training for the library and information services (LIS) sector in Australia offers students the career pathway to become library technicians. Library technicians play a valuable role in drawing on sound practical knowledge and skills to support the delivery of library and information services that meet client needs. Over the past forty years, the Australian Library and Information Association (ALIA) has monitored the quality of library technician courses. Since 2005, ALIA has run national professional development days for library technician educators with the goal of establishing an alternative model for course recognition focusing on the process of peer review to benchmark good practice and stimulate continuous improvement in library technician education. This initial developmental work has culminated in 2009 with site visits to all library technician courses in Australia. The presentation presents a whole-of-industry case study to critically review the work undertaken to date

Abstract # 79.00
Concurrent Session 5C
Friday, 17 April 2009
1500 – 1530 hours

THEME: PEDAGOGY AND PRACTICE

AIMING AT THE HIGHER COMPLETION RATES IN VET

Homi Azemikhah
University of Sunshine Coast, QLD

While the 2008-09 budget projections show that, despite all the talk of the Education Revolution, the education share of the budget will continue to decline. Kevin Rudd and Julia Gillard make much of the need for a rigorous 'evidence base' for their reforms (Devereaux 2008). Given that, in the VET sector, the effectiveness of training is variable, many of the trades with low completion rates are also occupations that regularly appear on the national skill shortages list (NCVER 2006).

Given that it is not possible with the available evidence to attribute low completion rate to the training (Australian Government, 2008), the National and State Governments are attempting to allocate funds to Institutes on the basis of completion of studies. This research presentation discusses whether the completion rate is attributable to training and if so, how to plan and achieve higher completion rates at the Institute level in a learner-centred, work-centred and attribute-focused paradigm?

Abstract # 80.00
Concurrent Session 3E
Friday, 17 April 2009
0930 – 1000 hours

THEME: NEW RESEARCHERS

*****NEW ROLES AND CHALLENGES FOR MANAGERS AS FACILITATORS OF WORKPLACE LEARNING**

Rosalind Carter
University of Technology, NSW

The rate of change in technology and work practices in contemporary workplaces is creating a need for organisations to develop work strategies and work environments which support continuous work related learning. Roles of managers are widening to include development of staff skills and knowledge. Managers are becoming more involved in deploying strategies to facilitate ongoing learning through everyday work practice. Little is known however, about extended roles of managers as facilitators of workplace learning nor how organisations support managers in these roles.

This presentation presents findings from my preliminary case study research into the role of a manager in the context of a large government organisation. In the first part of the presentation I outline some of the strategies used by these managers to facilitate workplace learning. In the second part I discuss a number of constraints facing managers in their roles as learning facilitators. The presentation concludes with observations about drivers of need for facilitation of ongoing workplace learning. The study is framed by situated learning and adult learning principles.

Abstract # 81.00
Concurrent Session 4E
Friday, 17 April 2009
1100 – 1130 hours

THEME: NEW RESEARCHERS

**WORKING WITH YOUTH AT RISK IN THE GRANVILLE AREA:
THE STORY OF THE GRANVILLE ALTERNATIVE TAFE
EDUCATION (GATE) PROGRAM**

Therese Douglas
TAFE NSW South Western Sydney Institute, NSW

Local Granville high schools, Granville Schools District Behaviour Team, TAFE NSW South Western Sydney Institute (SWSI) Granville College's Outreach and various trade sections have worked together for 9 years offering the Granville alternative TAFE education (GATE) program for students in years 9 and 10 identified as at risk of dropping out of high school.

The GATE program is an example of social inclusion through education. This presentation tells the story of its formation and importance, its structure and some of the outcomes for the participants. It also highlights the challenges faced and why the course is no longer running in 2009.

Abstract # 83.00
Concurrent Session 4D
Friday, 17 April 2009
1130 – 1200 hours

THEME: TRACTION AND TENSIONS

**LIFE AS A LAB RAT: WORK IN THE TAFE SECTOR UNDER
THE VICTORIAN GOVERNMENT'S REGIME OF REFORM AND
EXPERIMENTATION**

David McLean
Kangan Batman TAFE, VIC

This presentation introduces an exploration of the recent Victorian VET policy, *Securing Jobs for Your Future – Skills for Victoria*, that is impacting on the state's TAFE professionals. Using Institutional Ethnography the research focuses on how the everyday work of TAFE teachers and institute support staff is being shaped by a significant policy release that is broad in its' scope but light on detail. As part of the new VET landscape the TAFE sector is being pushed wholly into an open market, competing head on with private providers and other institutes for funds that were once certain and guaranteed; contestability may soon be complete. There are also significant changes to student fees, funding structures, pathways, course entry entitlements and, teacher recruitment strategies. External to Victoria, federal and state governments may assess the success or failure of such significant change and evaluate how similar reforms would affect their own systems. From this perspective the change in Victorian VET can be comprehended as experimentation as much as it is bold reform. To enable change the ruling relations between government, institutes, and teachers will be reshaped and rewritten into new ways of working. This study is specifically interested in the foreknowledge and comprehension TAFE professionals had of the policy as it was introduced throughout late 2008 and early 2009. The key questions are: were TAFE professionals aware that significant change was coming, and once it arrived how well informed were they by their institutes of its aims and implications? The answer to these questions also impacts on the constant redefining of TAFE teacher identity and how Victorian TAFE teachers comprehend a sector that continues to undergo change they have little control over. Are they willing participants in a 'bold experiment' or have they been blindly led into a maze of reform and restructure?

Abstract # 84.00
Concurrent Session 4E
Friday, 17 April 2009
1130 – 1300 hours

THEME: NEW RESEARCHERS

PRACTITIONERS AS RESEARCHERS: A FORUM FOR NEW RESEARCHERS

Ann Reich¹, Catherine Down²

¹University of Technology Sydney, NSW

²Charles Sturt University, NSW

Many VET practitioners undertake small scale research projects, as part of their work and/or as part of university degrees they are undertaking. Many would not feel confident to present a full presentation at an AVETRA conference.

This workshop is therefore designed to provide these VET practitioners with a forum to present their work and listen to other practitioners doing similar work.

It is proposed that the format for the double session would be a 5 minute presentation in an informal atmosphere, with time for discussion and questions. The presentations will be organised around the themes of the presenters.

The session convenors will conclude the session with comments on issues raised for new researchers in VET.

Abstract # 85.00
Concurrent Session 5C
Friday, 17 April 2009
1430 – 1500 hours

THEME: PEDAGOGY AND PRACTICE

TEACHER TRAINING AND READINESS FOR WORKING IN TAFE

Jane Court

Postgraduate Research Student, Faculty of Education,
Monash University, VIC

The Certificate IV Training and Assessment (Certificate IV TAA) is the minimum teaching qualification for teachers delivering and assessing in the Vocational Education and Training (VET) sector in Victoria. This qualification is made up of units of competency which are designed to prepare graduates to work effectively in the VET system and to facilitate and assess learning. However, the qualification has been widely criticised as not achieving these outcomes. This presentation examines the results of a survey of VET practitioners in a large metropolitan Technical and Further Education (TAFE) Institute who graduated from the Certificate IV TAA via the Institute's staff development program. The survey queried if the learners believed that the units of competency gave adequate grounding for outcomes that enabled graduates to work in the TAFE sector of VET.

We will present the findings from a quantitative survey of recent graduates and explore the relationship between the units of competency of the Certificate IV TAA, the program content and delivery, and the professional needs of VET practitioners. Specifically, we will focus upon the extent to which the TAA has prepared these individuals in terms of:

1. Pedagogy: how to teach in VET
2. Assessment: how to assess in VET
3. VET systems and processes: how to engage with the VET system

Drawing on the survey data, our structural equation model correlates a single latent variable that measures overall graduate preparedness with the three other latent variables. Survey results seem to indicate that there are shortfalls in the units of competency and we conclude by arguing that the qualification needs further development to meet the needs of the VET practitioner.

Abstract # 86.00
Concurrent Session 4D
Friday, 17 April 2009
1200 – 1230 hours

THEME: TRACTION AND TENSIONS

*****ALIGNING PARTNERSHIPS, POLICY AND PEDAGOGY WITH PARTICIPANTS: A SOCIAL CAPITAL PERSPECTIVE**

Jo Balatti¹, Stephen Black², Ian Falk³

¹James Cook University, Townsville, QLD

²University of Technology Sydney, NSW

³Charles Darwin University, NT

The primary purpose of the recently completed National Centre for Vocational Education Research study reported here was to produce a set of guidelines on how to deliver adult literacy and numeracy education and training using a social capital approach. No such guidelines currently exist. At a time when improving the social inclusion of Australians who are socially, culturally or economically marginalised is very much on the political agenda, approaches that can increase availability, access, take-up and/or outcomes of adult literacy and numeracy education and training are needed. Previous research has shown that a social capital approach has the capacity to achieve these aims. This study focussed on three key elements. These were the partnerships involved in the design and delivery of adult literacy and numeracy programs; the policies that influence the kind of partnerships possible; and the pedagogical practices that teachers use. The methodology used to produce these guidelines was to synthesise understandings of social capital from existing theory and previous research with the findings from researching current practices in the adult literacy and numeracy field. The study confined itself to looking at delivery involving partnerships in the areas of health literacy, personal financial literacy and in the justice sector. As well as a literature review, scans of health literacy in NSW, financial literacy in Queensland and literacy and numeracy provision in the justice sector in the Northern territory were conducted. Pedagogical practices were further investigated through three action research projects, each one with a teacher who trialled teaching strategies that could enhance social capital outcomes for learners. This presentation summarises the guidelines produced.

Abstract #87.00
Concurrent Session 1D
Thursday, 16 April 2009
1030 – 1100 hours

THEME: TRACTION AND TENSIONS

*****HEAD TEACHER PERSPECTIVES ON THEIR CHANGING ROLE IN TAFE NSW**

Stephen Black

University of Technology Sydney, NSW

There has been a strong research focus in recent years on the changing role of VET practitioners (e.g. Harris, Simmons & Clayton 2005, Mitchell 2008) and the need for new leadership qualities at various management levels in VET (e.g. Callan, Mitchell, Clayton & Smith 2008, Mulcahy 2004). This presentation reports on a research study which focuses on the head teacher role in TAFE NSW. Previous research has suggested that head teachers, known sometimes as 'frontline managers', occupy a key role as 'discourse brokers' at the interface between management and pedagogy (Black 2005) and that their educational leadership role is threatened by the increased volume of routine administration they are required to undertake (Rice 2005). This presentation represents the voices of a state-wide cohort of current head teachers in TAFE NSW Institutes on their changing work role. 109 head teachers responded to an email survey questionnaire featuring open and closed questions. Questions focused on how their role has changed in recent years, their levels of job satisfaction, and their comments on a wide range of head teacher issues. These included their: changed responsibilities, use of electronic systems, overall workload, degree of autonomy in their work, professional development needs, levels of support from other TAFE staff, and how they think their work role can be improved. The survey findings have implications for current debates over the most effective role for head teachers in TAFE NSW. In particular, they suggest there is significant tension between the routine administrative workload involved in trying to ensure audit compliance and the current demands for head teachers to be educational leaders, innovative and commercially enterprising.

Abstract # 88.00
Concurrent Session 4D
Friday, 17 April 2009
1230 – 1300 hours

THEME: TRACTION AND TENSIONS

*****SUPPORTING CULTURAL CHANGE: RECOGNISING THE
VALUE OF INFORMAL LEARNING IN A PUBLIC SERVICE CASE
STUDY**

Llandis Barratt-Pugh
Edith Cowan University, WA

Vocational education and training has traditionally been dominated by discourses of externalised skilling. As the workplace moves to increasingly cognitive modes of production, the emphasis has been shifting towards 'learning' that takes place within the daily interactions of the workplace. For managers of learning, this generates a strategic and operational tension between privileging formal or informal learning practices. This presentation reviews a case study undertaken in a large public service department undergoing a significant merger and confronting cultural change. The research aimed to inform the organisation's human resources department about development and training initiatives that would support the cultural change programme for more 'dynamic resourcing'. The study found that rather than an emphasis on skills development, what was required was a more strategic and cultural approach by the HR department, with an emphasis on harnessing the informal learning occurring within daily interactions inside the new culture.

Abstract # 92.00
Concurrent Session 3C
Friday, 17 April 2009
1000 – 1030 hours

THEME: POLICY

**DOING A GOOD JOB: HOW TAFE INSTITUTES EVALUATE
THEIR EFFECTIVENESS AND EFFICIENCY**

Josie Misko, Sian Halliday Wynes
National Centre for Vocational Education Research (NCVER),
SA

Interviews with nine institute directors and 56 of their senior and middle managers indicate that the key drivers of systems and processes for monitoring and evaluating effectiveness and efficiency of this performance comprise accountability for government funding, and compliance with legislation and quality assurance frameworks. The need to supplement government funding with income from commercial business increasingly requires institutes to understand the training markets in which they operate, and to develop and maintain productive networks with industry and local communities. This presentation provides an account of how TAFE institutes develop management strategies to ensure that they deliver on their promises, and establish systems which enable them to monitor their progress. Also describes the type of information that would help institutes improve their ability to undertake strategic planning and provide relevant training both for individuals and for enterprises. It concludes that broadly similar strategies and information sources are used by institutes to know their business, and to evaluate their performance in meeting strategic objectives and the needs of students, employers and governments.

Abstract # 94.00
Concurrent Session 5C
Friday, 17 April 2009
1400 – 1430 hours

THEME: PEDAGOGY AND PRACTICE

*****BLENDED LEARNING LEAD INSTITUTE**

Gerard Corcoran
Brisbane North Institute of TAFE Queensland, QLD

Blended Learning and hence Blended Delivery and Distribution have been identified as the way of the future at the Institute where I work. This presentation will provide comments on a sample of the research that supports this policy direction. It will argue however that the decision to proceed on this journey must firstly answer a series of questions regarding research, implementation, model selection and experience of others in meeting this challenge. The application of a carefully planned change management model is essential and needs to be one which includes all the staff involved in the implementation of the policy. The real test of the successful implementation of Blended Delivery and the leadership of it by the Brisbane North Institute of TAFE will significantly depend on how the staff at the Institute are convinced that the future of education and training will be enhanced by embracing the principles and challenge of the Blended Delivery ethos.

Abstract # 95.00
Concurrent Session 4C
Friday, 17 April 2009
1130 – 1200 hours

THEME: POLICY

*****TEACHERS FROM INDUSTRY: FROM WORK TO SCHOOL**

Annette Green
Charles Sturt University, NSW

Technology and VET in Schools teachers are required to bridge the gap between industry and workplace knowledge and the world of secondary schools. One of the ways in which these teachers can be assured of having sufficient knowledge of the technologies required for the broad and varied subjects offered in Technology and Applied Studies in NSW schools and also be well prepared to teach VET Industry Curriculum Framework courses, is to take teachers from an industry background and return them to schools after an accelerated teacher training program. This presentation examines some of the findings of a longitudinal study which took a case study approach to try and find out how some of these teachers have coped with the demands of pedagogy and practice in rural and regional NSW schools.

While acknowledging all teachers are individuals, the researcher was interested in finding out whether this pathway produced a new 'type' of teacher. The study used interviews, site visits, emails and conversations with the twelve participants, to try and understand the reality of the new professional lives of these teachers. Interviews were also conducted with other staff in each school as well as, where possible, the Principal of the school was interviewed. As well as looking at each participant as a case study, cross case analysis was also undertaken to ascertain any patterns or similarities emerging from the data. This presentation is based on that cross case analysis. The findings demonstrate that these new teachers have a valuable and quite different contribution to make to technology pedagogy and practice in the NSW secondary system as well as offering workplace knowledge and experience in pathways from school to further vocational education and training. These findings are bound to the specific teachers and context of the study so the intention is to understand the ways in which these teachers create authentic learning spaces using their experiences from industry.

Abstract # 96.00
Concurrent Session 5D
Friday, 17 April 2009
1400 – 1430 hours

THEME: TRACTION AND TENSIONS

*****COMMUNITY, CREDIT, CONNECTIONS AND CAREERS**

John Pardy
Box Hill Institute, VIC

TAFE students learn through collaboration with other students, industry practitioners, in classrooms and in the community. VET Learning in all of its manifestations involves making connections between practices, ideas, techniques and people. Through a distinct set of learning experiences, VET graduates make transitions into employment and in many instances forge pathways into further learning contexts. In order to forge further learning pathways TAFE students seek out credit transfer based on their VET learning.

This presentation will explore the experiences of two students who completed VET studies in community services. One student, Louise completed a Diploma in Children's Services and then went on to study in a Bachelor of Early Childhood Education program. Another student, David completed a Diploma of Community Development and then enrolled in a Social Science degree and completed this and then pursued postgraduate studies in the drug and alcohol area.

Both Louise and David's learning careers (Bloomer & Hodkinson: 2000) involve making connections between fields of study, employment contexts and occupations. To achieve mobility in their learning careers David and Louise traverse different learning contexts, all the way seeking out 'credit transfer' arrangements that enable them to engage in learning that doesn't duplicate their prior studies but rather builds their knowledge capacities and extends their employability.

Abstract # 97.00
Concurrent Session 5B
Friday, 17 April 2009
1500 – 1530 hours

THEME: PEDAGOGY AND PRACTICE

SKILLING FOR ECONOMIC, ENVIRONMENTAL AND SOCIAL SUSTAINABILITY: BUILDING 'INTEGRATED GLOBAL EDUCATOR' CAPACITY IN THE VET WORKFORCE

Terri Seddon
Monash University, VIC

This presentation considers VET workforce skills relative to current challenges of human security and sustainability. It suggests that the existing 'delivery' model of training downplays the human dimensions of VET in ways that undercut the capacity of VET to meet current demand for skill-building. A solution to this problem is explored by (a) documenting the kinds of skills required in globally networked VET through the experience of CROSSLIFE, a European-funded project that supported VET professional development in lifelong learning and work; and (b) reviewing research on VET practice and the changing character of VET practitioners. The skills required by 'integrated global educators' are proposed as a means of focusing a reprofessionalization agenda in VET.

Abstract # 98.00
Concurrent Session 1D
Thursday, 16 April 2009
1000 – 1030 hours

THEME: TRACTION AND TENSIONS

**MAKING MANAGERS: THE NATURE OF CAREER
PATHWAYS INTO LEADERSHIP AND MANAGEMENT
ROLES IN VET**

Michele Simons, Roger Harris
*Centre for Research in Education, Equity and Work,
Hawke Research Institute for Sustainable Societies,
University of South Australia, SA*

In a context where VET policies are under considerable flux due to changing government policy agendas, leaders and managers play a significant role in setting the culture and managing available resources in order to meet these agendas. It is through their work that policies are enacted and ways of working in the changing environment are created with staff who must work at the coal face with learners.

While we know something about the nature of the work of leaders and managers in VET and the capabilities needed to meet the demands of leading and managing, little is known about the nature of the career pathways that lead VET staff into leadership and management positions. Using data from a national study examining career pathways in VET, this presentation will examine the pathways taken by respondents who held leadership and management positions at the time of the survey. The presentation will pay particular attention to the different ways in which these respondents attained their current roles and how they understand their career(s) in VET.

Abstract # 100.00
Concurrent Session 4B
Friday, 17 April 2009
1200 – 1300 hours

THEME: PEDAGOGY AND PRACTICE

*****INTERNATIONAL STUDENTS IN AUSTRALIAN VET –
FRAMING A RESEARCH PROJECT**

Ly Tran
RMIT University, VIC

The latest figures of Australian Education International show there were 175,461 international student enrolments in VET in December 2008 (AEI, 2009). International student enrolments in VET grew by 226.9% between 2002 and 2008. The sharp increase in VET international students has occurred at a time when there is a lack of theoretical and empirical research on the objectives, learning practices and institutional responses of these students. This presentation draws from the related literature on international students and international education to argue that in order to capture a full picture of the learning practices of international VET students, it is significant to examine the association between students' motivations to undertake their VET course and their adaptation to the VET curriculum.

Abstract # 103.00
Concurrent Session 4A
Friday, 17 April 2009
1130 – 1300 hours

THEME: PARTICIPATION/PARTICIPANTS

**THINKING AND ACTING OUTSIDE THE SQUARE:
COLLABORATIVE AND PARTICIPATIVE RESEARCH IN VET**

–
A CASE STUDY

Elaine Butler, Kate Lawrence
WAVE, Blackwood, SA

This workshop seeks to address the key themes of 'aligning participants, policy and pedagogy' through explicating and interrogating the efficacy of a collaborative and participative research project being conducted by two differently located and positioned women-centred community based NGOs, WAVE and Waltja. WAVE is a national network of women involved in VET, ACE and the broad field of work-related education and training. (<http://www.wave.org.au/>) (Waltja Tjutanku Palyapayi Aboriginal Corporation (Waltja) is a community- based organisation, working with Aboriginal families in remote Central Australia.

(<http://www.waltja.org.au/waltja.html>). The collaborative research project, funded through the Federal Government Office for Women (OfW)'s 2007-08 Women's Leadership and Development Programme Grant is entitled: Minmaku Palyantja Palya: WAVE/Waltja Women Leaders' Project (Value Women's Good Work).

The workshop presentation will provide an overview of the values that inform the research, how they play out in and through the project design, implementation and evaluation, along with an interrogation of the processes and desired outcomes (overt and covert) that seek to link participants, policy and pedagogy.

We then seek a conversation about the place for 'outsider' research in VET, its potential and/or shortcomings, and the potential for such research to contribute to the knowledge base of VET, inform practice and policy, and address matters of social justice.

Abstract #105.00
Concurrent Session 1E
Thursday, 16 April 2009
1000– 1030 hours

THEME: NEW RESEARCHERS

PANEL OF THE NEW RESEARCHERS PROJECTS

Melinda Randall¹, Ruth Wallace², Regan Harding³,
Llandis Barratt-Pugh⁴, Mark Mossuto⁵

¹Major Training Services, NSW

²Charles Darwin University, NT

³North Coast Aboriginal Learning Partnerships (ncalp)
North Coast TAFE, NSW

⁴Edith Cowan University, WA

⁵RMIT University, VIC

NCVER and AVETRA are committed to building research capacity in the VET sector. In 2008, NCVER provided support to establish two communities of practice and AVETRA formed the New Researchers Advisory Group. Members of these groups have developed their research skills through engagement in a series of VET research projects and support from experienced mentors. A panel comprising members of these groups will provide a brief overview of their projects and discuss their experiences as new researchers in the VET sector. This interactive session will conduct a discussion with the audience about their projects' outcomes, becoming a researcher and supporting research capacity development.

Abstract # 106.00
Concurrent Session 3E
Friday, 17 April 2009
1000 – 1030 hours

THEME: NEW RESEARCHERS

**TRAINING NEEDS ANALYSIS - OPTIMISING YOUR
CHANCES FOR SUCCESS**

Melinda Randall
Major Training Services, NSW

This presentation aims to provide Vocational Education and Training practitioners with a broad series of principles to assist them when conducting a training needs analysis (TNA).

The key principles have been derived from research that uses a combination of methodologies. TNA models in the literature have been analysed and a set of general principles have been distilled from this study. These principles have been validated, evaluated and modified through interviews with experienced TNA practitioners.

The principles are then supported with a series of questions to enable the practitioner to tailor and customise TNA's to fit their local purposes.

Abstract # 107.00
Concurrent Session 3A
Friday, 17 April 2009
0930 – 1000 hours

THEME: PARTICIPATION/PARTICIPANTS

*****SOCIAL CAPITAL AND EMPLOYABILITY**

Ralph Catts
University of Stirling, Scotland, UK

Social capital is the process by which people form, use and break social networks and links. The forms of social capital include bonding bridging and linking SC. Both older and young people can exercise all three forms of SC in gaining choices and chances for employment and further education post school. However, those from disadvantaged circumstances often lack access to networks that can connect them to educational opportunities or jobs.

In this presentation elements from three case studies conducted in Scotland in 2007/8 are presented to show how social capital can enable employment opportunities for younger people.

We concluded that people with weak social capital in their final year of primary school had difficulties in the transition to secondary school. We also noted that aspirations were largely informed by their family networks and people immediately connected to their families. Finally we concluded that young people at risk of leaving school early and facing unemployment lacked strong bridging and linking social capital and that this was a barrier to their choices and chances for further education and employment.

DELEGATE LIST

(as at 07 April 2009)

Last Name	First Name	Organisation	State
Ahern	Sharyn	Charles Sturt University	NSW
Albert	Daniel	Skills Tasmania	TAS
Allfree	Matthew	Competenz	New Zealand
Anderson	Stuart	Charles Darwin University	NT
Anderson	Ron	Adult Learning Australia	ACT
Arrowsmith	Steve	WA Dept of Education & Training	WA
Azemikhah	Homi	Central Queensland University	QLD
Barclay	Greg	Bendigo Regional Institute of TAFE	VIC
Barlow	Kerry	TAFE NSW - Industry Skills Unit	NSW
Barratt-Pugh	Llandis	Edith Cowan University	WA
Beddie	Francesca	NCVER	SA
Benfatto	John	Canberra Institute of Technology	ACT
Billett	Stephen	Griffith University	QLD
Black	Stephen	University of Technology, Sydney	NSW
Blom	Kaaren	ACT Dept of Education & Training	ACT
Booth	Robin	TAFE NSW	NSW
Boyle	Alicia	Desert Knowledge Cooperative Research Centre/CDU	NT
Brennan-Kemmis	Ros	Charles Sturt University	NSW
Brown	Justin	Australian Council For Educational Research	VIC
Bullock	Philip	Skills Australia	NSW
Burke	Penny Jane	Roehampton University	England
Butler	Elaine	WAVE - Women In Adult & Vocational Education	SA
Callan	Victor	University of Queensland	QLD
Cameron	Roslyn	Southern Cross University	NSW
Carter	Jenni	University of South Australia	SA
Carter	Rosalind	University of Technology	NSW
Cashion	Joan	Swinburne University of Technology, TAFE	VIC
Catts	Ralph	Stirling Institute of Education, Stirling University	Scotland
Chen	Xiafang	University of Western Sydney	NSW
Choy	Sarojni	Queensland University of Technology	QLD
Christie	Pam	TAFE NSW Sydney Institute	NSW
Clayton	Berwyn	Victoria University	VIC
Collier	Kate	University of Technology Sydney	NSW
Corcoran	Gerry	Brisbane North Institute of TAFE Qld	QLD
Cotterell	Jeannie	ACT Dept of Education & Training	ACT
Couch	Camilla	TAFE Teachers Association	NSW
Court	Jane	Chisholm Institute	VIC
Craven	Diane	TAFE NSW - Sydney Institute, St George College	NSW
Crichton	Emma	St Kilda Youth Service	VIC
Croft	Alan	HQ SRG - TST	SA
Cross	Judie	Randwick TAFE NSW Si/university of Wollongong	NSW
Crump	Stephen	University of Newcastle	NSW
Cui	Guihua	University of Western Sydney	NSW
Davis	Janelle	University of Western Sydney	NSW
De Campo	Helen	Holmesglen Institute of TAFE	VIC
De Luca	Wendy	Charles Sturt University	NSW
Deissinger	Thomas	University of Konstanz	Germany
Delaforce	Wayne	TAFE Queensland	QLD
Dimitriou	Yiannis	Skills Tasmania	TAS
Douglas	Therese	TAFE NSW South Western Sydney Institute	NSW
Down	Catherine	Charles Sturt University	NSW

Duffin	Larisa	New Zealand Industry Training Organisation	New Zealand
Dumbrell	Tom	Dumbrell Consulting Pty Ltd	NSW
Dymock	Darryl	Griffith University	QLD
Ehsan	Abul	Dept of Innovation, Industry, Science and Research	ACT
Ellis-Gulli	Carmel	TAFE NSW Sydney Institute	NSW
Evans	Jonathan	Burj Al Arab Hotel - Jumeirah Hotels & Resorts	Dubai
Fergusson	Annie	Australian Flexible Learning Framework	SA
Fitzgerald	Sheila	Swinburne University of Technology (TAFE Division)	VIC
Forman	Ross	University of Technology Sydney	NSW
Frail	Julie	TAFE NSW - Sydney Institute	NSW
Francisco	Susanne	Canberra Institute of Technology	ACT
Golding	Barry	University of Ballarat	VIC
Goodbourn	Sue	University of Ballarat	VIC
Grayson	Carolyn	Canberra Institute of Technology	ACT
Green	Annette	Charles Sturt University	NSW
Gronold	Judy	Deta	QLD
Groves	Norah	HQ SRG - TST	NSW
Hall	Contessa	Dept of Education, Training And Arts	QLD
Hallam	Gillian	Queensland University of Technology	QLD
Halliday Wynes	Sian	NCVER	SA
Hanna	Tony	Hunter Institute of NSW (TAFE)	NSW
Harding	Regan	North Coast Aboriginal Learning Partnerships (NCALP)	NSW
Harreveld	Bobby	CQ University	NSW
Harris	Mark	Department of Education, Training and the Arts	QLD
Harris	Roger	University of South Australia	SA
Harvey	Paul	DEEWR	ACT
Haycock	John	Chisholm Institute	VIC
Hewson	Janet	TAFE NSW Workforce Development Unit	NSW
Heys	Kevin	TAFE NSW - SWIS	NSW
Hillier	Yvonne	Brighton University	England
Hodge	Steven	University of South Australia	SA
Hurrell	Julie	TAFE Development Centre	VIC
Jaron	Daniela	Service Skills Australia	NSW
Jones	Anne	PVC Vocational Education	VIC
Karmel	Tom	NCVER	SA
Kelly	Dianne	Chisholm Institute	VIC
Kelly	Ann	Griffith University	QLD
Kempner	Carol	Dept of Parliamentary Services	ACT
Kennedy	Deanna	Sunrise Health Services	NT
Klimek	Christopher	Cit Solutions + Canberra University	ACT
Lawrence	Kate	Waltja Tjutangku Palyapayi	NT
Li	Bingyi	University of Western Sydney	NSW
Lim	Patrick	NCVER	SA
Long	Rob	TAFE Teachers Association	NSW
Lukasiak	Beata	Aspire Learning Resources	VIC
Mackey-Smith	Kerrie	University of South Australia	SA
MacLeod	Heather	University of Ballarat	VIC
Mccormack	Rob	Victoria University	VIC
Mcdermott	Richard	TAFE NSW / UTS	NSW
Mcgregor	Katherine	NCVER	SA
McLean	David	Kangan Batman TAFE	VIC
Mcleod	Roderick	NSW TAFE Tes - Isu Granville	NSW
McMahon	Kit	Service Skills Australia	NSW
Miles	Jennifer	Chisholm Institute	VIC
Miller	Kari	Ent Dev Sol Ltd	New Zealand
Miller	Laurie	Tasmanian Polytechnic	TAS
Misko	Josie	NCVER	SA

Mitchell	John	John Mitchell & Associates	NSW
Mossuto	Mark	RMIT University	VIC
Murphy	Stephen	TAFE NSW NSI	NSW
Neuendorf	Penny	Canberra Institute of Technology	ACT
Newman	Alex	Holmesglen	VIC
O'hanlon-rose	Terry	Australian Technical College - North Brisbane	QLD
O'Hara	Kaye	Canberra Institute of TAFE	ACT
Oliver	Jennifer	Box Hill Institute	VIC
Olsen	Chris	Hunter Institute - TAFE NSW	NSW
O'Regan	Desiree	TAFE	NSW
O'rouke	Mark	Victoria University	VIC
Pagnoccolo	Joe	Swinburne University	VIC
Palmer	Louise	Swinburne University of Technology, TAFE	VIC
Pancini	Geri	Victoria University	VIC
Pardy	John	Box Hill Institute	VIC
Pinney	Melissa	ACT Dept of Education & Training	ACT
Plane	Karen	University of South Australia	SA
Randall	Melinda	Major Training Services	NSW
Riordan	Martin	TAFE Directors Australia	ACT
Robertson	Craig	Dept Education, Employment & Workplace Relations	ACT
Robertson	Ian	RMIT University	VIC
Robinson	Lina	Service Skills Victoria	VIC
Rohrer	Jill	TAFE NSW Sydney Institute Randwick College	NSW
Roy	Sue	TAFE NSW	NSW
Ryan	Robin	Flinders University	SA
Saunders	Miriam	NCVER	SA
Schubert	Janine	DETA - Product Services	QLD
Seagrott-Mitcheson	Maree	Hunter Institute of NSW (TAFE)	NSW
Simon	Linda	Australian Education Union	NSW
Simons	Michele	University of South Australia	SA
Skippington	Peter	Deta - Product Services	QLD
Smalley	Roy	Monash University	VIC
Smith	Erica	University of Ballarat	VIC
Smith	Andrew	University of Ballarat	VIC
Spencer	Margaret	Hunter Institute of NSW (TAFE)	NSW
Stanwick	John	NCVER	SA
Stephens	Janet	TAFE NSW - South Western Sydney Institute	NSW
Sutcliffe	Sarah	Canberra Institute of Technology	ACT
Symons	Jenny	TAFE NSW - Industry Skills Unit	NSW
Teh	Helen	The School Of Education	QLD
Thorne	Margaret	Monash University	VIC
Tran	Ly Thi	RMIT	VIC
Trevasicis	Maria	TAFE NSW WSI	NSW
Turner-Zeller	Kimberley	WAVE - Women In Adult & Vocational Education	NSW
Tyler	Mark	University Of Southern Queensland	QLD
Venville	Annie	La Trobe University	VIC
Wallace	Ruth	Charles Darwin University	NT
Walls	Sandra	Box Hill Institute	VIC
Walls	Patricia	TAFE NSW New England Institute	NSW
Walton -Sonda	Dianne	Australian Library and Information Association	ACT
Wilcock	Shalene	Central Gippsland Institute of TAFE	VIC
Williams	Cynthia	TAFE NSW - New England Institute	NSW
Wills	John	InfraTrain New Zealand Limited	New Zealand
Wood	Alison	TAFE NSW - Sydney Institute	NSW
Yates	Anne-Marie	Service Skills Australia	NSW