

Putting a stake in the ground: Quality teaching in VET

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"Put a stake in the ground": to take the first step; to make a big move to get something started.



Stop the rorts: \$30 million crackdown looms for vocational sector's dodgy training providers

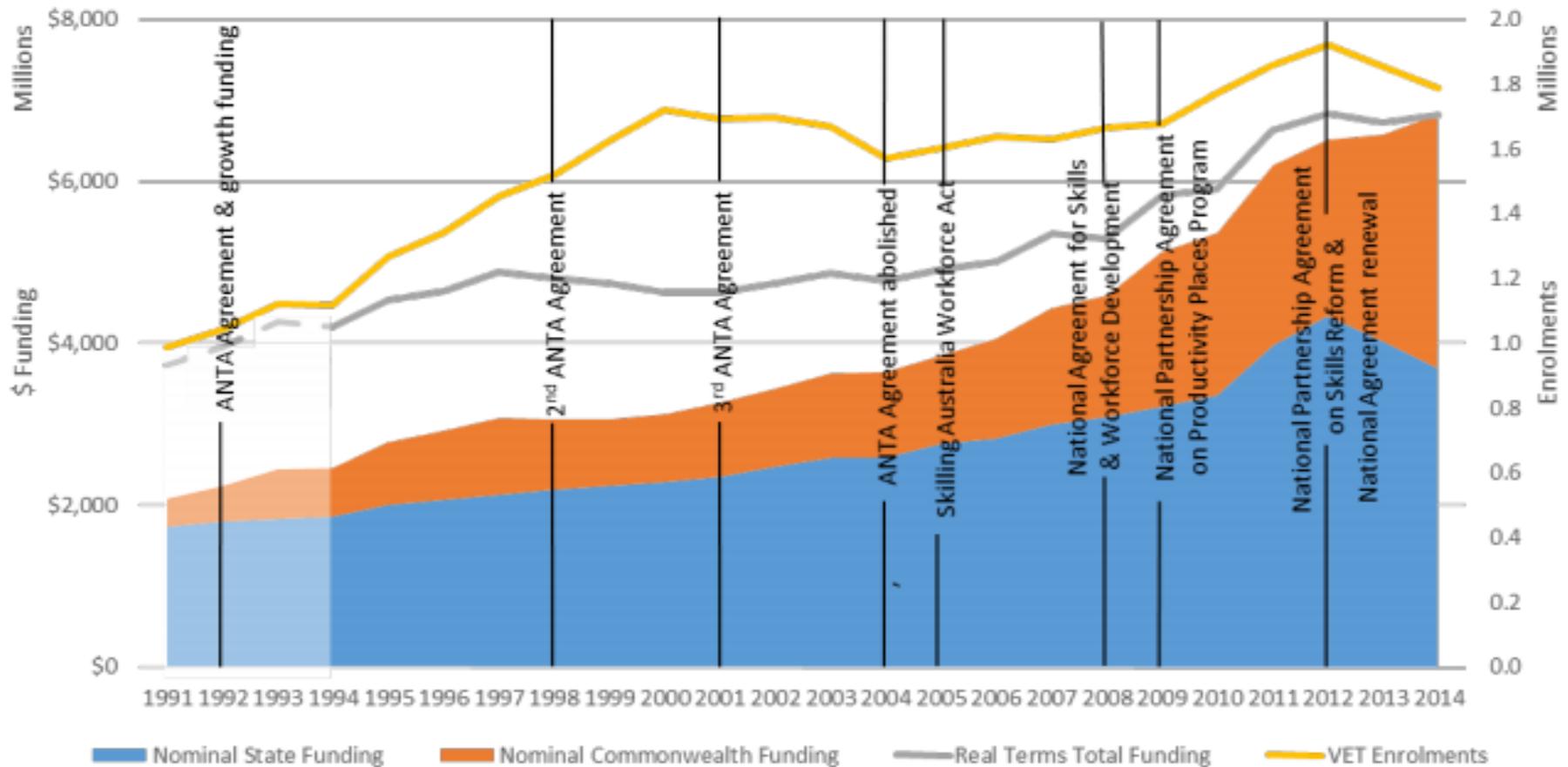
Published: September 20, 2015
The AGE. Matt. Golding



VET Funding in Australia – Mitchell Policy Paper

March 2016.

Figure 1: VET funding and enrolment trends 1991-2004



Source: ACIL Allen Consulting

Learning from Victoria's TAFE mistakes

"It's rare that TAFE becomes a big election issue, but this is what has just happened in Victoria – giving new Premier Daniel Andrews a mandate to save TAFEs." December 8, 2014 – The Conversation, Photo Source AAP



Victoria Leading the way

The independent VET Funding Review was established in February 2015, led by reviewer Bruce Mackenzie, with deputy reviewer Neil Coulson

One of the 6 building blocks in the final report is

“A commitment to placing quality and continuous improvement at the heart of VET”



Department of Education and Training – Review of Quality Assurance in Victoria’s VET System

Deloitte Touche Tohmatsu - May 2015

Quality is the fact and perception that:

- The qualification attained through VET has **integrity** (i.e. students have attained the expected competencies and can use these to support employment outcomes); and
- The **student experience** aligns to the student’s expectations.

Research Project Team

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LH Martin Institute

For Tertiary Education Leadership and Management



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Investigating Quality Teaching in the Victorian VET Sector



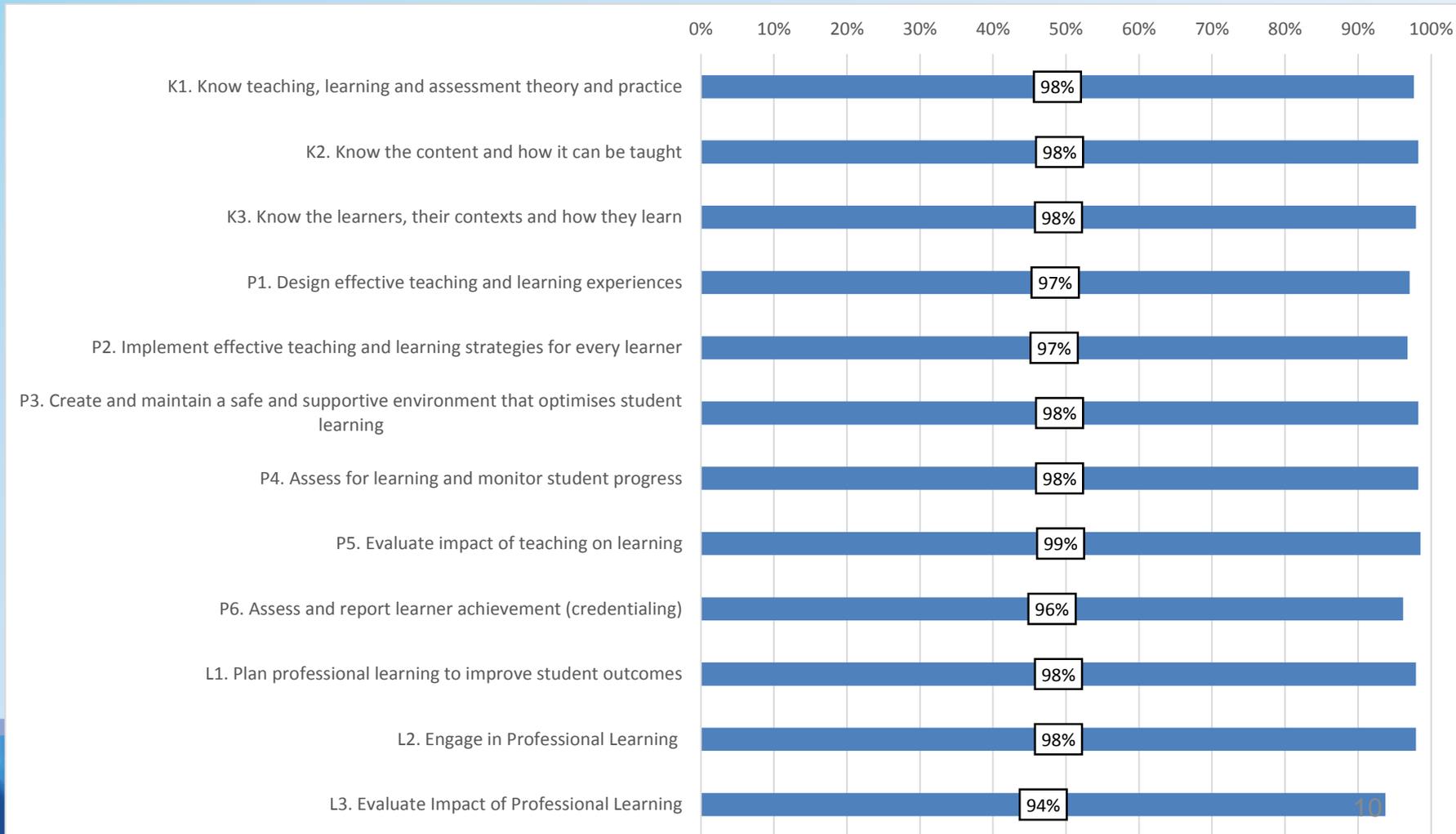
In Short

The researchers examined existing national and international capability frameworks and together with a team of subject matter experts devised a draft capability framework. An important difference in the framework is that it does not seek to identify capacities that have been previously documented in the wider context of a VET practitioner, but instead seeks to define in depth the fundamental role for **VET teachers** - namely **teaching**, and **assessment for learning**. This framework is based on previously well-tested concepts of “**visible learning**” and the **clinical model of teaching** that directly links the impact of teachers on student learning. The research process indicates that **VET teachers across the system are also highly engaged with the question of quality**, and the results of the research survey showed a high level of endorsement for the capability framework.

What are the key capabilities that quality VET teachers' exhibit?

12 "Capability" statements – Draft

Figure 2. Agreement (%) that each of the Capability Framework's 12 capabilities effectively summarise quality teaching (n=342)



High Levels of Endorsement

93 % of survey respondents agreed that the framework, as a whole, adequately captures the essential skills and knowledge that underpin quality.

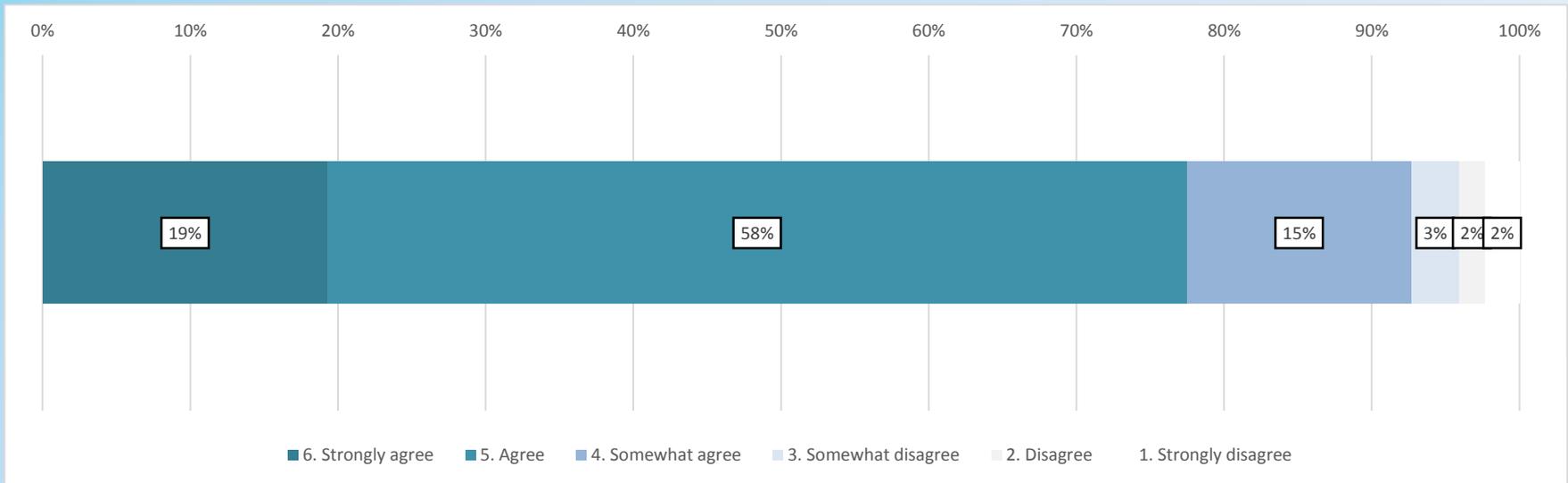
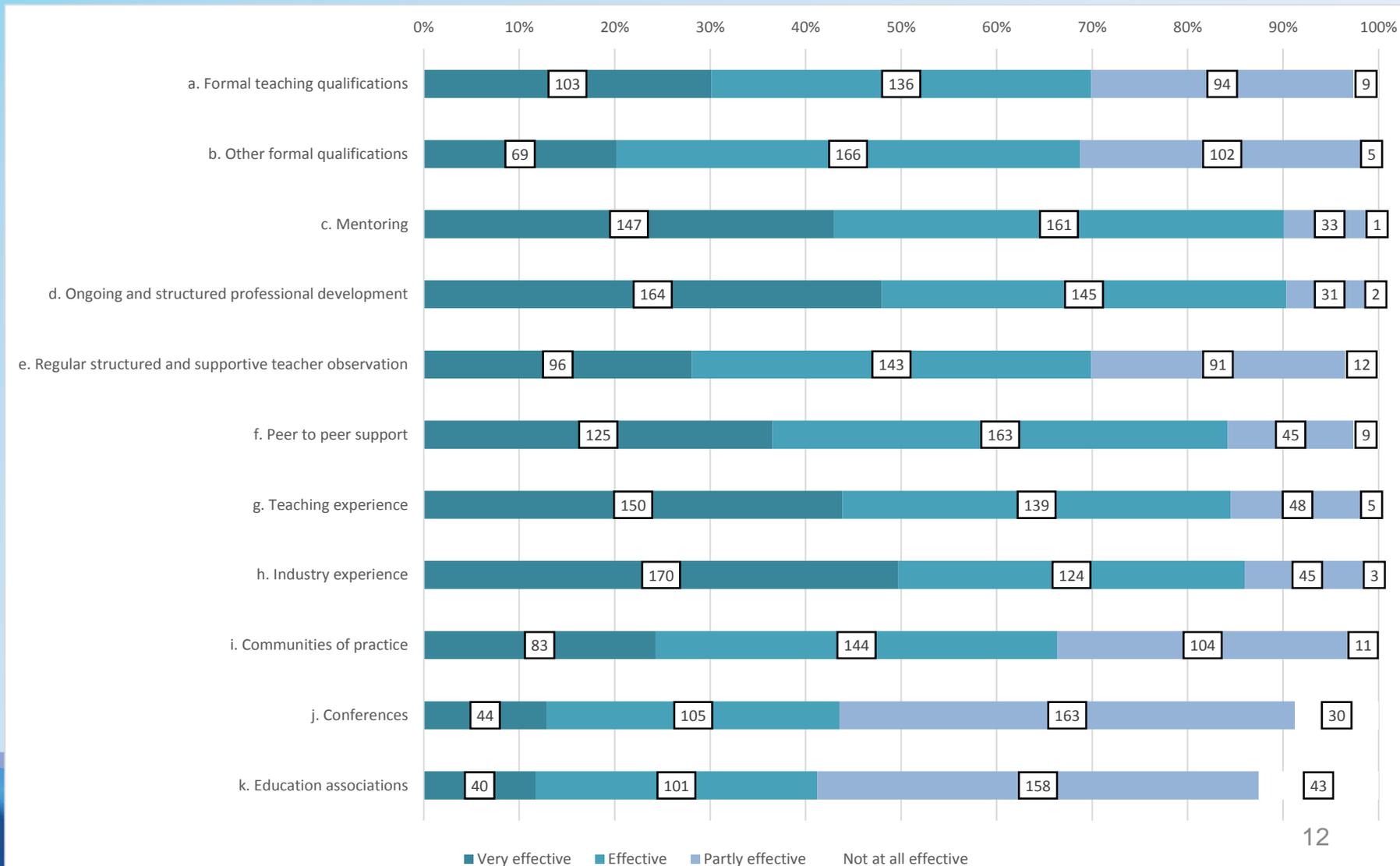


Figure 1. Agreement (%) that the capability framework adequately captures the essential skills and knowledge that underpin quality VET teaching (n=342)

What is the best way for VET teachers to develop the identified capabilities?

Figure 7. Effectiveness of different activities in developing the capabilities of VET teachers (n=342).



To what extent does the Certificate IV in Training and Assessment adequately prepare the VET teaching workforce deliver quality teaching? - Additional Research Question

- Responses consistent with research underway with the team being led by Professor Erica Smith – Federation University “Would more highly qualified teachers and trainers help address quality problems in the Australian VET system”.
- Certainly concern about the contribution the Certificate IV makes towards teaching skills
- Concern the standard may be too low
- Previous research by Wheelahan and Moodie 2011 – recommended qualifications higher than the CIV. They also recommended continuing PD, registration of VET Teachers.

Final Word

“The best way to develop these capabilities is in a carefully structured building of competence over time. The foundation is initial industry and teaching qualifications and the dual qualification of VET teachers is a distinctive requirement of the system. It is also clear that continuing experience in industry and teaching, together with regular structured professional development builds deeper and higher levels of teaching proficiency. This concept is one recognised in other education sectors and indeed in other areas of professional practice”

