

FROM THE PRESIDENT

Colleagues. As we come to the end of another year, it is timely to take stock of some of the key events and activities that have the potential to influence VET research in the short to medium term.

Starting close to home, the national priorities for VET (2011–2013) have been endorsed for carrying forward until the end of 2014 by the National Senior Officials Committee (NSOC). This means that these priorities will continue to shape research commissioned by NCVET under the National VET Research Program for the next 12 months. The extension of these priorities is welcome and provides some stable reference points for VET researchers at a time when the new Federal Government is working to establish the ministerial infrastructure and the priorities that it will have for the VET sector. While there has been speculation about the impact of the move of VET from the Education to the Industry portfolio has abated somewhat, we still wait to see how the implications of this separation of policy areas and hence the priorities for research which will arise from this decision. Both the public and private training sectors have been actively engaged in highlighting a number of issues that they see as important in their current operating contexts. Several areas spring to mind - the reduction of regulatory burdens on providers with a concomitant interest in revised ways of assuring quality and transparency; the role and function of public VET providers; the growth of VET in international contexts (for example China), the costs of training (i.e. who should pay) and expansion into higher education.

AVETRA has been mindful of the changing landscape in which research now needs be conducted and has been working to develop a number of relationships with organisations which we believe share similar interests and where we believe collaboration will bring benefits to VET researchers. We have recently signed a Memorandum of Understanding with TAFE Directors Australia (TDA). This agreement has two purposes – firstly to promote strategic cooperation between AVETRA and TDA to promote VET research and secondly to work together to develop a culture of research and scholarship in VET. Work is now being undertaken to operationalise this agreement by identifying a range of activities including an annual joint research roundtables, mechanisms for knowledge exchange and mobilisation and ways to promote collaboration around undertaking research – for example joint applications for research grants. I am personally very excited by these developments and I would like to acknowledge the work of Martin Riordan, Pam Caven, Melinda Waters and Linda Simon

who have 'championed' and supported the development of the agreement.

Work has also been undertaken to strengthen our relationship with Adult Learning Australia and the first tangible outcome of this is a dedicated stream on adult education within the AVETRA conference in Brisbane next year. We are looking forward to expanding on this significant initiative as part of our on-going dialogue with Adult Learning Australia. I am particularly indebted to Stephen Billett and Sarojni Choy who have embraced this opportunity and work to make it possible within the Brisbane conference.

One final initiative that has the potential to shape research is the work of the Australian Council of Deans of Education (ACDE) and their inauguration of the Community of Association Deans Research in Education (cADRE). This network was established at the ACDE Conference in September; its aim is to facilitate and guide collaborative research and promote a cooperative culture across ACDE member institutions. We are delighted that Erica Smith will be a member of the steering committee for this group as it provides a new space for dialogue across the various sectors of education around the common endeavour of enhancing the quality of research as well as seeking ways to support researchers in the face of shrinking research budgets and constraints on the time and resources available for research in higher education institutions.

What unites these activities is the recognition that that in order to tackle the 'big issues' facing education research requires new and different forms of partnerships – i.e. entities that require previously independent entities to agree to work towards new shared goals that sit alongside what they would normally seek to accomplish in their own right. It is about building our capacities to engage with these groups in a number of ways (formally and informally) – the aim being to foster the development of a research culture that delivers excellence as well as relevance for stakeholders and researchers alike. The goal – and the challenge – is how well we can listen in order to understand and discern the issues and opportunities that will enable us to break new ground and build the research capacity of all researchers regardless of where they might sit in terms of their careers, institutional setting and research interests.

We have much to look forward to in 2014 and beyond! Please accept my best wishes for the holiday season and the New Year.

Michele Simons – President, AVETRA

Secretariat

Doug Wiles

AVETRA Secretariat
PO Box 576
Crows Nest NSW 1585
Ph: +61 2 9431 8690
Fax: +61 2 9431 8677

www.avetra.org.au

ISSN 1441 3183 3

Editors:
Ros Brennan Kemmis
Sinan Gemici

Looking for VET teachers with a story to tell about teaching Australian VET courses overseas

We are seeking research participants for a research project titled: Australian transnational vocational education and training provisions: sustainability, quality and relevance. The purpose of this project is to identify and understand the factors that shape the roles and activities of those teaching Australian vocational education and training (VET) courses in transnational settings.

This practical inquiry will gather information about teachers' experiences in making decisions about what and how to teach in transnational settings. It is hoped that the collection of teachers' stories will provide important knowledge about the relevance and quality, and thus the sustainability, of exporting Australian VET provisions overseas. It should also provide much needed information about VET teachers' curriculum practices and how they negotiate between the imperatives of regulation and the needs of their students in diverse cultural settings.

Who are we looking for?

We are looking for VET teachers who have taught any Australian VET accredited or Training Package course overseas in the last ten years. You may be from anywhere in Australia and you may have taught in any discipline. What we are interested in is your experience and your story about teaching students overseas and how this compares to teaching in Australia.

What would be required of participants?

You are invited to contribute to this study by participating in three interviews over a two month period. The first interview will be conducted face to face at a location of your choice. Subsequent interviews may also be face to face or via skype or video-conferencing – whatever is most convenient and practical for you. Each interview will take between one and two hours. The interviews will comprise some questions about your experiences as a VET teacher in a transnational setting.

Participation in these interviews is completely voluntary. You may withdraw at any time during or after each interview,

without any adverse comment or consequences. You will have final control over your story. All information collected from participants will be confidential.

Informed Consent

If you are agreeable to taking part in this study, you will be asked to sign an Informed Consent Form.

Questions/Further Information

If you have any further questions about this study and/or would like to participate, please phone or text Louise King on 0411 117 427. Thank you for your time and consideration of this project.

Contacts

Student Researcher:

Louise King
Student, Doctorate of Education
School of Education and Professional Studies
Griffith University
Ph: 0411117427
king.louise@hotmail.com

Chief Investigators:

Professor Stephen Billett
School of Education and Professional Studies
Griffith University
Ph: 07 3735 5855
S.Billett@griffith.edu.au

Associate Professor Sue Thomas
School of Education and Professional Studies
Griffith University
Ph: 07 3735 5743
s.thomas@griffith.edu.au

Louise King
Griffith University

**JOIN AVETRA at:
www.aveutra.org.au**

South East Asia and Asia Pacific research opportunity

In July 2013 an approach was made to AVETRA from the UNESCO Technical and Vocational Education and Training (TVET) Regional Cooperation Platform (RCP) to contribute to research. The research concerned the place of transferable skills (also known as employability, generic and transversal skills) in TVET in Australia. There was a particular emphasis on TVET teacher development in this area.

Associate Professor Ros Brennan Kemmis AM provided a lead role in this research, and together with Dr Steven Hodge and Anne Bowden undertook the research. A 'country report' was submitted to be included in a final document which will be effectively a compendium of the practices, policy and issues in regard to transferable skills in countries in South East Asia and the Asia Pacific regions.

The team was invited to present the researching findings during a three-day workshop at Tongji University Sino-German Institute of Technical Education in Shanghai from 25 to 27 October. Due to work commitments neither Professor Brennan Kemmis nor Dr Steven Hodge could attend. Anne Bowden attended and gave a presentation to a very interested audience of approximately 50 participants. These people came from diverse backgrounds and approximately 23 countries, ranging from North Korea, Germany, Lao, Sri Lanka and Japan. There was a large contingent from China.

Presentations by representatives from most of the countries contributing to the report demonstrated the variety of experiences and approaches to this importance practice in TVET.

If you would like to know more about the conference, or receive the final UNESCO Report, please contact Anne Bowden (anne.bowden@tafensw.edu.au) for details.

Understanding school characteristics: how do they matter and for whom?

From the efforts many parents go to in selecting a school for their children, it is clear that they think schools matter. On the other hand, we know that the background of the individual student matters. Therefore, the question is how much does the school matter?

A report published by the National Centre for Vocational Education Research (NCVER) investigates the role and impact schools play in two key academic outcomes of young people. In the paper, entitled *The impact of schools on young people's transition to university*, Sinan Gemici, Patrick Lim and Tom Karmel investigate the impact of several school factors on an individual's tertiary entrance rank (TER) and the probability of an individual enrolling in university (Bachelor degree level course or higher) by the age of 19, over and above young people's individual background characteristics.

In this report, we analysed data from the Longitudinal Surveys of Australian Youth (LSAY). This survey tracks young people aged 15–25 years as they move from school to further education, work and other destinations. In particular, we used data from the 2006 cohort of LSAY, that is, those individuals who were aged 15 in 2006. We focused on school characteristics, such as school sector, demographics (e.g. locality and socioeconomic status), resourcing (e.g. student-teaching ratios) and autonomy (e.g. control over budgets, employment), academic orientation (e.g. academic versus vocational focus) and competition with other schools for students. Further, we also included a wide range of background characteristics of the individual students. These include a robust measure of socioeconomic status, derived using information about the occupation and education of the individual's parents, along with cultural, economic and educational resources available in the family home.

Our analysis found that schools do indeed matter, with around 20 per cent of the variation in TER score being influenced by the school that students attend. With regards to TER score, the school

A particularly interesting finding in this paper is that a school's overall socioeconomic status does not influence students' TER outcomes, yet it influences the probability of enrolling in university.

characteristics that matter include: school sector (Catholic and independent schools having a higher average predicted TER scores than government schools), school gender mix (single-sex schools have higher average TER scores than co-educational schools), and the extent to which a school is academically orientated (the amount of pressure from parents, and the level of exposure to the workplace learning and other work-related interventions in which students partake).

In looking at university participation, the analysis removes the impact of TER. That is, the paper is interested in the effect of school attributes on the participation in university, over and above any impact on TER. We find that schools have less of an impact (around 10 per cent) after the effect of TER has been removed. The important school characteristics that influence the chances of students going to university include school sector, the percentage of students who have a language background other than English and the average socioeconomic status of a school's student body. A particularly interesting finding in this paper is that a school's overall socioeconomic status does not influence students' TER outcomes, yet it influences the probability of enrolling in university.

As mentioned previously, this paper found that schools account for 20 per cent of the variation in TER. However, the school level variables directly included in the model only accounted for about one-third of this 20 per cent. That is, 13 per cent of the variation in TER stems from other, unobserved school factors. These factors may include things such as school culture or "ethos." The implication of this is that these other cultural or school ethos characteristics are critical to the success of their students. However, research gives no indication of what they are or how they might be influenced by policy. Unfortunately, data on these types of concepts are very difficult to obtain.

A secondary analysis in this paper investigated the school attributes of the highest and lowest-performing schools in both TER and university participation. In this analysis, we combined predicted TER scores and the predicted probability of undertaking university into a single measure of academic school quality. By doing this, we were able to rank schools into high and low-performing groups.

The analysis found that the high-performing schools were made up of schools from all three sectors (government, Catholic and independent), were predominantly larger in terms of student enrolment numbers, had smaller student-teacher ratios, strong parental pressure and higher school socioeconomic status. The schools in the low performing cluster were all from the Government sector, had larger student-teacher ratios, lower school socioeconomic status and were all co-educational. Further, this group of schools had large proportions of students who were native English speakers.

In a companion paper, entitled *The impact of school academic quality on low socioeconomic status students*, Patrick Lim, Sinan Gemici and Tom Karmel also investigate the impact of academic school quality on school completion for students who come from a low socioeconomic background. The paper provides evidence that a school's academic quality has a tremendous effect on the most vulnerable students: those who are from disadvantaged backgrounds and are academically weak.

The first report can be accessed at: www.isay.edu.au/publications/2541.html

The companion report can be accessed at: www.isay.edu.au/publications/2640.html

Patrick Lim

International student orientation: it's more than just an event

Victorian TAFE International (VTI) is an association of staff who work in TAFE Institutes in international education in the Australian state of Victoria. VTI exists to support and inform members, improve communication between members and other bodies, to increase awareness and understanding of international education generally and to provide quality advice to the Victorian TAFE Association (VTA) on international education issues which will then inform policy and strategic directions for the enhancement of the TAFE brand.

Each year, VTI engages in collaborative research projects, which are of particular interest to the member TAFE Institutes. In 2013, the Onshore Special Interest Group of VTI was keen to put together a report, which looked at what each member does in relation to international student orientation and to incorporate and highlight good practice ideas for orientation and student support.

The study of 12 VTI TAFE institute members has found that the most effective way to consider what information students require, when and in what ways, is to think of the international student journey from arrival to graduation as a cycle. This cycle is outlined in the report.

To facilitate the process, VTI first called for volunteers to join a Working Group to advance the research. Secondly the Working Group devised an anonymous survey where 11 member TAFEs indicated what activities they undertook for international student orientation. This survey told us that there are variations as to how orientation is arranged in Victorian

TAFEs and how much time and money is spent on it. The majority of TAFEs offer either a half-day or a full day international student orientation and a faculty based short orientation/enrolment. All members offer orientation for their international students twice a year, generally in February and July. The costs of orientation programs vary from \$1000 to \$4000 per student intake.

Following the anonymous survey, we then interviewed all VTI members (including three dual sector universities). During our interviews, the different capacity of TAFE members to undertake orientation (as opposed to the university members) was evident. The TAFE members simply did not have access to the same level of resourcing as universities. The report concludes therefore that it may well be useful and cost effective to offer some elements of the basic information required for international students (especially pre-arrival information) on a joint basis.

Many examples of good ideas to try are also outlined in the report, including quizzes, treasure hunts, You Tube videos, having student mentors or ambassadors, informal sessions over food, introduction to Australian Rules Football and to cricket (including free entry to a game), introduction (and discount) to the local gym and case study scenarios at the end of information sessions for students to discuss in small groups/pairs and decide on a suitable solution.

The key findings of this research are that with tight budgets, TAFE providers in Victoria are working hard to provide

The key findings of this research are that with tight budgets, TAFE providers in Victoria are working hard to provide excellent student support to their international students.

excellent student support to their international students. They have told us of their challenges, including having the audience and its needs change each year and they know that orientation is just one event in a series of efforts to make students welcome, feel safe and to ensure they have a positive study experience. Finally, they have shown their enthusiasm for trying new ideas and for sharing good ideas with other international education providers.

There are several good guides in existence to help with improving student support and orientation, but they are largely aimed at the university sector or prepared by the university sector. This report aims to document what TAFE institutes do in relation to international student orientation and to advise on ways to improve orientation within the staffing and budget constraints of a vocational education provider.

It is available (for a cost) on the VTI website www.vti.edu.au

Kate Dempsey

Supporting ESL students during their vocational studies: results from case studies

As part of the National Centre for Vocational Education Research (NCVER) Building Researcher Capacity Scheme, a community of practice scholarship program was developed to encourage a culture of research in vocational education and training organisations. Carmen Goodridge was one of seven participants in the 2012 NCVER community of practice and her paper *Supporting English as a second language students: case studies in health care and social assistance* has been released by NCVER in VOCEDplus.

The primary objective of completing this research was to guide improvements at Central Institute of Technology with regard to the support provided to ESL students while they study a vocational course. However, other institutes may also find this research useful. The topic is of particular relevance as the employment and further study outcomes for ESL students tend to be poorer than for other students.

Recent literature suggests that language, literacy and numeracy (LLN) support for students is a major focus in the tertiary sector. However, this project explored the variety of learner support available to ESL students, beyond the development of LLN skills, to include types of support such as those provided to students studying

The limited amount of support mechanisms for ESL students, beyond LLN, meant that it was left up to the vocational lecturers to provide pastoral care to ESL students.

in the Adult Migrant Education Program (AMEP) (e.g. counselling services, work experience programs to support students to a pathway into the workplace, access to distance learning or home tutors).

Three public tertiary institutes were used as case studies in this research. The project was small in scale and to narrow the focus of the research one industry area was selected. The research topic was explored at each institute and investigated ESL students studying courses related to the health care and social assistance sector (i.e. aged care, allied health, community services, disability services, nursing and youth work). This industry area is of particular interest as there is a large representation of ESL students studying these courses, since the chances of securing a job upon completion are high.

The types support identified covered five broad themes:

- cultural awareness (e.g. recognition of diversity in corporate documents, student and staff events to celebrate diversity);

- language, literacy and numeracy (e.g. LLN testing, team teaching models);
- generic learner support (e.g. counselling services available for all students);
- targeted ESL learner support (e.g. independent learning centres for ESL students); and
- professional development for staff (e.g. formal training to deliver LLN support; cultural awareness training).

Although a variety of support structures were present they often focused on LLN and generic learner support. The limited amount of support mechanisms for ESL students, beyond LLN, meant that it was left up to the vocational lecturers to provide pastoral care to ESL students. Training of these staff is perhaps a key way that ESL students can be better supported. Central Institute of Technology are developing a cultural awareness training program to meet this need.

Carmen Goodridge

From trade to teaching – career change teachers up close

Following the transition to classrooms of 12 career change teachers with an industry background during their first three years as Technology and Applied Studies teachers in New South Wales, Australia, provided the subject of my doctoral study with the University of Sydney. The project was completed successfully in 2012 when the thesis was examined and judged satisfactory. The 12 teachers were invited to participate in the research after completing an industry entry teacher training program. They gained entry to the course on the basis of their skills and knowledge in trade areas closely aligned to secondary school technology and VET in School subjects.

The methods to gather evidence in the research included interviews, site visits, emails and phone calls. A descriptive analysis investigated the ways in which early career teachers with a trade background formed their new identities as teachers. I used an interpretive case study approach to gain insights into the lives and experiences of the new teachers and through the thesis, share their voices during their critical first three years of teaching in rural, regional and remote schools in NSW.

The study was influenced by Lortie (1975) in its attempt to investigate the ways in which these teachers ascribed meanings to their professional lives and the ways in which their practice was informed by their prior career experience. Meanings were then inscribed to the data from the transcripts, field notes and observations (Yates, 2003) taken during the study. This was followed by cross case analysis (Stake, 2006, 2012) and discourse analysis (Gee, 2010) to confirm themes emerging from the data about these particular new teachers and their different pathway to the profession.

The study found that, although these new teachers experience issues common to many beginning teachers, their previous careers in industry appeared to have markedly influenced their adaptation to becoming teachers. Adapting workplace learning strategies to the classroom was one way in which these participants bridged the two worlds of trade and school. Rather than developing close collegial relationships with their colleagues, the data indicated that they were more interested in spending time in their workshop environments and with students. The study found that “the

At the end of the data collection activities, all participants affirmed they were pleased that they had decided to bridge the gap between industry and schools and believed they were making a difference in the lives of their students.

vocational background the teachers bring to the teaching and learning contexts enhances their relationships with the students, particularly those motivated to follow a vocational pathway. This also results in a different relationship with and attitude towards students, who are often treated, not just as students, but rather as junior members of a work team in the school” (Kemmis & Green, 2013, P.2). Over time, they became more confident in their teacher identities. Nine out of the twelve remain in the profession to date, many in positions of responsibility including Head Teacher and Deputy Principal roles. This is especially remarkable considering this is their tenth year as teachers.

Resilience and flexibility proved to be valuable attributes possessed by these teachers. The study indicated mentoring would have assisted their transition from industry to the teaching profession. Mentoring was provided to new teachers by the employing authority in subsequent years. At the end of the data collection activities, all participants affirmed they were pleased that they had decided to bridge the gap between industry and schools and believed they were making a difference in the lives of their students.

“One of the most striking commonalities shared by all 12 participants was the creation of an atmosphere reminiscent of a workplace, or even more specifically a workshop or work team, with the teacher identified as the team leader or leading hand. This feature was linked to pedagogy in the classroom and relating to students beyond the classroom or workshop and was one of the reasons the relationships developed were expanded to include the types of conversation and interactions more typical of work colleagues or everyday acquaintances”, (Green, In press).

By treating their classrooms as work sites and their students as workers, these new teachers were adapting their roles to suit their knowledge and experience. Whether

the increased vocationalisation of schools is a desirable goal or one driven by current market and social forces is a question which goes beyond this study. However, for certain teachers and students, this may be an appropriate approach and may produce more positive outcomes for those who struggle with more academic approaches in their education.

Dr Annette Green
Charles Sturt University
angreen@csu.edu.au

References

- Brennan Kemmis, R. & Green, A. (2013). Vocational education and training teachers' conceptions of their pedagogy, *International Journal of Training Research* (11/12 August 2013). Special issue.
- Gee, J. (2010). How to do discourse analysis: A toolkit. Routledge. Retrieved from Ebook Library.
- Green, A. (In Press), Teacher induction, identity and pedagogy: Hearing the voices of mature early career teachers from an industry background. *The Asia Pacific Journal of Teacher Education*.
- Lortie, D.C. (1975). *Schoolteacher: A sociological study*. Chicago: University of Chicago Press.
- Stake, R.E. (2006). *Multiple case study analysis*. New York: The Guildford Press.
- Yates, L. (2003). Interpretive claims and methodological warrant in small-number qualitative longitudinal research. *International Journal of Social Research Methodology: Theory and practice*, 6(3), 223-232.



JOIN AVETRA at:
www.avetra.org.au

Conference: Informing Changes in VET Policy and Practice: The Central Role of Research

Mark your diaries for the 17th AVETRA International Conference to be held on the 22–24 April 2014 on the Gold Coast, Queensland

Keynote Speakers:

Professor Thomas Bailey, Columbia University

Thomas Bailey is the George and Abby O'Neill Professor of Economics and Education at Teachers College, Columbia University. Since 1996, he has been the Director of the Community College Research Center (CCRC). He is also the Director of the Center for Analysis of Postsecondary Education and Employment (CAPSEE), established in 2011 and funded by a grant from the Institute for Education Sciences of the US Department of Education. He is an AERA Fellow and a member of the National Academy of Education. Professor Bailey holds a PhD in economics from MIT with specialties in education, labor economics, and econometrics.



Post compulsory education in the United States has undergone significant changes over the last 15 years. Yet, post-secondary institutions have attracted significant criticism: college is too expensive, many who enroll never graduate, and the post-secondary educational system remains highly inequitable. Moreover, US policy makers have been particularly upset by evidence that the US no longer leads the world in the share of its population with a post-secondary credential. This combination of developments and anxieties has led to a high profile "completion agenda" advocated by the federal government and which calls for significant increases in the number of postsecondary credentials. This keynote speech discusses how the non-university vocational education system has been influenced by these major changes in the post-compulsory education system. The developments have had positive and negative effects on vocational education. VET has received greater critical scrutiny, but has also been looked to as a route to increased completion.

While some programs have been criticised for preparing students for jobs that do not exist or that pay too little to justify the cost of the education, others have been held up as examples of well-organized effective education. Still, the system remains highly varied in quality and large variations in cooperation and coordination with employers. There continues to be no effective national framework, therefore the quality and nature of coordination with employers depend on activities at the state level, but ever more on the initiative of the staff at individual institutions.

Professor Erica Smith, University of Ballarat, VIC

Erica Smith holds a Personal Chair in Vocational Education and Training at the University of Ballarat. She has published widely, mainly in the area of training policy, apprenticeships and traineeships, enterprise training, and vocational education and training (VET) practitioners. She has previously worked as a human resource manager, in community work, and, in the VET sector, as a TAFE teacher, an RTO manager, and as manager of a State Industry Training Advisory Board.



Erica is co-chair of INAP, the international network for apprenticeship research, and is convenor of AVETRA's experienced researcher group. She has been invited to contribute to a range of national and international consultations. Erica's keynote speech will examine the expectations placed upon apprenticeship systems, particularly in the wake of the Global Financial Crisis, and query whether apprenticeships can deliver what is expected of them. Her address will be based on a series of research projects in Australia and internationally.

**For Conference Event Sponsorship,
please contact: avetra2014@theassociationspecialists.com.au**

Dr Gog Soon Joo, Institute for Adult Learning, Singapore

Gog Soon Joo is the Executive Director of the Institute for Adult Learning (IAL). As head of IAL, she is responsible for developing the institute into a national centre of excellence in learning, practice and research for Continuing Education and Training (CET). Soon Joo holds an economics degree from the University of London, Master in Tourism Administration from the George Washington University, and Doctor of Education from the Institute of Education (University of London) and National Institute of Education (Singapore Nanyang Technological University).



In the presentation, Soon Joo will be sharing Singapore's experience in building research capability in the CET sector. The presentation will focus on the challenges in developing local researchers, developing research-disposition among policymakers and practitioners, and ensuring research outcomes inform policy and practice. The issues and challenges confronting workforce and economic development, and the role of CET will be discussed.

Rod Camm, Managing Director, National Centre for Vocational Education Research

Rod Camm took up the position of Managing Director, National Centre for Vocational Education Research in August 2013. Prior to this position he held senior appointments in Skills Queensland, Skills Tertiary and Non-State Education, Department of Education and Training, Construction Skills Queensland and a range of other executive roles in Government.

Rod has performed the role of director on a range of boards and is a fellow of the Australian Institute of Company Directors. He has a Bachelor of Business (Human Resource Management), Executive Masters of Public Administration and Associate Diploma (Industrial Relations).



AVETRA 2014

17th Annual Conference

*Informing Changes in VET Policy and Practice:
The Central Role of Research*

REGISTRATION BROCHURE

Outrigger Hotel
Surfers Paradise, QLD, Australia

22 - 24 APRIL 2014

AVETRA

BRINGING AUSTRALIA'S VET
RESEARCH COMMUNITY

TOGETHER



To download this brochure or to register online visit:
avetra.org.au/annual-conference/registration