

**FACTORS INFLUENCING
TEACHERS' ENACTMENT
OF AUSTRALIAN VET
CURRICULA
INTERNATIONALLY**



What are the contextual factors that influence teachers' enactment of the intended curriculum in transnational settings?

METHODOLOGY

- Phenomenological research
 - Teachers' perspective
 - Essence of teachers' experience
- In-depth interviews (3) with thirteen teachers
- Nine countries
- Twelve courses

SAMPLE

- Five female teachers
- Eight male teachers
- Age group
 - Three aged 40 – 49 years
 - Six aged 50 – 59 years
 - Four aged 60 – 69 years

TEACHER EXPERIENCE

Experience Australian VET – Domestic

- Range: 1 – 30 years
- Average: 19.3 years

Experience Australian VET – International

- Range: 3 weeks – 17 years
- Average: 3.9 years

TEACHER QUALIFICATIONS

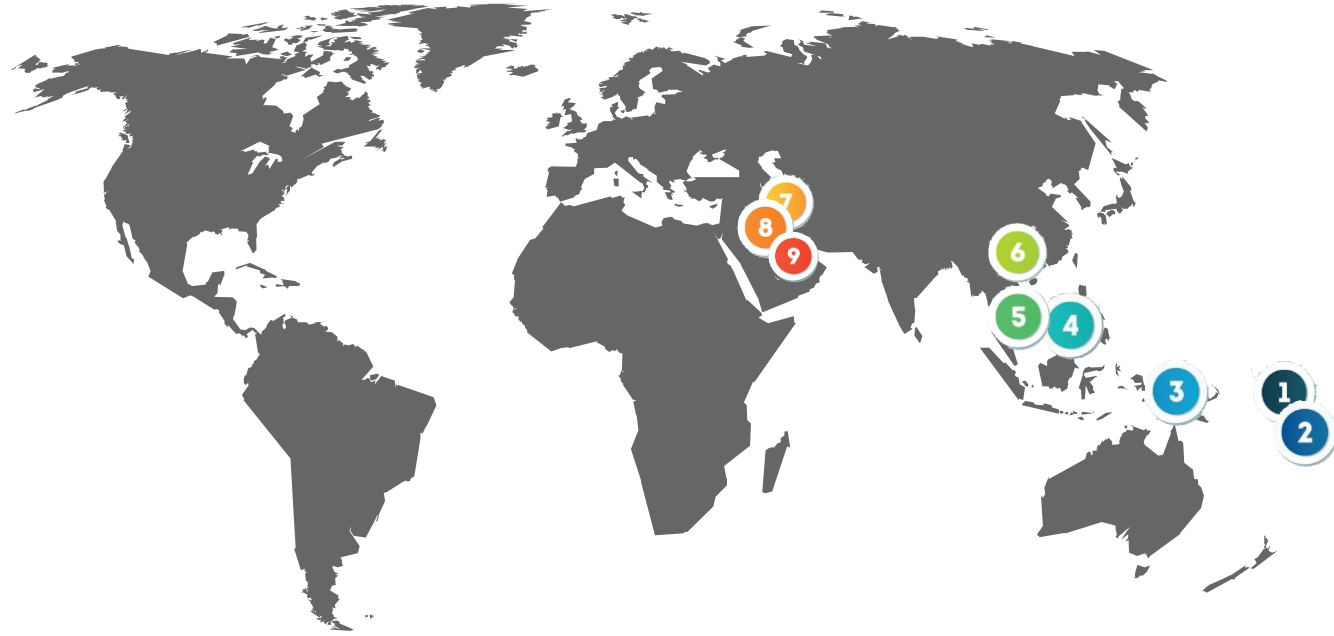
Qualifications – Education and Training

- CIV TAE – 11
- Higher level - 5

Qualifications – Highest Level – Vocational

- CIV – 1
- Diploma – 2
- Degree – 2 (1 holds 2 degrees)
- Graduate Diploma – 2
- Masters – 6

COUNTRIES



COURSES

Diploma Architectural
Technology

CIV Frontline Management

CIV TAE

Diploma Business (2)

Diploma Electro-technology

CIII Aged Care

Diploma Events
Management

CIII Hospitality

Diploma Graphic Design

Diploma International
Business

SOA Hospitality

Diploma Project
Management

FINDINGS

FACTORS

1. Information
2. Resources
3. Materials
4. Institutional arrangements
5. Student readiness

INFORMATION

- An issue for 10 teachers.
- The only learning was the experience itself.
- Important as teachers had no pre-existing frame of reference.
- Important for curriculum literacy (Ariav 1988).



“ (Sam, Hospitality, Asia)





“ Mary, Business, China



RESOURCES

- An issue for nine teachers.
- Important for supporting the practical and technical components of the curriculum.
- Important for curriculum fidelity (Fullen 2011).



Mick, Business, China





“ (Jo, Electro-technology, China)

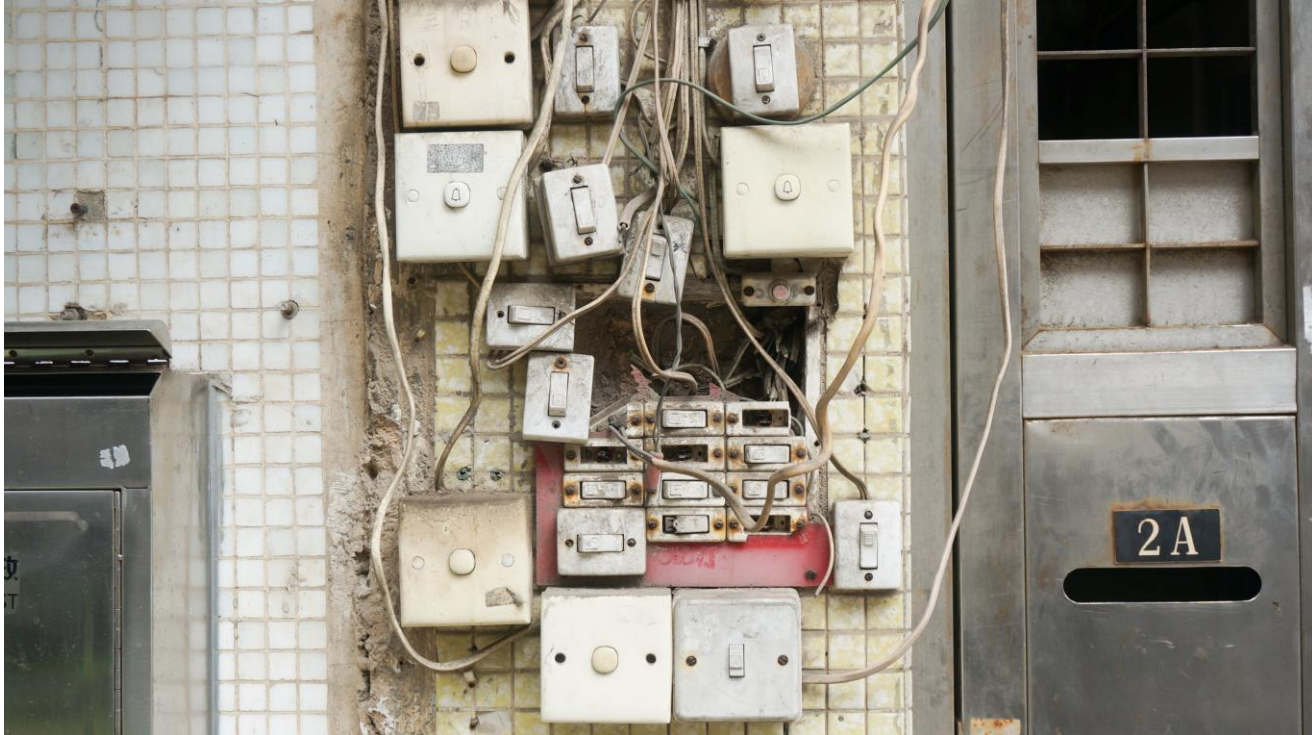


Photo by Yung Chang on Unsplash



“ Sean, Architecture, Iran



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Stock photo ID:492413630



“ Damien, Hospitality, Pacific



MATERIALS

- An issue for ten teachers.
- Teachers needed materials for the 'non-endorsed' components of Training Packages.
- Materials were important for curriculum adaption (Berman & McLaughlin 1975; Fullen 1991).



“ Damien, Hospitality, Pacific

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(Mick, Business, China)



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INSTITUTIONAL ARRANGEMENTS

- Arrangements such as timetables, room allocations, and work placements were an issue for eight teachers.
- These factors had a pervasive influence on who could be taught, what could be taught, when it could be taught, for how long it could be taught and if it could be taught.
- Institutional arrangements were inadequate due to a lack of stakeholder understanding (Spillane 2004), planning (House 1996) and communication (Fullen 2001).



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Alex, Design, Middle East

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“ (Jo, Electro-technology, China)

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STUDENT READINESS

- Student readiness was an issue for thirteen teachers:
 - Goals and interests
 - Language proficiency
 - Prior knowledge and abilities
 - Learning styles and preferences.
- Influenced student achievement.



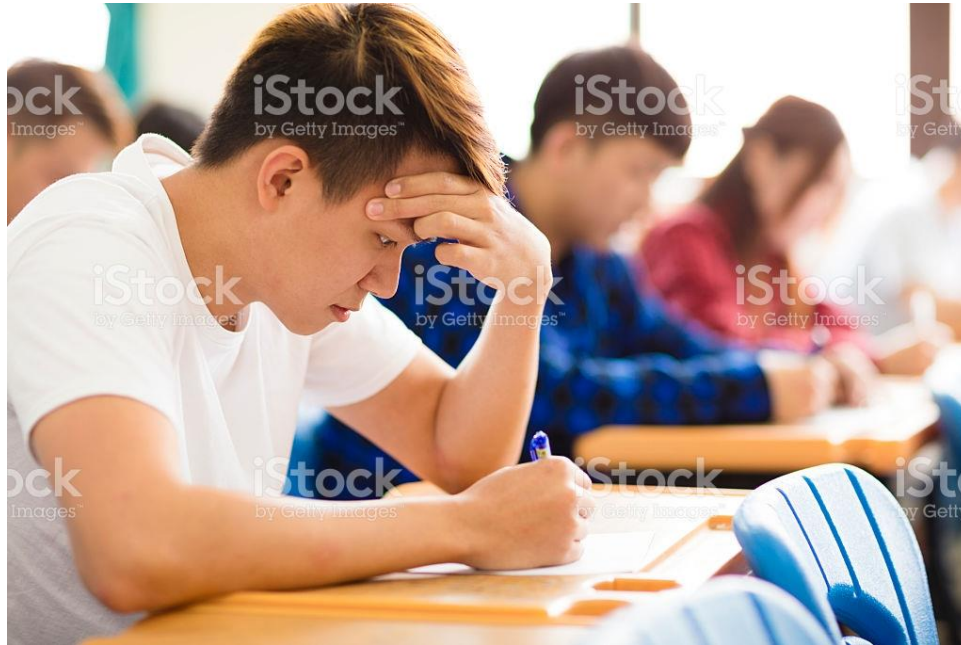
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Annabel, Project Management, Middle East





(Mary, Business, China)





“ Steven, FLM, Pacific





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Rowena, TAE, Pacific





“ (Shiraz, Aged Care, Asia)



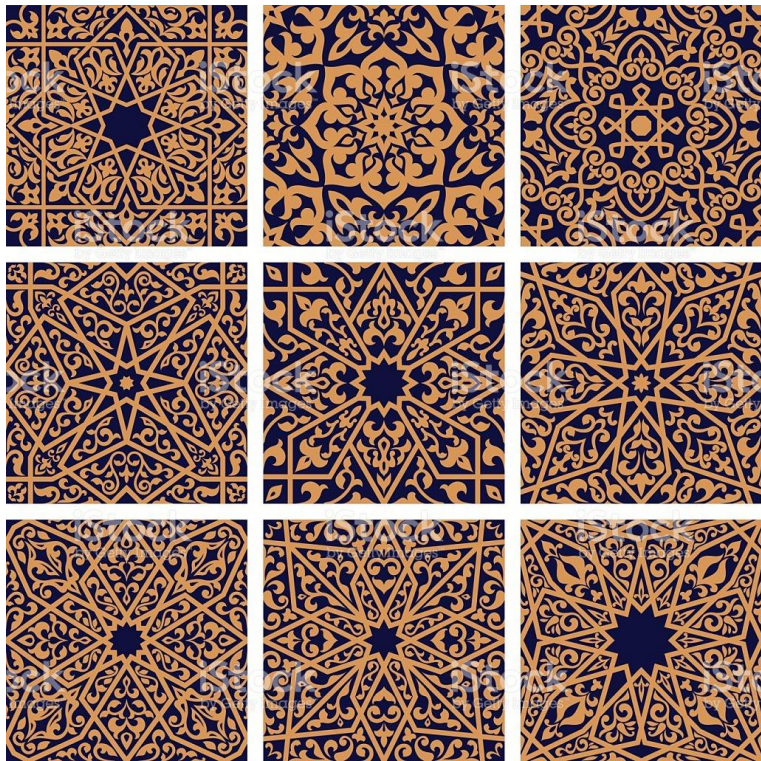
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Alex, Graphic
Design, Middle
East



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Factor	Role	Influence
Information	Teacher understanding and learning about the context	Teacher preparedness for enacting the curriculum in a foreign context
Resource	Practical support for teaching and learning	Means by which teachers could enact the curriculum with fidelity
Material	Pedagogical support for teaching and learning	Means by which teachers could adapt the curriculum for local relevance
Institutional	Institutional arrangements in place to support implementation of the intended curriculum	Defined the content and standards of what could be taught
Student	Student readiness for learning the content and achieving the curriculum outcomes	Teachers' capacity to engage the students and facilitate achievement

DISSONANCE

Factor	Dissonance	Implication
Information	Teachers' understanding and expertise in an Australian situation compared to a foreign one.	Whilst teachers might be experienced and qualified for enacting Training Packages in Australia, it does not mean that this expertise simply transfers to enacting the same curriculum in another country.
Resource	Dissonance between the intended curriculum and what teachers appraise as practically possible within the resource constraints	Resource factors contribute to unequal institutional contexts between countries (i.e. not equivalent)
Material	Dissonance between the endorsed and non-endorsed components (black box) of Training Packages (Barrow 2006; Hager 2004).	Null curriculum.
Institutional	Dissonance between the intended curriculum and what was understood, planned and organised.	Disparities between the intended, taught and experience of Training Packages internationally.
Student	<p>Dissonance between the:</p> <ul style="list-style-type: none"> • Students goals and curriculum intentions • Students ways of being literate and the dominant literacies required by the curriculum • Previous knowledge and the assumed values embedded in the curriculum • Learning styles and preferences and the assumed teaching practices which underpin the curriculum model 	Teachers' expectations of their students as learners are derived from their own experience and beliefs about the ways in which they ought to teach the intended curriculum and how students should experience it.

CONCLUSION

Teachers' experienced profound dissonance between their expectations and the realities.

Teachers were not prepared for the multiple dissonances they encountered.

In some situations, the extent of dissonance was so great, the question of how teachers might achieve fidelity and equivalence was fraught with incommensurability.

Inequitable curriculum situations inflicted the greatest challenges for teachers.

Thus, a teacher's capacity to enact the curriculum as intended, relies not only on their previous knowledge and experience of the curriculum, associated pedagogies and regulations, but also on their ability to understand and influence the range of contextual factors associated with curriculum implementation.

This analysis is useful because it informs the types of professional, material, practical and institutional support that teachers need to understand their situation and guide their enactment of Training Packages overseas.

MANY PROBLEMS WERE INHERENT TO THE CURRICULUM MODEL

Conditions of offshore provision are not accounted for in Training Packages.

Yet these conditions set limits on what can be taught, supported and experienced.

As a result the problems for teachers enacting Training Package offshore are problematic, ill defined and multi-dimensional.

Thus, in many situations it is difficult for teachers to both enact Training Packages with fidelity and adapt it for relevance.

This has implications for the relevance, quality and sustainability of Australia's provision of transnational VET.