ACDE Vocational Education Group
**3rd Annual National Conference on VET Teaching
and VET Teacher Education**

Driving the Future Quality of VET Teaching in Australia

**7 & 8 December 2017, TAFE Queensland
South Bank Campus, Brisbane**

CONFERENCE GUIDE

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Partner Sponsors: TAFE Queensland and Griffith University.
Organisational Sponsors: Australian VET Research Association (AVETRA) and Charles Sturt University

ACDEVEG 2017 CONFERENCE PROGRAM

Thursday 7 December, TAFE Queensland South Bank Campus, Brisbane			
12.30-1.00	**Registration** – Restaurant: C Block Level 2. *Note: Lunch not provided*		
1.00-1.30	**Welcome from the Conference Organising Group** – Raymond Smith **Welcome from TAFE Queensland** – Robyn Cooper		
1.30-2.00	Training qualification development - the Cert IV TAE: Where are we? – Tim Rawlings (PwC's Skills for Australia)		
2.00-2.30	Coffee break		
	H Block 2.024	H Block 02.028	H Block 02.029	H Block 02.030
2.30-3.50	Quality Recognition of Prior Learning (RPL) Sandy McCoy	Online Teaching – developing the unique capabilities required to deliver great student outcomes Neal McCann, Samantha Crowe & Tara Rohl	Language, Literacy and Numeracy Testing – Keeping it Simple Rachel Taylor	
4.00-5.00	VET in Australia: Through a glass darkly Margaret Malloch	Developing teaching capability through innovative and contextualised training and professional development programs Chris Ho & Tania Teese	Flexible programs and VET teaching John Hewson	VET teacher Professional Development and why it's needed Julie Healy

Friday 8 December, TAFE Queensland South Bank Campus, Brisbane	
8.30 – 9.00	Registration – Restaurant: C Block Level 2
9.00-10.45	**Welcome Messages** – Steven Hodge (Conference Organising Group), Professor Erica Smith (ACDEVEG), Professor Paul Mazzerole (Griffith University) **KEYNOTE: Putting the student first in the VET sector; their journey, their expectations, their outcomes** – Jenny Dodd, Chief Academic Officer, TAFE Queensland. **Presentation of ACDEVEG's Ros Brennan Kemmis scholarships for 2017**
10.45-11.15	Coffee break
11.15-11:50	Factors influencing teachers' enactment of Australian VET curricula internationally Louise King C Block 03.303	CONNECTing the Dots: Educator empowerment, student engagement and technology Jodi Bowen C Block 03.312
11.55-12.30	Quality transitions from trade to teacher: challenges for policy and practice Bill Blayney & Bobby Harreveld C Block 03.303	Just Google it! Addressing the complexities of quality eLearning in the construction trades Kathryn McGilvray C Block 03.312
12.30-1.15	Lunch break
1.15-2.00	**KEYNOTE: Adaptive Graduates – the priority for professional and vocational training** - Craig Robertson, CEO of TAFE Directors Australia C Block 03.303/304
2.05-2.40	What a difference a qual makes: Pedagogical and vocational qualifications for VET teachers Erica Smith & Jackie Tuck C Block 03.303	Maintaining currency in VET: Practitioner voices from a government training provider Mark Tyler C Block 03.312
2.40-3.00	Coffee break
3.00-3.35	A Reflective Account of the Impact of Ethical Dilemmas for Vocational Education Teachers in Australia Sonal Nakar C Block 03.303	Developing a dual identity – how does maintaining industry currency hinder the development of advanced teaching skills for VET teachers? Teressa Schmidt C Block 03.312
3.40-4.30	**KEYNOTE: A personal view on the growing importance of teacher-training in VET -**Robin Shreeve, Former CEO, Skills Australia; and CEO of two Australian TAFE Institutes & Westminster College, UK C Block 03.303/304 **Goodbyes:** Erica Smith

Keynote Speakers

Jenny Dodd

Chief Academic Officer, TAFE Queensland

Keynote title: Putting the student first in the VET sector

Jenny Dodd has been working in tertiary education for twenty five years, the last three for TAFE Queensland. Here in TAFE Queensland she has held the position of General Manager for the Gold Coast region and is now Chief Academic Officer. As CAO Jenny is responsible for leading academic quality and governance including VET and HE, product strategy, learning and teaching, digital product services, applied research, and marketing, brand and communication. Prior to joining TAFE Queensland Jenny worked for the Canberra Institute of Technology, a private training provider in Canberra, a not for profit community training provider in Sydney, and had an early career in marketing.

Craig Robertson

Adaptive Graduates- The priority for professional and vocational training

Chief Executive Officer, TAFE Directors Australia

Craig Robertson commenced as CEO of TAFE Directors Australia in April 2017. The organisation promotes nationally and internationally the critical role that TAFEs play in tertiary education in Australia. Prior to joining TDA Craig worked in the Victorian Government in 2015 and 2016 with responsibilities for the operation of vocational education and working with Victorian universities. Craig also worked for over 30 years in the Commonwealth Government with responsibilities in national policy and program delivery relating to employment services, funding for schools and most aspects of vocational education and training.

Robin Shreeve

A personal view on the growing importance of teacher-training in VET

Senior leadership roles in VET sector in Australia & UK

Robin Shreeve has worked in the VET sector in England and Australia for thirty years. He has been the CEO of City of Westminster College and both the North Coast and Western Sydney TAFE Institutes. Policy roles include CEO of Skills Australia which became the Australian Workforce and Productivity Agency. He now sits on a University Company Board and holds a number of Adjunct appointments in Australia.

WORKSHOP ABSTRACTS (THURSDAY)

Quality recognition of Prior Learning (RPL)
Sandy McCoy (H Block 02.024)

RPL is becoming increasingly scrutinised to ensure quality assessment practices and outcomes for its recipients. This workshop will assist VET assessors to identify quality assessment practices and align them with RPL and the requirements of the evidence guides for the PQS audits – a must for RPL Assessment Tool developers and all assessors who will be involved in RPL assessment and/or required to complete TAEASS502.

Online teaching – developing the unique capabilities required
Neal McCann, Samantha Crowe and Tara Rohl (H Block 02.028)

This workshop examines the capability requirements and the changing professional identities of online VET teachers. Participants will engage in robust discussion of how these capabilities can be developed in order to achieve high quality educational outcomes for students, cost effective online delivery programs for RTOs, and engaged and capable online teachers who will inform the creation of quality and effective professional development programs.

Language, literacy and numeracy (LLN) testing: Keeping it simple
Rachel Taylor (H Block 02.029)

LLN testing is an important component of quality Vocational Education and Training (VET) delivery and underpins the future growth of all trainees. Many practitioners and training providers lack a clear understanding of how to make LLN testing rigorous but not arduous. This workshop will provide a practical opportunity to learn how to build simple LLN tests benchmarked to the Australian Core Skills Framework (ACSF) which provide a holistic and integrated way to assess LLN skills, both for initial testing and progress testing.

VET in Australia: Through a glass darkly
Margaret Malloch (H Block 02.024)

This workshop is designed to consider the issues and challenges facing Vocational Education and Training and TAFE in Australia. These include the future quality of VET teaching, ongoing casualisation of the workforce, organisational privatisation and quality of providers, workforce needs and treatment of learners. The workshop is deliberately planned as an open ended and broad sweeping conversation to consider what has been happening in VET and to try to move from the somewhat grey skies to blue sky thinking.

Developing teaching capability through innovative and contextualised training and professional development programs
Chris Ho and Tania Teese (H Block 02.028)

This workshop is for participants who are interested in using accredited training and observation as a vehicle for improving teaching practice and are prepared to provide feedback as critical friends. Participants will go away with an understanding of how to use a modified Teacher Capability Framework as the base of an action research approach that can enable innovative development and design of strategies to build teaching capacity. Critically consider how we at Box Hill did just that - including highlights and challenges of implementing and reviewing the program.

Flexible programs and VET teaching
John Hewson (H Block 02.029)

This workshop examines and critically considers the nature and need of more flexible VET courses and programs that better meet student needs and demand greater planning and responsiveness from VET teachers. Participants will hear from and discuss issues with VET teachers who have met these demands in creative and innovative ways and so enhanced their teaching practice to better meet the learning needs of students and their future employers.

VET Teacher professional development and why it's needed
Julie Healy (H Block 02.030)

This workshop engages participants in robust critical consideration of what professional development (PD) is and means for quality VET teaching. For too many practitioners, PD is more of a compliance requirement than and a genuine and well assisted opportunity to enhance practice through strong personal development and its application in work contexts. What is needed to transform this situation so VET educators can better appreciate the nature and benefits of good professional development - what it is, where it can be found, how to engage, etc. Join the conversation.

RESEARCH PAPER PRESENTATIONS (FRIDAY)

Factors influencing teachers' enactment of Australian VET curricula internationally
Louise King (C Block 03.303)

This paper explores the factors that influence the implementation of Training Packages in twelve different countries. In particular, it focuses on those factors which influence teachers' capacities to enact highly prescriptive and regulated curricula in contexts for which it was not designed. In depth interviews were conducted with thirteen VET teachers, who taught Australian VET programs overseas, as part of a research project on the relevance, quality and sustainability of Australian transnational VET. The five contextual factors found to have the most influence on teachers' enactment of Training Packages overseas related to: i) information, ii) resources, iii) materials, iv) institutional arrangements; and v) student readiness. However, rather than being a fixed set of factors, these were manifested quite differently across national and cultural contexts. As a result, there were different kinds of dissonances between the curriculum intentions and what teachers enacted across countries. What these findings reveal is that a teachers' capacity to enact the curriculum, as it was intended, relies not only on their previous knowledge and experience of the curriculum, associated pedagogies and regulations, but also to 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 in transnational VET.

Quality transitions from trade to teacher: challenges for policy and practice
Bill Blayney & Bobby Harreveld (C Block 03.303)

This paper reports on a study asking two key questions: Why do tradespeople chose to transition to teaching? How do they manage that transition process? Although specific trade entry pathways into initial teacher education courses is not new, demand in secondary schools for skilled industrial technology and design teachers is increasing—not diminishing—as older cohorts of manual arts teachers are retiring. This research investigated the lived experiences of a group of 16 tradespersons who completed a teacher education course and transitioned into secondary school teaching. It captured their achievements as teachers over a ten-year period and the roles they played within secondary schools during that time. Findings showed that tradespeople choose to transition to vocationally oriented secondary school teaching for a number of intrinsic and extrinsic reasons, unique to each individual's lived experiences. Three powerful discourses characterised the quality of their transition processes: cracking the codes, having street cred[ibility], and fusing school and the real world.

CONNECTing the Dots: Educator empowerment, student engagement and technology
Jodi Bowen (C Block 03.312)

This project was informed by Deci and Ryan's (1985) Self Determination Theory as the framework for critical participatory action research (CPAR) (Kemmis, McTaggart, & Nixon, R. 2014). The project was undertaken as part of a formal TAFE Queensland CPAR program (2016-2017) to support the organisation's scholarship for learning and teaching. TAFE Queensland Strategic Priorities underline the importance of using technology and innovative practice to assist students to build the necessary skillsets to participate in contemporary work environments. A key focus of this priority is to develop learning and assessment resources (Master Resources) to be housed on and accessed from the learning management system (LMS) CONNECT. The integration of digital resources into on campus face to face learning environments was fraught with challenges. Some educators not only lacked confidence with the technology but educators also identified that the program planning and design was dictated by management. It was evident from observation of educator practice and discussion with them that this lack of ownership impacted on the enthusiasm with which they delivered the program and thereby, the student experience (Levin, & Wadmany, 2008; Ng'ambi, 2013).

Just Google it! Addressing the complexities of quality eLearning in the construction trades
Kathryn McGilvray (C Block 03.312)

This paper provides insight into the adoption of blended technology as a training tool in the construction trades. This paper explores the inconsistencies in adoption of technology and why this industry has been slow to improve quality and outcomes for students. The methodology of for this research was a case study. Key findings were that many apprentices and construction workers struggle to learn with traditional or institutionalised teaching methods and learning environments. Some students had poor language, literacy and numeracy skills which undermined their willingness to learning made all the more difficult by masculine cultures. Construction teachers and management are risk averse to trialling new teaching methods. Often trade teachers have had a limited education or have a limited understanding of learning theories or how to apply them. Supporting teachers with professionals with academic educational experience enabled them to extend their own professional understanding of the learning environment. Learning environments that blend technology and traditional elements of teaching were most effective in respecting the culture of the trade and have the best outcomes for students. Once teachers had support and training they were more confident and able to use technology as a teaching and feedback tool for students. The students showed more engagement with their learning and a stronger connection to the learning environment.

What a difference a qual makes: Pedagogical and vocational qualifications for VET teachers
Erica Smith & Jackie Tuck (C Block 03.303)

This paper provides evidence from a major research project on the differences that VET teachers' qualifications make to teaching quality in the sector. The research evidence was gathered during 2016 and 2017 throughout Australia and in all types of RTO. While there are well-known quality problems in the VET system and the required teaching qualification is at a low level, there has never been any systematic evidence for the difference made by higher level qualifications – in VET pedagogy and in discipline areas. The methodology of the portion of the research reported in this paper consists of: a national survey of VET teachers and trainers (574 respondents); eight case studies in public and private RTO (128 interviewees); and a national three-phase Delphi survey of RTO managers and policy personnel (69 participants). The research had four key findings, all underpinned by both quantitative and qualitative evidence: 1. Higher level qualifications in VET pedagogy improve teaching approaches, confidence and ability to address diversity in contexts, learners and AQF level of teaching. 2. VET teachers often have high level qualifications in their industry area or other disciplines and these too improve teaching approaches, confidence and ability to address diversity in contexts, learners and AQF level of teaching. 3. Higher level qualifications in VET pedagogy make a significant difference to VET teachers' confidence in teaching a diversity of learners. 4. The key qualification level that makes a difference is a degree, in pedagogy or any discipline.

Maintaining currency in VET: Practitioner voices from a government training provider
Mark Tyler (C Block 03.312)

The overall question that delimited this research was, "How might VET teacher/trainers maintain both sides of the duality in industry currency and pedagogical expertise?" The results indicated varying perceptions on the way in which industry currency and pedagogical expertise was maintained and developed. This variance was found in campus location, age, and length of service. Importance and motivation on the other hand was similar across these variables and the respondents rated importance and motivation as high. How these teachers maintained industry currency ranged from utilising student engagement opportunities to be introduced to and be upskilled on new practices and knowledge, to maintaining currency by "remaining on the tools" during weekends and vacation periods.

**A Reflective Account of the Impact of Ethical Dilemmas for Vocational Education Teachers in Australia**
Sonal Nakar (C Block 03.303)

This paper is directed to developing an understanding of how VET teachers in Australia experienced, interpreted, explained, and responded to the ethical dilemmas raised by changes in the contemporary cultural context of their work and what they saw as being the impact of those challenges on them as teachers in the sector. The methodology consisted of using interpretive phenomenological analysis (IPA) for investigating the experiences of 18 VET teachers, six from TAFE and 11 from private RTOs, one working in both. The key findings were the identified importance of four common dilemmas, those of responding flexibly to heightened student diversity, limiting educational engagement, constraining teacher responsiveness, and manipulating learning assessment.

Developing a dual identity – how does maintaining industry currency hinder the development of advanced teaching skills for VET teachers?
Teressa Schmidt (C Block 03.312)

This paper presents emerging findings of a qualitative research project which utilises a comparative case study methodology to investigate advanced skills in VET teaching. It investigated how regulatory requirements for VET teachers to maintain industry currency may hinder their development of advanced teaching skills. Preliminary findings indicate that the requirement to maintain a 'dual identity' as both industry professional and VET teacher can prove not only challenging, but may in fact be detrimental to the development of an individual's teaching skills. Further, the emphasis on industry skills and currency may hinder the construction of the individual's professional identity as a VET teacher. The paper will explore evidence that suggests a different approach to maintaining industry currency requirements is necessary to enable the development of VET teachers with advanced skills.
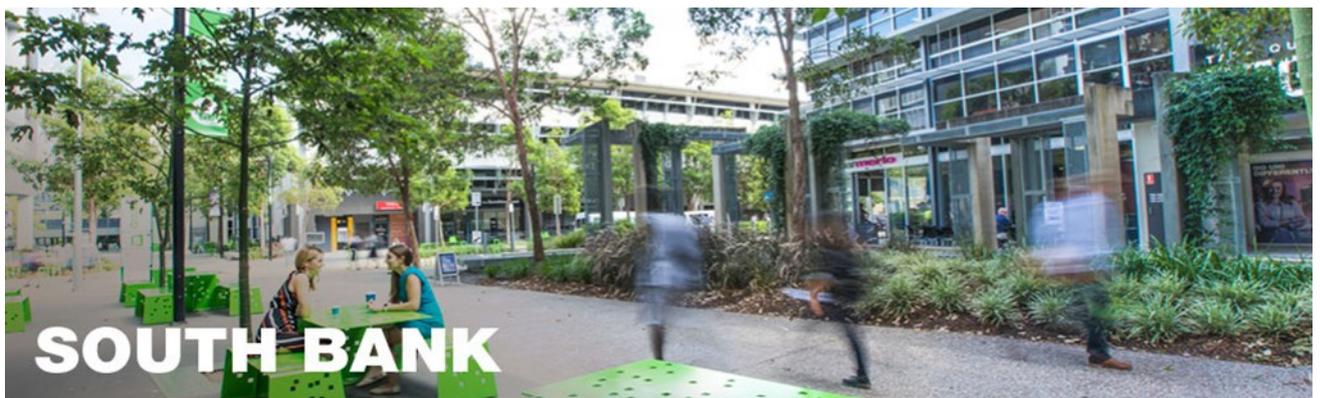
About ACDEVEG

The Vocational Education Group (ACDEVEG) advises the ACDE Board and represents ACDE on Vocational Education and Training (VET) matters.

The working group helps to build and strengthen high-quality educational practices in VET teacher-education programs for VET practitioners. In universities, such programs are normally undertaken part-time by VET teachers and trainers while already working in the field.

ACDEVEG also provides advice to a range of external stakeholders on VET teacher quality and development.

Current Activities include:

- ✓ Mounting an annual VET teaching and VET teacher-education conference for academic and practitioner audiences
- ✓ Awarding competitive scholarships for VET teacher-education students to attend the conferences
- ✓ Awards for VET Teacher-Educator of the Year in two categories: Training and Education Training Package, and university programs.
- ✓ Developing teaching and learning resource lists for students in higher education VET teacher-education programs
- ✓ Liaising with national stakeholders and providing input into national developments on VET quality issues and VET teaching qualifications.

Previous Activities of ACDEVEG have included:

- ✓ Mapping the 'body of knowledge' in higher-education VET teacher training courses
- ✓ Producing a national list of higher education VET and adult education teacher-education programs, including arrangements for articulation from Certificate IV and Diploma qualifications
- ✓ Improving stakeholders' understanding of higher-education VET teacher-education courses
- ✓ Survey of students in university VET teacher-education programs about their experiences and satisfaction
- ✓ Development of a VET teaching and learning textbook. 'Teaching in the VET sector in Australia' (2014)
- ✓ Representation on the project reference group for the development of two major VET Practitioner Frameworks
- ✓ Contributing to initiatives to promote better quality delivery of VET-sector VET teacher-training qualifications (Certificate IV and Diploma)
- ✓ Using conference surplus funds, funding a small grants program for research into VET teaching.
- ✓ ACDEVEG's Terms of Reference are to:
- ✓ Work towards better quality VET teacher preparation at all levels of qualification
- ✓ Develop quality criteria for university VET teacher-education programs, to meet the needs and expectations of the VET sector and the personal and professional development needs of the students

- ✓ Promote clearer pathways from VET teacher qualifications in the VET sector to higher education VET teacher qualifications in the higher education sector
- ✓ Promote the importance of university qualifications as contributing to the professional standing of VET teachers, and work towards increasing the proportion of the VET workforce holding university level qualifications
- ✓ Work with stakeholders including accreditation and registration bodies to seek recognition of higher-level qualifications through industrial awards and career progression incentives.
- ✓ Work with those responsible for qualifications in school teaching and higher education teaching to improve transferability of teachers across the education sector
- ✓ Promote research into Australian VET teaching and teachers, and collaborate with international counterparts, in order to use research evidence to inform and influence policy and practice relating to VET teaching and training
- ✓ Through regular cross-institutional meetings, collegial discussions and sectoral engagement, ensure the currency, relevance and quality of higher-education VET teacher education programs for new VET teachers and trainers, and for those already in the sector.

Convenor: Professor Erica Smith, 03 5327 9665 or e.smith@federation.edu.au

Conference Organisers

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Griffith University is home to Australia's strongest team of VET researchers. Led by internationally renowned researcher, Professor Stephen Billett, the team is at the cutting edge of professional, vocational and continuing education research in Australia.

Griffith University's **Professional, Vocational and Continuing Education** research team are (from left to right): Associate Professor Sarojni Choy, Dr Mark Tyler, Dr Ray Smith, Professor Stephen Billett, Dr Darryl Dymock, Dr Jennifer Tichon and Dr Steven Hodge.

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