


# **‘What do we learn from 40 years of history? Issues in VET teacher education from Kangan to today’**

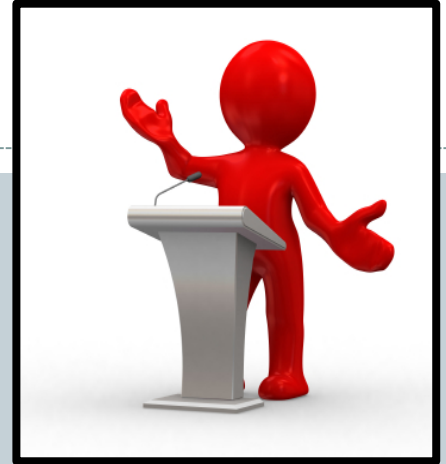


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**NATIONAL CONFERENCE ON VET TEACHING  
AND VET TEACHER EDUCATION  
14 DECEMBER 2015**



# Presentation Outline



1. Introduction
2. Kangan (1974/75) and Fleming (1978/79) Reports
3. First National Conferences (1980 & 1981)
4. What followed?
5. What have we learned over 40 years?



# 1. Introduction: national conferences



- **1980:** 1<sup>st</sup> National **Conference** of **Teacher Educators for TAFE**, Univ. of Sydney, 10-13 August, host Sydney Teachers College, C/W support
- **1981:** 2<sup>nd</sup> National Conference on **TAFE Teacher Education**, Univ. of Melbourne, 16-19 August, host SCV Hawthorn, C/W support
- **1993:** 3<sup>rd</sup> in Sydney, October
- **1994:** 4<sup>th</sup> National **Workshop** on **Vocational Teacher Education**, *Partnerships for professional development*, 13-14 October, Box Hill College of TAFE, host Hawthorn Institute of Education
- **1995:** 5<sup>th</sup> National Workshop on Vocational Teacher Education, Launceston, 25-27 September (UTas & Launceston Institute of TAFE)
- **1996:** 6<sup>th</sup> National Workshop on Vocational Teacher Education, *Developing VET for the C21st : Educators meeting the challenge*, Coffs Harbour, 30 Sept - 1 Oct
- **1997:** 7<sup>th</sup> National Workshop on Vocational Teacher Education, in conjunction with the 27<sup>th</sup> Annual Conference of the Australian Teacher Education Association, *Diversity, difference, discontinuity: (re)mapping teacher education for the next decade*, CQU, Yeppoon, Queensland, 5-8 July
- **2015:** 8<sup>th</sup> National **Conference** on VET Teaching & VET Teacher Education, ***Refocusing*** on teaching and training in VET, Melbourne, 14 December: ACDE, VIC DET, ACE & FUA



# 1. Introduction: starting point

## A personal odyssey!

I started in vocational teacher education - 1975 ...

- UNESCO work: early '90s  
RH Dave: *The foundations of lifelong education* (1976)
- Alan Tough: *The adult's learning projects: A **fresh approach** to theory and practice in adult learning* (1971) – self-direction
- Malcolm Shepherd Knowles – centrality of the learner
  - 1973: *The adult learner: A **neglected** species*
  - 1975: ***Self-directed learning**: A guide for learners and teachers*
  - 1980: *The modern practice of ad ed: From pedagogy to **andragogy***
- Kangan Report(s) (1974/75)



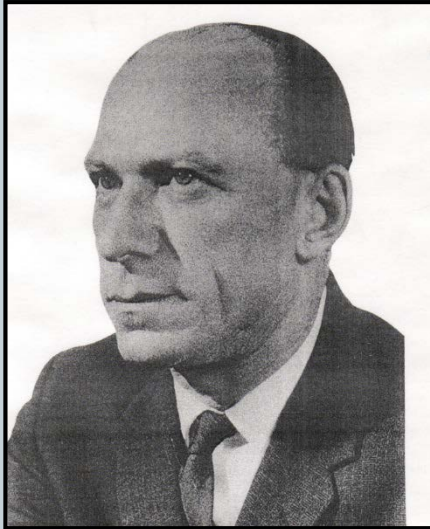
Awakening! Exciting times!





## 2a. Kangan Report (1974/5)

**Myer Kangan**  
**1917 - 1991**



Aust. Comm. on Technical and Further Education (ACOTAFE) report 1974

- gave TAFE:
  - a new image and a new status
  - a clear definition as to its charter and philosophy

- began a process of student-centred, individual-oriented, vocational education which severely wounded (but not mortally, he regretted) the notion that TAFE is the passive servant of industry and commerce
- Conclusion 23: 'The **kind of teacher education and training**, both initial and in-service, that is provided will determine how TAFE develops.'
- Found **no common pattern** of initial T/E for technical colleges in the States
- 'The issue is of great importance to the quality of TAFE ...  
**... a matter of urgency for a special inquiry into the initial preparation of teachers for TAFE ...**'



HARRIS

TECHNICAL AND FURTHER EDUCATION COUNCIL

# **The Formal Preparation of TAFE Teachers in Australia**

A REPORT TO THE COUNCIL BY THE  
STAFF DEVELOPMENT ADVISORY COMMITTEE

\*

AUGUST 1978

**TEC** TERTIARY  
EDUCATION  
COMMISSION

TECHNICAL AND FURTHER EDUCATION COUNCIL

# **Recommendations on the Formal Preparation of TAFE Teachers in Australia**

A Report by the TAFE Staff  
Development Committee

August 1979

**TEC** TERTIARY  
EDUCATION  
COMMISSION



Canberra 1979



## **2b. Fleming Report 1978/9: key issues**



- 1.** All TAFE teachers undertake a 'nationally accredited award at advanced education level', capable of being completed in 3 years
- 2.** All teachers to be in same program
- 3.** A model program of 3 elements – no liberal or technical studies
- 4.** TAFE Depts. and CAEs increase scope/effectiveness of joint arrangements
- 5.** Courses based on objective assessment of functions of all categories of TAFE teachers and the K and S necessary ... C/W support conditional on this
- 6.** Move away from school teacher focus



# Key issues (continued)



7. Keep institutions to a minimum – moves to expand number ‘must be resisted to prevent dissipation of resources’
8. ‘Adequate release time’ given by TAFE authorities
9. TAFE staff seconded to work in Advanced Ed. institutions
10. ‘Each participating institution should accept that TAFE T/E has a high priority in its operations’, including more career TAFE teacher educators
11. Commended Adv. Ed. Council for its special grants in 1979 for initiatives in TAFE T/E - wanted continuance in 1980
12. Working Party between providers – leading to ‘a full-scale national conference in second half of 1980’



### 3. First two National Conferences

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**FIRST  
NATIONAL CONFERENCE  
OF  
TEACHER EDUCATORS  
FOR  
TECHNICAL AND  
FURTHER EDUCATION**

## AUGUST 1980 — SYDNEY



# PROCEEDINGS

# PROCEEDINGS OF THE NATIONAL CONFERENCE ON TAFE TEACHER EDUCATION

**MELBOURNE AUGUST 1981**

**Hosted by the State College of Victoria  
at Hawthorn, with assistance from the Tertiary  
Education Commission's scheme of  
Supplementary Grants for Initiatives in TAFE  
Teacher Education**





*CONFERENCE IN PLENARY SESSION. THE WOMEN'S COLLEGE, SYDNEY UNIVERSITY*





*EXTRA-MURAL STUDIES BY SOUTH AUSTRALIA*



# 1<sup>st</sup> National Conference: 1980



- Strongly backed a 3-year qualification (UG2) as a minimum, for 2 years FT T/E by in-service training - Rec 3
- UG2: 'as only awards at this level will enhance the professional status of TAFE teachers' - Rec 4
- '... same broad program' leading to 'the same award' - Rec 5
- Programs 'primarily concerned with adult teaching and learning' - Rec 6
- In accreditation, 'the significance and legitimacy of the in-service mode of training must be recognised' - Rec 7
- Technical Studies 'not be a required component' - Rec 8



# At the 1<sup>st</sup> Conference: 1980



- **Peter Brereton** (Assistant Principal, SCV Hawthorn):
  - ‘the untidy and unseemly milling around with UG3s and UG2s’ (p.37)
- **Joe MacRory** (Newcastle CAE):
  - ‘TAFE teachers must walk through **the front door of tertiary institutions** rather than the tradesmen’s entrance in seeking a professional award. [We must] **outlaw our persistent backdoor approach** to the case for a UG2 award and recognise TAFE teachers as legitimately entitled to it as professionals.’ (p.34)
  - ‘A UG3, apart from being inappropriate, **demeans the professional status of TAFE teachers** and is therefore counterfeit.’ (p.31)





# At the 2<sup>nd</sup> Conference: 1981

- Even broader representation (N = 75), esp. TAFE principals
- 4 conference addresses; 11 conference papers; 11 workshops
- Focus not on resolutions – but rather, investigation of issues
- Issue – separate courses for graduates and non-graduates?
- Issue – minimum level of award to gain professional recognition as a TAFE teacher?
- Reaffirmed the resolutions of the 1980 conference
- **Kangan – Dinner Address:**
  - Pleased: enrolment ‘revolution’; ‘dramatic’ increase in funds to TAFE; these national gatherings (‘develop reciprocal confidence’)
  - Acronym TAFE was an ‘accident’
  - Plea: ‘Please discourage politicians from turning the clock back!’ [on TAFE image]





Institution	UG3	UG2	PG1	Others
Mt Gravatt CAE (Qld)		Dip in T (TAFE) 100		
Newcastle CAE (NSW) (prev. STC)		Dip in T (TAFE) 108	Dip Ed (TAFE) 10	
Sydney Teachers' College (NSW)		Dip T (Tech) 576	Grad Dip in Ed (Tech) 132	Conversion to Dip 155
Hawthorn SCV (Vic)			Grad Dip Ed 250	Ed. Dept: T'd T Trs Cert 22 2 others 204
Torrens CAE (SA)	A/Dip FE 42	Dip T (TAFE) Int 277, Ext 111	Grad Dip FE 29	B Ed (In-service) 40
Canberra CAE seeking 1978, (prev. STC)	A/Dip T (TAFE) 28			BA (TAFE)
Centre for Cont Ed of Teachers (Tas)	Ed Dept: Technical Instructors Certificate (3 yrs PT) - validated by Tas. CAE, not yet accredited			70
Technical Extens'n Service (WA)	Ed Dept: Teacher's Certificate (Technical) metro 140, c'try 10 Diploma for Technical Teachers 99			



## 4. What followed ...?



- Training market was opened, including teacher preparation – introduction of the Cert IV 1994
  - Great expansion in number of providers of VET T/E (cf. 1978/79 - numbers must be restricted):
    - in 1978: 5-6 CAEs and 2 State Depts. (WA & Tas)  
(approx. 1,857 AE students - Fleming Report)
    - by 2008: 20 active universities  
(approx. 1,984 HE students - Guthrie)
- plus*
- by 2015: 808 with Cert IV on scope (2011: 39, 295)  
134 with Dip VET on scope (2011: 1,491)  
114 with Dip T&D on scope



# Why the decline in HE preparation?



*General:* combination of dissatisfaction with university offerings in vocational teacher education, and influences of the economy/market ...

1. Universities climbing league tables to attract customers – **VET status low**
2. Competition - all organisations **reducing costs** in name of 'efficiency'
3. Market, fuelled by technology, **encourages 'short-termism' – quick fixes**
4. Need for an educated, flexible workforce – many people in training roles – expansion of 'VET workforce' – **minimum qualification sought**
5. Market raises status of disciplines like business and IT – concomitant **decrease in value** attached to VET teaching/training
6. Need for flexibility in employment arrangements in name of agility – **increasing casualisation – variable quality**
7. 're-discovery' of the workplace as a site for learning – **situated learning**
8. 'Secular stagnation' in advanced economies – many argue **insufficient investment in education and training** (and infrastructure)
9. Fundamentally, supply and demand – numbers of consumers decreasing, causing **HE programs to be closed down**



# 3<sup>rd</sup> to 7<sup>th</sup> National Workshops



- **3<sup>rd</sup> (1993)**: only one article – more about numbers
- **4<sup>th</sup> (1994)**: emphasis on collaboration and partnership, e.g. VET & HE, VET & industry
- **5<sup>th</sup> (1995)**: best practice, VET quality, training reform or regression, changing workplaces
- **6<sup>th</sup> (1996)**: changes in VET and their impacts on roles of teachers/trainers and their PD; assessment; workplace learning
- **7<sup>th</sup> (1997)**: with ATEA, so minor component – diversity, difference, discontinuity, ‘re-mapping’, paper on CBT
- **This one (2015)**: ‘Please support this conference, which aims to re-ignite interest in the importance of good teacher education for VET teachers and trainers’



# Numerous reports and books



- NCVER (1990). *National review of TAFE teacher preparation and development*
- VEETAC (1992). *Staffing TAFE for the 21<sup>st</sup> century* (Predl Report)
- Dickie et al. (2004). *Enhancing the capability of VET professionals* (ANTA)
- Mitchell & Ward (2010). *The JMA analytics model of VET capability development*
- Skills Australia (2010). *Australian workforce futures*
- Guthrie (2010). *Professional development in the VET workforce*; and other papers 2010-11
- IBSA (2011). *Pathways for VET educators: Higher level VET ed. quals. and framework*
- Wheelahan & Moodie (2011). *The quality of teaching in VET*
- AWP (2013). *Future focus: National workforce development strategy*
- Guthrie & Every (2013). *VET teacher, trainer & assessor capabilities, quals. and devt.*
- **Books:** Hermann et al. (1976), *Trade and technician education: principles and issues*; Hall (1987), *Teaching in a TAFE college*; Field (1990), *Skilling Australia: Handbook for trainers and TAFE teachers*; Gonczi (1992), *Developing a competent workforce: adult learning strategies for VET*; Foley (1995), *Understanding adult ed. & training*; Harris, Guthrie et al. (1995), *Between a rock and a whirlpool: competency-based education and training*; Smith & Keating (1997), *Making sense of training reform and CBT*; Blunden (1997), *Teaching and learning in VET*; Billett (2001), *Learning in the workplace: strategies for effective practice*; Athanasou (2008), *Adult ed. and training*; Brennan Kemmis & Atkins (2014), *Teaching in the VET sector in Australia*



# The first and the last

NCVER, *National Review* (1990) – ‘7 key skills’:

- teaching
- curriculum development
- determining clients’ needs and industrial liaison
- management/administration
- updating own subject
- workplace context (e.g. college, TAFE, society)
- general personal qualities

Brennan Kemmis & Atkins (2014), *Teaching in the VET sector in Australia* – ‘key knowledge’ and ‘issues’:

- VET system
- learning theory
- design & delivery
- assessment
- learner diversity
- LLN
- e-learning
- working in partnerships with industry
- reflective practice



# PD initiatives for VET teachers



- In Fleming's day: the **Staff Development Advisory Committee** of the TAFE Council in the Tertiary Education Commission
- **Many programs in the '90s:** e.g. CBT in Action, AVTS, NPDP
- **National Staff Development Committee (NSDC):** established under ANTA to promote and fund SD throughout VET - disbanded 1996
- **Predl Report (1992):** 'Much of the SD is ad hoc and not necessarily in the best interests of employer and employee' (VEETAC )
- **Perkins' review (1997):** 'PD is not yet sufficiently appreciated, or planned and implemented, as a strategic activity ... a high-cost, low-result strategy for change'
- ANTA then went to **Framing the Future (later RtF):** 1997-2008 to facilitate the introduction of the NTF
- Little left now – with the notable exception of the **VET Development Centre** in Victoria
- **PC Report (2011) – opportunities** for further PD are inadequate





# Productivity Commission Report (2011)

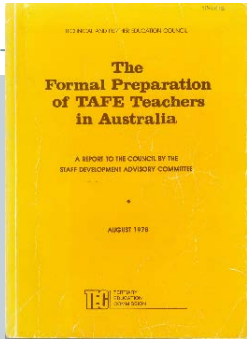


- TAA certificate, when ‘delivered well’, is an **appropriate entry-level qualification** for VET practitioners
- TAA does not always equip teachers with **skills** required to deliver VET effectively
- TAE10 TP doesn’t completely cover **diversity of roles** in VET, nor fulfil its potential as **a basis for PD**
- Concerns about **quality of delivery** of Cert IV are ‘long standing, persistent and supported by recent audit evidence’
- Clear **options and pathways** for study beyond Cert IV (TAA) should be available to the sector, but higher-level quals. should not be mandated
- Recommended improvements in **workforce data**
- Its reforms would ‘make the VET workforce ... **more flexible, more adaptable and more capable**’





# Reviewing 1978 and 2011 reports ...



- Focused almost exclusively on initial teacher preparation
- Reported concerns that what existed was not adequate, nor of quality
- Debated vigorously the most appropriate award – opted for a particular minimum qualification
- Vague about the notion of PD / career pathways
- Lamented lack of data, calling for improvements
- Optimistic their recommendations would lead to better outcomes!

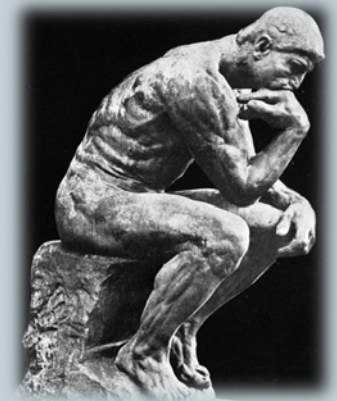




# 5. What have we learned? (1)



- **‘Life wasn’t meant to be easy’:**
  - *‘Providing a T/E course for teachers of trade and technician courses ... has not proved easy ... nor are there likely to be simple solutions’*: Hermann et al. 1976
  - *‘TAFE T/E ... has moved a long way ... however, it still has a long way to go...’*: Woodburne 1980 (1<sup>st</sup> Conference)
  - *‘to provide any clear-cut answers to what TAFE teacher preparation should be doing ... it is impossible to arrive at any unanimously acceptable answers...’*: Butterworth & Gonczi 1981 (2<sup>nd</sup> Conference)
- **Many issues of 1975-1981 remain** – we still ...
  - know little about the VET workforce to inform developments
  - debate: award levels; what should be in them; who should teach them and where; quals. versus PD; efficacy of competency/capability approaches; need for (and format of) professional standards; registration; the most appropriate induction; etc.





# What have we learned? (2)



- Fleming's recommendations dented by the passing of time
- Kangan's vision up-ended, his fears realised
- Productivity Commission's optimism - jury still out!
- Policy and finance have been critical
- Goals from earlier years have not been attained, and situation is worsening (cf. Hetherington & Rust 2013)
- Ironical this is happening – contrast:
  - (a) other educational sectors
  - (b) VET internationally (e.g. UK, EU)



# What have we learned? (3)



1. One size can't fit all
2. Be very careful what is included
3. Needs to be staged
4. Need for a minimum – but what for VET teachers? A Diploma?
5. Induction program ('NELMIC'? 'Instr'l. Intelligence'?)  
<https://www.youtube.com/watch?v=YVasHWQo28c>
6. Workplace mentoring *in situ* – trained mentors
7. Quality teacher educators – appropriately qualified, experienced, 'a heart' for the sector
8. Closely monitored and regulated
9. **OR** ... rely on professional standards? (UK)



## **In summary ...**



- Does not quality in industry rely heavily on the quality of education and training received by its workers?
- Does not the quality and reputation of training in VET depend heavily on the quality of those who deliver and assess?
- If VET teacher/trainer preparation and PD are not adequate (and in fact, declining), is not the quality of VET continuing to be an ongoing, serious concern requiring urgent attention?