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

1. Introduction
4. What followed?
5. What have we learned over 40 years?
1. Introduction: national conferences

- **1980:** 1st National Conference of Teacher Educators for TAFE, Univ. of Sydney, 10-13 August, host Sydney Teachers College, C/W support
- **1981:** 2nd National Conference on TAFE Teacher Education, Univ. of Melbourne, 16-19 August, host SCV Hawthorn, C/W support
- **1993:** 3rd in Sydney, October
- **1994:** 4th National Workshop on Vocational Teacher Education, Partnerships for professional development, 13-14 October, Box Hill College of TAFE, host Hawthorn Institute of Education
- **1995:** 5th National Workshop on Vocational Teacher Education, Launceston, 25-27 September (UTas & Launceston Institute of TAFE)
- **1996:** 6th National Workshop on Vocational Teacher Education, Developing VET for the C21st: Educators meeting the challenge, Coffs Harbour, 30 Sept - 1 Oct
- **1997:** 7th National Workshop on Vocational Teacher Education, in conjunction with the 27th 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:** 8th 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)


- 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!

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 ...’
The Formal Preparation of TAFE Teachers in Australia

A REPORT TO THE COUNCIL BY THE STAFF DEVELOPMENT ADVISORY COMMITTEE

AUGUST 1978

Recommendations on the Formal Preparation of TAFE Teachers in Australia

A Report by the TAFE Staff Development Committee

August 1979

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
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


12. Working Party between providers – leading to ‘a full-scale national conference in second half of 1980’
3. First two National Conferences
1st 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 1st 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 2nd 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]
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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**
3rd to 7th National Workshops

- **3rd (1993):** only one article – more about numbers
- **4th (1994):** emphasis on collaboration and partnership, e.g. VET & HE, VET & industry
- **5th (1995):** best practice, VET quality, training reform or regression, changing workplaces
- **6th (1996):** changes in VET and their impacts on roles of teachers/trainers and their PD; assessment; workplace learning
- **7th (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*
- 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*
- AWPA (2013). *Future focus: National workforce development strategy*
The first and the last


- 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

- 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 (1st 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 (2nd 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)
- Ironic 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 \textit{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?