

## The quality of teaching in VET: options paper

---

Leesa Wheelahan  
LH Martin Institute for Higher Education Leadership and Management  
Melbourne Graduate School of Education  
Level 1, 715 Swanston Street  
University of Melbourne, VIC 3010  
Australia  
Tel: +61 3 8344 0756  
Fax: +61 3 9347 8922  
[www.mihelm.unimelb.edu.au](http://www.mihelm.unimelb.edu.au)  
[leesaw@unimelb.edu.au](mailto:leesaw@unimelb.edu.au)

Gavin Moodie  
RMIT  
GPO box 2476V  
Melbourne 3001  
Tel + 61 3 9925 9569  
[gavin.moodie@rmit.edu.au](mailto:gavin.moodie@rmit.edu.au)

*“This project has been produced with the assistance of funding provided by the Australian Government through the Department of Education, Employment and Workplace Relations.”*



---

## Contents

Project information.....	3
Note on terminology.....	4
Due date for responses.....	4
Introduction.....	5
Context.....	8
The structure of the VET teaching workforce.....	9
Recruiting and retaining teachers.....	11
Developing new ‘master practitioner’ roles.....	12
Developing new cross-sectoral teaching roles.....	13
Creating a staff collection.....	14
VET teacher preparation and development.....	15
VET teacher qualifications.....	15
Entry level teacher qualifications.....	16
Continuing professional development.....	22
Maintaining and extending industry currency.....	24
Developing VET pedagogy and models of teaching.....	26
Options on developing VET pedagogy and models of teaching.....	27
Accrediting teacher education qualifications.....	28
Registering VET teachers.....	30
Evaluating the quality of teaching in VET.....	31
Questions for consultation.....	32
References:.....	34

---

## Project information

The purpose of this project is to research and make recommendations on the quality of VET teaching; VET teacher qualifications and continuing professional development; the impact teaching has on the quality of the VET student experience and student outcomes; and, how this can be evaluated.

The project is funded by the Department of Education, Employment and Workplace Relations; managed by the Australian College of Educators; and implemented by the LH Martin Institute at the University of Melbourne.

The project has produced four research papers which were used to develop this options paper. The papers are:

- The quality of teaching in VET: literature review
- The quality of teaching in VET: overview
- The quality of teaching in VET: framework
- The quality of teaching in VET: evidence

The *literature review* contextualised the project, identified issues that needed further investigation and shaped the project's research questions. The *overview* reports on the outcome of research on the perspective of different participants in VET. This included interviews with stakeholders in representative bodies, industry peak bodies, three state jurisdictions, key VET bodies, three skills councils, researchers, and senior staff and teachers in nine different types of registered training organisations. It also included a web survey that attracted responses from almost 1400 participants. The *framework* paper developed a conceptual framework for evaluating the quality of teaching in VET, teacher preparation and development programs, and the experience of VET students and their outcomes. The *evidence* paper reviewed the data available to inform the evaluative framework.

This paper presents a range of options, models and proposals for public discussion. Submissions on this *Options paper* will be used to prepare the project's final report, which will propose models for the preparation and continuing development of VET teachers, and for appropriate evaluation frameworks and quality indicators.

All project papers are available from the Australian College of Educators at the following web address: <https://austcolled.com.au/announcement/study-quality-teaching-vet>

---

## Note on terminology

The term 'teacher' has been used in this report to include:

- Teachers
- Trainers
- Lecturers
- Tutors
- Assessors
- Workplace assessors and/or trainers
- VET practitioners
- VET workplace consultants
- Those who develop courses and modules and learning and assessment materials
- Any other term that may be used to describe those present teaching and learning.

## Due date for responses

The deadline for submitting responses to this options paper is: **Monday 4 October**

Please submit responses to:

Associate Professor Leesa Wheelahan  
LH Martin Institute for Higher Education Leadership and Development  
1/715 Swanston Street  
The University of Melbourne Vic 3010  
University of Melbourne

Email: [leesaw@unimelb.edu.au](mailto:leesaw@unimelb.edu.au)

Ph: 03 9035 5547

Fax: 03 9347 8922

All submissions will be published on the project website unless there is a specific request to not publish it.

---

## Introduction

Australia faces challenges in increasing workforce participation, the skills of its workforce and its level of social inclusion. All are needed for a competitive, productive, prosperous, resilient and inclusive Australia. The workforce of the future will be more highly skilled, more socially diverse and will include different forms of participation. Individuals will need to be supported to ensure they have the skills they require to participate in work and in their communities. The Council of Australian Governments has set ambitious targets for participation in education and training and attainment of qualifications to meet these challenges. Tertiary education will have to expand, and vocational education and training (VET) will need to grow significantly if these targets are to be met.

VET will be required to teach a wider range of students than ever before. This includes those who already skilled to gain higher level or different skills, young people entering the workforce, older people who want to stay in the workforce, those already in work and those who are not, and those who have the foundational skills they need for participation in work and their communities and those who do not. There will be more students from disadvantaged backgrounds requiring high levels of support to gain qualifications and to progress to higher level qualifications. VET will need to increase the proportion of those in the population with a certificate III and above, and increase the number of high level VET qualification completions overall. It must expand its scope for teaching VET in schools and higher education programs, and develop more effective relations with schools and higher education to support student pathways and transitions.

VET teachers will make this happen, however, they require support to do so. Australia will have to increase the size of the VET workforce, and as many other countries have found, further professionalise VET teaching. Existing teachers must be supported to maintain and extend their expert industry and pedagogic knowledge. New teachers must be recruited to replace an aging teaching workforce and supported to develop expert knowledge and skills in teaching and learning to foster dual identities as industry experts and expert teachers.

This paper presents a range of options for public consultation on the way we can support quality teaching in VET and quality student outcomes. It presents options on:

- The structure of the VET teaching workforce;
- Recruiting and retaining teachers;
- Preparing new teachers and supporting the continuing development of existing teachers. This includes options on VET teacher qualifications, mentoring new teachers, continuing professional development (CPD), and maintaining industry currency;
- Research on VET pedagogy and models of teaching;
- Registration and accreditation; and
- Ensuring the quality of VET teaching and evaluating its outcomes.

For each element a range of options is presented: stage 1 – the augmented status quo, stage 2 – intermediate enhancement, and stage 3 – ambition. These options are depicted in Table 1.

Table 1: options for supporting quality teaching

<b>Element</b>	<b>Stage 1</b>	<b>Stage 2</b>	<b>Stage 3</b>
<b>The structure of the VET teaching workforce</b>	The same requirement for all teachers, trainers and assessors	Different requirements for workplace trainers and teachers	Different requirements for visiting industry experts, workplace trainers, teachers with limited responsibility and teachers with full responsibility
<b>Developing master practitioners</b>	Annual programs of masters practitioner classes	Government funds a master practitioner stream	Government and industries take joint responsibility for master practitioner streams
<b>Cross sectoral teachers</b>	Universities are encouraged to employ cross sectoral teachers	School, VET and higher education funding bodies jointly fund 100 new cross sectoral teaching positions	A new category of cross sectoral teachers is established
<b>Staff data collection</b>	A new collection is based on the data RTO already collected for the AQTF	The My Skills web site includes big RTOs' staff data	All RTOs' staff data are reported on the My Skills web site and RTOs eligible for the quality skills fund be required to report on workforce development strategies
<b>Entry level teacher qualifications</b>	An induction program is introduced; the new Cert IV TAE remains	A broader Cert IV or diploma is nested within a higher qualification	VET teachers be required to obtain a qualification commensurate for entry into school teaching and other professions
<b>Mentoring and supporting new teachers</b>	RTOs encouraged to establish informal mentoring schemes	The quality skills fund is used to support mentoring programs	A VET teachers professional association establishes a mentoring scheme to complement those established by RTOs
<b>Continuing teacher education qualifications</b>	RTOs encourage and support teachers to undertake higher qualifications	Higher level qualifications are required for career progression, for example, as a master teacher	A different advanced qualification is required for each VET teaching specialisation, such as VETiS, teaching foundation skills, teaching higher level qualifications, etc
<b>Continuing professional development</b>	A network of continuing teacher development units is fostered.	CPD on teachers' specialisations is developed and	CPD activities are designed to develop teachers for more

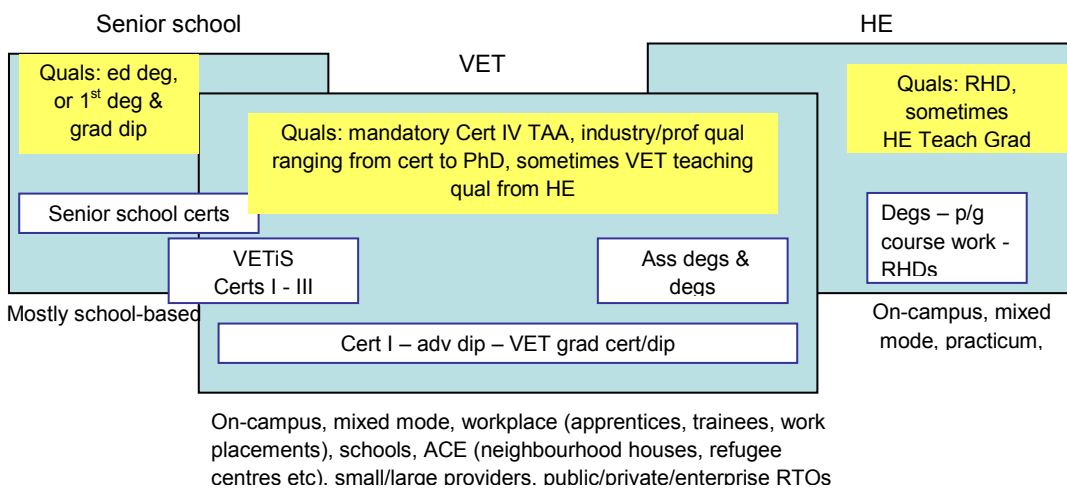
Element	Stage 1	Stage 2	Stage 3
		systematised	sophisticated roles which are described explicitly. Collaboration is encouraged between skills councils, professional bodies, higher education providers and RTOs
<b>Maintaining teachers' industry currency</b>	RTOs' reporting of their programs to maintain teachers' industry currency is strengthened	Jurisdictions develop a scheme for industry currency to be maintained through industry projects	A program is introduced which funds VET teachers to conduct industry projects which may develop teaching materials or support innovation in the workplace
<b>Research on VET pedagogy and models of teaching</b>	Governments commission activities to develop the scholarship of VET teaching to meet policy objectives	A program on the scholarship of VET teaching is established	A centre on the scholarship of VET teaching is established
<b>Accrediting qualifications</b>	Deans of education establish a process to advise on higher education qualifications for VET teaching	A VET teachers' association recognises qualifications for entry to and progression in VET teaching	A VET teachers' association accredits qualifications for entry to and progression in VET teaching Or A mandatory process of accreditation is implemented based on the schools' model
<b>Registering VET teachers</b>	A VET teachers association agrees desired attributes of VET teachers	The VET teachers' association establishes categories of membership	The VET teachers' association establishes a register of members Or A mandatory process of registration is implemented based on the schools' model
<b>Evaluating the quality of VET teaching</b>	Students outcomes survey data on teaching quality published for each RTO	Students' satisfaction data currently required by the AQTF is published for each RTO	Peer evaluation of teaching against standards adopted by the profession

The options presented under each section are inter-related and inter-dependent; however, they have been discussed separately for ease of analysis and presentation.

## Context

The trend internationally is towards further professionalising the VET teaching workforce as many countries try to increase the qualifications of their VET workforce and improve CPD for teachers. Demands on VET teachers are increasing as work changes, skill requirements increase, new industries emerge, society becomes more complex, and VET is called upon to deliver more ambitious government objectives. VET is now required to incorporate ‘green skills’ in all qualifications, embed language, literacy, numeracy skills and employability skills, ensure students are technologically literate, and that they have the knowledge and skills they need to embark on educational pathways. VET qualifications must serve these diverse purposes, while at the same time engaging a wider range of students in learning, particularly those from disadvantaged backgrounds.

The blurring of the sectoral divide means that VET now teaches VET in schools (VETiS) at one end of the continuum, and higher education qualifications at the other. Australia is developing a single tertiary education sector characterised by much greater institutional diversity, and this includes new multi-sector institutions emerging from VET as institutions reinvent themselves to meet these diverse demands. VET teaches a wider range of students than either the schools or higher education sector, and teaches in a wider variety of contexts which includes neighbourhood houses, refugee centres and prisons, and in public or private registered training organisations (RTOs) that may be big or small. While the other sectors (particularly higher education) have a role in learning in the workplace, this defines VET to a greater extent. School teachers must have a four year teaching qualification or a three year degree and a teaching graduate diploma, while higher education teachers have a degree, are expected to have a research higher degree (RHD), and increasing numbers now have a graduate certificate of higher education teaching. VET teachers must have a relevant occupational qualification at least at the level at which they are teaching, and a Certificate IV in Training and Assessment (TAA) as the mandated educational qualification. In practice however, VET teachers’ qualifications range from certificate level to PhD, and increasing numbers have teaching or educational qualifications from bachelor to masters degree. The range of qualifications taught in each sector, learning contexts, delivery modes, and qualifications required of teachers is represented in Figure 1.



**Figure 1: Diversity of qualifications taught in each sector, teaching contexts & teacher qualifications**

---

## The structure of the VET teaching workforce

One of Australia's achievements over the last 30 years has been the creation of a national VET system, but this may have been at the cost of homogenising VET which no longer takes account of the increasing diversity of its students, programs and teaching contexts. VET teaching has been defined primarily as training for the workplace, with less emphasis on the educational purposes of VET. However, the multiple purposes and contexts of VET teaching as well as the needs of diverse student populations now means that being an industry expert is necessary but not sufficient for being a VET teacher. VET teachers must also be expert teachers.

The structure of the VET teaching profession needs to be reconsidered to, on the one hand, accommodate requirements for the increasing professionalisation of the VET teaching workforce; and on the other, the diversity of the VET sector and diversity of teachers. This has implications for the kinds of qualifications and credentials that will be required, but conversely, the nature of qualifications VET teachers are required to have will contribute to shaping the profession. Whatever decisions are made about VET teaching qualifications, VET must still ensure that industry experts are able to make important occasional contributions to teaching. However, as policy currently stands, all categories of teachers are required to have the mandated Certificate IV TAA. In practice, many teachers have no teaching qualification, and they are supervised (at least nominally) by someone with the appropriate qualifications.

The requirement to have the Certificate IV TAA (and its predecessor, the Certificate IV Assessment and Workplace Training) was implemented in part to raise the quality of workplace training, and to reorient RTOs towards workplace learning (Clayton 2009). However, while there are workplace trainers and assessors who are employed exclusively to undertake teaching and training (and thus have the same responsibilities as other VET teachers), particularly in big enterprises that have attained registered training organisation (RTO) status to train their staff, much workplace training and assessing is by those who undertake these duties as a part of a broader job. They are not employed primarily as teachers or trainers.

Requiring workplace trainers and assessors who do not primarily work in this role to undertake the same base qualification as all other teachers means that the base qualification must be designed to meet the needs of this group, even if it is not a sufficient foundation for the whole system. This makes it difficult to implement more rigorous entry level requirements for teachers at the system level, while at the same time it may put undue pressure on these enterprise RTOs. This paper proposes that VET develop specialised qualifications for teachers in these circumstances that reflect their level of responsibility. It is, however, essential that they be required to undertake some training and achieve a level of certification to ensure that the outcomes of training result in a high quality qualification, because graduates of their programs will be awarded a national qualification. A range of mechanisms to ensure the quality of qualifications will need consideration, which may include external validation or moderation.

The favoured option this paper proposes is that different categories of teachers be defined by the level of responsibility that they have, which is then linked to appropriate preparation for that level of responsibility. England distinguishes between a full teaching role and an associate teaching role with higher mandatory qualifications required for the full teaching role and lower level mandatory qualifications required for associate teaching. While not endorsing many aspects of the English system, this options paper draws from the English system in arguing that the level of responsibility (and thus category) of teacher be distinguished by the extent to which the teacher is required to demonstrate "an extensive range of knowledge, understanding and application of curriculum development, curriculum innovation or curriculum delivery strategies."<sup>1</sup>

---

<sup>1</sup> Source: [http://www.opsi.gov.uk/si/si2007/ukxi\\_20072264\\_en\\_1](http://www.opsi.gov.uk/si/si2007/ukxi_20072264_en_1) viewed 15 June 2010.

---

## Options for the structure of the VET teaching workforce

### Option 1 – the augmented status quo

- All teachers are required to undertake the same base level qualification, most probably at the level of a certificate IV (without at this point specifying what that may be), as a condition of practising as a teacher, regardless of the context in which they teach.

### Option 2 – distinguishing between workplace trainers and assessors and all other VET teachers

- Workplace trainers and assessors who undertake training and assessing responsibilities as part of a broader, usually supervisory, role be required to undertake an appropriate level of credentialed training commensurate with their role, but it would not normally be the entry level qualification required for those with greater responsibilities;
  - Those employed specifically to teach are required to undertake the same, entry level qualification, most probably at the level of a certificate IV (without at this point specifying what that may be), as a condition of practising as a teacher, regardless of the context in which they teach.
- Or
- Those employed specifically to teach are required to undertake the same, entry level qualification at a higher level than is currently the case (without at this point specifying what that may be), as a condition of practising as a teacher, regardless of the context in which they teach.

### Option 3 – distinguishing between category of teachers based on their level of responsibility

- Visiting industry experts who teach occasionally for a very specific purpose related to their industry expertise be required to undertake an induction program prior to teaching;
- Workplace trainers and assessors who undertake training and assessing responsibilities as part of a broader, usually supervisory, role be required to undertake an appropriate level of credentialed training commensurate with their role, but it would not normally be the entry level qualification required for those with greater responsibilities;
- Teachers who do not have full responsibility for curriculum development, innovation and curriculum delivery and assessment strategies would be required to undertake an induction program prior to commencing teaching and an entry level qualification once they commence teaching. In practice this would mean that those sessional teachers who maintain their primary employment in their industrial field of practice are less likely to wish to take on such responsibilities compared to those who see sessional teaching as their primary occupation or as their entry to more permanent teaching positions. The latter would undertake higher level qualifications commensurate with the level of responsibility they undertake as teachers.
- Teachers who have full responsibility for curriculum development, innovation and curriculum delivery and assessment strategies would be required to undertake an induction program prior to commencing teaching, an entry level qualification once they commence teaching, and an appropriate higher level qualification subsequently (see section on teacher preparation).

---

## Recruiting and retaining teachers

While not a universal perspective, the general consensus is that VET faces a workforce crisis because of the aging of VET teachers, the high level of casualisation of VET teachers and the need to increase the number of teachers as VET expands. If VET is to recruit and retain teachers successfully it will need to reduce its reliance on casual teachers and develop career structures that offer employment security, career progression, appropriate levels of pay, and supportive work environments. Jurisdictions will need to develop workforce development plans that extend beyond the scope of individual institutions because negotiating and developing career structures is a jurisdictional responsibility, while individual institutions have responsibility for creating internal supportive structures and cultures and appropriate work design. Providing specific options for jurisdictions is beyond the scope of this project, while options for creating supportive internal cultures within institutions is addressed later in this options paper when it discusses preparation and support for new teachers and CPD. This section considers options for developing master practitioners, cross sectoral teaching roles and for collecting data on staff.

The development of teaching as a career stream in industries needs to be considered since it would increase the attractiveness of teaching, but also to contribute to developing learning cultures within workplaces. This may include establishing new leadership roles such as joint posts that combine the role of master practitioner and master teacher. Medicine is an example of an elite occupation that does this with its clinical teachers. This could be implemented in a number of ways that include: allocating places to RTOs based on their specialisation in particular fields and existing partnerships with industry; requiring RTOs to develop proposals with enterprises as part of a competitive tender; or, requiring Skills Councils to develop jointly funded posts with industry in the industry areas within their purview.

The *Report advising on the development of the Victorian tertiary education plan* (Dow, Adams, Dawson and Phillips 2010) recommends that a new category of teacher be established to teach the senior years of secondary school, VET and the first years of higher education. Such cross sectoral posts may be particularly important in regions where there are lower school retention rates and lower rates of participation in tertiary education.

Effective workforce planning presupposes an understanding of the composition of the current VET workforce, but there is no staff collection that can be used as the basis of planning. Limited information is collected as part of the Australian Quality Training Framework (AQTF) reporting requirements, but there is no central repository of data about staff qualifications or mode of employment. VET has a large sessional staff, but it is not known how many sessional teachers regard sessional teaching as their primary employment or how many have their primary employment elsewhere. We are also unable to report the extent to which VET teachers reflect the broader community by including teachers from equity groups. While isolated surveys have found that high proportions of VET teachers are aged over 50, we don't know the age structure of VET teachers nor their length of experience. For example, VET teaching may be a second career after a career in industry and this would have different implications for the age profile of VET teachers. A staff collection is needed and it should include information about: country of birth, Indigenous status, sex, disability, age, field of education, organisational unit type (teaching unit, service unit, central administration) employment basis (tenured, contract, casual), full-time/part-time/sessional time fraction, level and classification, and qualifications, including the awarding institution and date of acquiring qualifications. It may also be desirable to include questions about staff's length of employment in vocational education and training and planned retirement date. National Centre for Vocational Education Research (NCVER) is currently undertaking a consultation about the information needs of the sector and how they can be specified. They include a question about what should be included in a staff collection, if one were to be implemented.<sup>2</sup>

---

<sup>2</sup> See *Review of the AVETMIS Standard for VET Providers: Discussion Paper*  
<http://www.ncver.edu.au/publications/2253.html>

---

## Developing new ‘master practitioner’ roles

Master practitioners would be highly skilled and experienced employees in industry who have a special responsibility for developing the next generation of practitioners. They would conduct or supervise much industry training within their own enterprise, advise RTOs on their curriculum and pedagogy, conduct master classes in RTOs, and strengthen the moderation of assessment.

### Option 1 – the augmented status quo

- Skills councils organise a program of master practitioner classes annually for the industries under their purview.

### Option 2 – developing master practitioner roles

- A funding stream for the creation of master practitioners be established and allocated to RTOs based on their specialisation in particular fields and existing partnerships with industry.  
Or
- A funding stream for the creation of master practitioners be established and allocated through joint submissions from RTOs and enterprise on the basis of competitive tender.  
Or
- A funding stream for the creation of master practitioners be established and allocated to Skills Councils to create jointly funded posts with industry in the industry areas in their purview.

### Option 3 – developing a new teaching stream that includes master practitioner roles

- Skills councils develop strategies for the creation of new teaching streams within the industries under their purview in collaboration with employer bodies, unions (including education unions). A funding stream for the creation of master practitioners be established and allocated using one of the different options in Option 2.

---

## Developing new cross-sectoral teaching roles

Cross sectoral teachers would teach their field in the final years of secondary education, in vocational education and training and in the early years of higher education. They would be particularly important in regions and specialised fields where there aren't sufficient students to support employing separate specialists in schools, RTOs and higher education institutions. Cross sectoral teaching would enrich careers options for teachers in regions and specialisations where there aren't many opportunities to advance within any one sector and would encourage and support students transferring between school, vocational and higher education.

### Option 1 – augmented status quo

- Universities and other higher education providers are encouraged to employ expert school and VET teachers as first year higher education teachers as a developmental activity for teachers so they better understand the requirements of higher education students, and also to contribute to high quality higher education teaching and student experiences.

### Option 2 – a new program for areas where there is low school retention and participation in tertiary education

- The school and VET jurisdictions and the Commonwealth jointly fund 100 new teaching positions for teachers who can teach in the senior years of school, VET, and higher education and deploy them in areas where school retention rates are low, and where participation in tertiary education is low.

### Option 3 – a new category of cross-sectoral teacher

- A new category of teachers who are qualified to teach in senior secondary school, VET and the first years of higher education is established to enable them to be employed by multi-sector institutions or by institutions working in partnership with other sectors. Special funding be made available to deploy these teachers in areas where school retention rates are low, and where participation in tertiary education is low.

---

## Creating a staff collection

The National Centre for Vocational Education Research is considering options for a staff collection in its review of the Australian vocational education and training management information statistical standard. However, options are included here because of the importance of staff data in monitoring the VET teaching workforce.

### Option 1 – augmented status quo

- A national staff collection be created based on existing information that institutions are required to submit as part of their Australian Quality Training Framework reporting requirements and publicly reported by jurisdiction. Jurisdictions to publicly report at the state level using data from all providers who report against these requirements.
- Or
- A national staff collection be created based on existing information that institutions are required to submit as part of their Australian Quality Training Framework reporting requirements and reported by institution on the My Skills website. Jurisdictions to publicly report at the state level using data from all providers who report against these requirements.

### Option 2 – developing a new staff collection

- A staff collection be developed and institutional outcomes reported on the My Skills website. RTOs that are not required to report on the My Skills website are still required to submit the same data elements as the basis of policy development and planning. Jurisdictions to publicly report at the jurisdictional level using data from all providers who report against these requirements.
- Or
- A staff collection be developed and institutional outcomes reported on the My Skills website. All RTOs are required to report on the My Skills website. Jurisdictions to publicly report at the jurisdictional level using data from all providers who report against these requirements.

### Option 3 – developing a new staff collection and reporting against it

- A staff collection be developed and institutional outcomes reported on the My Skills website. Institutions that are eligible for funding under the Quality Skills Fund be required to report on strategies to achieve specified workforce development objectives and benchmarks specified in the Quality Skills Fund, including strategies to recruit staff from equity groups to teaching and administrative positions. RTOs that are not required to report on the My Skills website are still required to submit the same data elements as the basis of policy development and planning. Jurisdictions to publicly report at the state level using data from all providers who report against these requirements
- A staff collection be developed and institutional outcomes reported on the My Skills website. Institutions that are eligible for funding under the Quality Skills Fund be required to report on strategies to achieve specified workforce development objectives and benchmarks specified in the Quality Skills Fund, including strategies to recruit staff from equity groups to teaching and administrative positions. All RTOs are required to report on the My Skills website. Jurisdictions to publicly report at the state level using data from all providers who report against these requirements.

---

## VET teacher preparation and development

VET teacher preparation and development need to be integrated within national, state and institutional policies and strategies to support teaching. This means that VET teacher qualifications and CPD are interdependent and each can and should be a component of the other. However, this paper discusses VET teacher qualifications, mentoring of new teachers, CPD, and maintaining industry currency separately for ease of presentation and analysis.

### VET teacher qualifications

The model to emerge from this research is that teachers will need institutional support to undertake the following study as a condition of teaching:

- An induction program before starting teaching;
- Basic entry level credentialed study upon commencing teaching; and
- Higher level credentialed study as they progress.

The entry level credentialed study should be generic, but higher level credentialed study should provide teachers with training in their vocational discipline and specialist teaching in their area.

This model lends itself to a study program that consists of nested qualifications. This is the model that has been used to develop the following options. It is also possible that the different elements could be constructed as qualifications that are independent of each other.

---

## Entry level teacher qualifications

New teachers require integrated appropriate entry level qualifications, institutional support, and a developmental plan that incorporates study for further qualifications and engagement in targeted CPD.

While the Certificate IV TAA is the mandated qualification for all VET teachers, no state makes this a condition of employment, although they require teachers to acquire the Certificate IV within a specified time. This means that many teachers begin teaching with no preparation at all. However, they need at least some teaching strategies, an understanding of basic lesson planning, how to translate their expert industry knowledge to curriculum and strategies for teaching and learning, the type of assessment they are required to implement, how to engage students, and an understanding of the institution that employs them and its requirements. RTOs may have to exercise judgement and require commencing teachers to be more highly qualified if they are to teach a group of particularly disadvantaged students, or those without fundamental language, literacy and numeracy skills (or both). All teachers who are not qualified need to undertake an induction program before commencing teaching, and a program of credentialed learning once they have begun teaching. The induction program can be a part of the entry level credentialed study.

The Certificate IV TAA is the current mandated qualification for VET teachers, and this is being replaced by the Certificate IV TAE. Many participants in the research argued that if a certificate IV such as the Certificate IV TAA continues to be the entry level qualification then it will require some modification to incorporate more on teaching, pedagogy, how people learn, and student diversity and inclusiveness. The Certificate IV TAE has been revised so that it is “is now more clearly an entry level qualification...” (IBSA 2010b: 9). In contrast, the previous Certificate IV TAA was designed as a qualification for new and continuing VET teachers. The focus on entry level is reflected in the redesign of the Certificate IV TAE which now has 7 core modules and three electives, in contrast to the Certificate IV TAA which had 12 core modules and two electives. However, it is not clear whether the revised Certificate IV TAE will provide all that is needed of a foundation, entry level program because the process of revision:

“has seen some radical change to the units of competence and restructuring of units in some cases. The basic material has, however, remained unchanged and any provider currently delivering the Certificate IV in Training and Assessment should encounter nothing new.” (IBSA 2010a: 20)

The elaboration of theoretical knowledge about teaching and learning that commencing teachers need may mean that a competency-based qualification that focuses on competency outcomes is not necessarily the most effective qualification type, particularly if the emphasis is on teachers and on contributing to helping them develop professional identities as industry and teaching experts. Regardless of the curricular basis of the qualification, it is also important that the entry level qualification provides students with the basis for further study as VET teachers, particularly for those who do not already have higher level occupational and professional qualifications.

One possibility may be to have the credentialed entry level qualification as a nested part of a higher level qualification, whether in higher education or VET. This nested component could be based on CBT or on higher education curriculum.

The entry level qualification should be at a sufficient level to ensure that those who will not go on to undertake the full range of teaching responsibilities (as discussed in the section on the structure of the VET teaching workforce) have the knowledge and skills they need to ensure high quality student outcomes. Consideration would need to be given to an appropriate qualification level that will be the minimum requirement. This may be at certificate IV, but also may be at diploma level. There are also arguments that VET teachers should have a higher education teaching qualification upon commencing

---

teaching as do school teachers, or as other professions require of practitioners as a condition of practice. This is because the aim of teachers should not be to prepare students as just competent, but to develop students' potential to achieve at their highest level which in many cases should exceed mere competence. It is hard for teachers to do this if they have not achieved a qualification at a higher level than the level they are teaching.

## Options for entry level VET teaching qualifications

### Option 1 – augmented status quo

- An induction program to be undertaken prior to teaching is developed for all visiting industry experts with an intermittent teaching role, and commencing teachers (regardless of category) who are not qualified teachers. Those who are qualified teachers without experience in VET may be required to undertake a shorter induction program designed to introduce them to VET curriculum, assessment and policy, and to the policies and practices of the institution that employs them.
- The Certificate IV TAE is the entry level qualification that all teachers who are not teacher qualified are required to undertake upon commencing teaching. It is nested in a higher level qualification.

### Option 2 – development of a new entry level qualification and induction program

- An induction program to be undertaken prior to teaching is developed for all visiting industry experts with an intermittent teaching role, and commencing teachers (regardless of category) who are not qualified teachers. Those who are qualified teachers without experience in VET may be required to undertake a shorter induction program designed to introduce them to VET curriculum, assessment and policy, and to the policies and practices of the institution that employs them.
  - A new Certificate IV be developed that prepares new teachers for the specifics of teaching in VET, as well as providing them with an introduction to broader knowledge and skills of pedagogy, classroom management, understanding learners, student diversity, and student engagement. It is nested in a higher level qualification.
- Or
- A new diploma (VET or HE) be developed that prepares new teachers for the specifics of teaching in VET, as well as providing them with an introduction to broader knowledge and skills around pedagogy, classroom management, understanding learners, student diversity, and student engagement. It is nested in a higher level qualification.

### Option 3 – a degree or postgraduate qualification and induction program

- An induction program to be undertaken prior to teaching is developed for all visiting industry experts with an intermittent teaching role, and commencing teachers (regardless of category) who are not qualified teachers. Those who are qualified teachers without experience in VET may be required to undertake a shorter induction program designed to introduce them to VET curriculum, assessment and policy, and to the policies and practices of the institution that employs them.

- 
- Teachers be required to obtain a higher education qualification for teaching in VET commensurate with school teachers and the entry requirements of other professions.

---

## Mentoring and institutional strategies to support new teachers

A resounding finding from the research was the importance of mentoring and institutional strategies to support new teachers. Structured and supportive mentoring is needed in the first six months to year. Mentoring should be embedded within teacher qualifications (particularly entry level qualifications and CPD). Mentoring is a central strategy for supporting the quality of teaching and it is intrinsic to supporting new teachers. It needs to be institutionalised within the culture, institutional practices and budgets of institutions.

One way of institutionalising mentoring is to require the industry to take the same level of responsibility for preparing new teachers that other professions take for preparing their new practitioners. A possible model is school teaching which is similar to nursing as both are based on practicums. Another model can be drawn from professions such as law, architecture and chartered accountants, where new practitioners have a restricted licence under the supervision and mentorship of a more experienced practitioner.

Government may consider using the new 'Quality Skills Incentive' announced in the 2011 Budget as an incentive for institutions to implement, institutionalise and evaluate effective mentoring schemes. This could be one way of experimenting with different approaches and developing exemplars for other institutions as part of a more developmental approach that eventually requires institutions to demonstrate how they embed mentoring and other support strategies for new teachers in their institutional structure and budgets.

## Options for mentoring and institutional strategies to support new teachers

### Option 1 – augmented status quo

- RTOs be encouraged to establish mentoring schemes and institutional strategies to support new teachers. The existence or otherwise of such schemes to be reported on the My Skills website.

### Option 2 – using the Quality Skills Fund to support innovation and experimentation

- The Quality Skills Fund have as possible criteria for allocating funding the existence of institutional mentoring and programs to support new teachers. This can be used to support innovation and experimentation as part of a longer term strategy to implement these approaches more widely. The existence or otherwise of such schemes to be reported on the My Skills website.

### Option 3 – all RTOs above a certain size to implement mentoring schemes

- RTOs above a certain size are required to implement and report on institutional mentoring schemes and programs to support new teachers.
- A complementary mentoring scheme is established by a VET teachers' professional association.

---

## Continuing VET teacher education qualifications

Continuing VET teachers require the integration of appropriate higher level qualifications, institutional support, and a development plan that incorporates study and engagement in targeted CPD.

While there are shared knowledge bases across all forms of teaching, it is no longer possible to define a single type of VET teacher given the diversity of purposes, contexts, outcomes, occupational fields, and students. This requires teachers to draw on diverging knowledge bases and skills. All teachers need general pedagogic knowledge, curriculum knowledge, knowledge of their specialist area (content knowledge), knowledge of learners and their characteristics, and of educational contexts and the broader social purposes of learning. This is necessary if they are to understand who their students are and how this relates to their future work roles and participation in society. However, they also need pedagogic content knowledge, which is knowledge about how to teach in their content area, and support to deepen the underpinning knowledge of their content area (Shulman 2004). This requires a greater emphasis on teachers' specialist areas than has been the case hitherto in Australia, in contrast to VET teacher training in England and Europe.

The diversity of VET students also requires differentiated VET teacher qualifications. VETiS teachers may require knowledge about adolescent development that is similar to other school teachers, particularly how to work with disengaged young people or those with low skill levels. These skills may be different to VET teachers teaching trainees on the job, or highly skilled workers retraining or upskilling in a particular field, or those teaching in prisons, or those teaching higher education programs. The developmental needs of the latter may be more similar to teachers in universities, and require qualifications that help them to deepen scholarship in their disciplinary/ professional/ occupational field.

There needs to be a suite of qualifications that reflect the different contexts, needs of students, purposes of VET qualifications, and their occupational/professional specialisation. This could be designed as a single qualification that has different parts to accommodate this diversity (as with school teacher undergraduate and postgraduate qualifications), or it could be a range of separate qualifications that are developed to reflect these different purposes. In both cases, it would be possible to embed the induction program and entry level credentialed study within the higher level qualification to reflect the shared pedagogic knowledge that is relevant to all teaching.

There are a range of possibilities for the level of the qualification and its curricular basis. These range from VET or higher education diplomas or advanced diplomas, to associate degrees and degrees, and then postgraduate qualifications that include VET graduate certificates and diplomas or graduate certificates and diplomas, and masters. Different domains may need different qualifications. If VET teaching were to be aligned with other professions, and arguably this is a key part of raising the status and value of VET teaching, then access to higher education qualifications that are commensurate with other professions is important. Access to higher education would also be important for helping students to access the theoretical basis of practice systematically, and for engaging in scholarship of VET teaching. Alternatively, it may be that competency-based higher level teaching qualifications are adequate, appropriate and sufficient because they focus specifically on a domain that is more skills based.

These propositions are not mutually exclusive. The new Australian Qualifications Framework levels and architecture is designed to support pathways between levels and qualifications, and it may help to support greater curricular coherence across the sectors. Moreover, RTOs and higher education may collaborate in developing qualifications for specific purposes that incorporate elements from both sectors into nested awards, or dual-awards that have been accredited as one qualification.

---

## Options for continuing VET teacher education qualifications

### Option 1 – augmented status quo

- While there is no mandated higher level qualification other than the qualification that the states currently specify as the basis for progression in each state, teachers are encouraged and supported to undertake higher qualifications.
- The AQTF requires RTOs to demonstrate that they have employed staff with the range of qualifications and experience that is appropriate for the qualifications on its scope of registration and student profile.

### Option 2 – similar qualifications that incorporate preparation in teachers' specialisation

- A limited range of existing higher level qualifications be required or new higher level qualifications be developed that teachers are required to undertake as a condition of progression, as a master teacher, for example, that incorporate preparation in teachers' specialisation and pedagogy for that specialisation.
- The AQTF requires RTOs to demonstrate that they have employed staff with the range of qualifications and experience that is appropriate for the qualifications on its scope of registration and student profile.

### Option 3 – a range of different fit-for-purpose qualifications

- A range of different qualifications is developed reflecting teachers' occupational and disciplinary specialisations, and the different areas and domains in which VET teachers teach, such as for those who teach VETiS (which then allows them to register as school teachers); those who teach adults with low language, literacy and numeracy skills and other foundational skills; those who teach in the trades and other para-professional and technical fields; those who teach further education programs; and those who teach higher education programs. This could include different programs for those who already have higher level qualifications, such as graduate certificates/diplomas/masters for those with degrees.
- The AQTF requires RTOs to demonstrate that they have employed staff with the range of qualifications and experience that is appropriate for the qualifications on its scope of registration and student profile.

---

## Continuing professional development

Continuing professional development is intrinsic to the quality of VET teaching and should be incorporated into VET teacher education programs. It should extend and develop the knowledge and skills of those who have the required teacher education qualifications. Australia's model of CPD should be broadened to include a greater focus on teachers' specialisations as well as providing teachers with access to CPD on more systemic, policy, and institutional issues and broad pedagogic developmental activities. CPD should include teaching in teachers' specialisations, but also new developments in their vocational discipline. This requires a new approach to CPD in the VET sector and rethinking roles and responsibilities. CPD in teachers' specialisation would encompass industry currency, industry knowledge, teaching and learning skills and participating in industry associations and in practitioner networks that focus on teachers' occupational/industrial/disciplinary areas.

Currently, support for teachers in their industry specialisation emphasises the development of learning and assessment resource materials. However, teachers need to develop their own resources and learning materials in their field because they are not good interpreters of learning and assessment materials that have been developed by others, and their use results in rote learning. Moreover, it is very expensive to produce such materials and a recent National Quality Council (2009) evaluation found that the quality of assessment materials was uneven across industry areas. It found that many assessment materials were not at an appropriate standard, that they did not necessarily reflect the current training package or innovative curriculum design, that they weren't supported by a systematic maintenance program, or that there was limited advice on how the materials could be used.

CPD should also focus on what teachers have to teach, and engage them in active processes of learning. Collaborative processes of CPD that engage teachers in recontextualising existing learning and assessment materials (so there is a role for these materials), and in creating their own learning and assessment strategies, materials and lesson plans help to 'deprivatise' teaching, support the development of collaborative teaching cultures, and result in shared and public understandings about quality and standards (Ingvarson 2003; Ingvarson et al. 2005).

There may be a role for skills councils in providing this sort of CPD, in association with professional bodies, universities and RTOs. If skills councils were involved in developing and supporting 'master practitioner/teacher' roles as discussed earlier in the section on the structure of the VET workforce, it may align well with a new role that supported the development of teachers' pedagogic industry/vocational knowledge and deepening their knowledge of their industrial field of practice. It would be important to ensure that such an approach was in partnership with educators in universities and RTOs, and with the professions to help enrich teachers' industry knowledge, but also help to teachers develop the knowledge they need to support student pathways to higher level qualifications within their field. This could also help to contribute to the development of industry teacher networks.

Systematising CPD that supports teachers' specialisations would also contribute to building the economies of scale needed to incorporate specialist development into VET teacher education qualifications, and could result in CPD that is embedded in qualifications.

Teachers/trainers in private and enterprise RTOs can face particular challenges in accessing appropriate CPD because most are quite small. So too are many neighbourhood houses, community centres, and other small public RTOs. The costs of releasing staff to undertake CPD is an inhibiting factor, as is the cost of CPD itself. However, it is important not to overly homogenise private and enterprise RTOs because there are a number of very big RTOs in these categories, and the needs of big providers may be very different from those of smaller providers. More industry focused CPD may be more attractive to enterprise and private RTOs, particularly those that helped their teachers to participate in industry teacher networks.

---

## Options for continuing professional development

### Option 1 – augmented status quo

- Undertaking CPD continues to be a shared responsibility between individual teachers and RTOs. Existing approaches to CPD are maintained within each jurisdiction, while jurisdictions' staff development departments/units/centres are encouraged to develop a program of industry specific master classes. The existing network of jurisdictions' teacher development units is funded to develop a stronger framework to support nationally consistent approaches to CPD. A network of continuing teacher development units in RTOs is fostered.

### Option 2 – CPD on teachers' specialisations is developed and systematised

- Undertaking CPD continues to be a shared responsibility between individual teachers and RTOs. Jurisdictions develop a coordinated strategy to support the development of teachers' specialisation.

### Option 3 – CPD activities are designed to develop teachers for more sophisticated roles

- Undertaking CPD continues to be a shared responsibility between individual teachers and RTOs. A national CPD plan is developed to support the development of teachers' specialisations. A new model of CPD is developed that focuses on what teachers have to know and teach in their specialisation which involves them in collaborative and acting learning processes with others from the same field. It includes supporting the development of industry teacher practitioner networks, conferences and seminars. The development of CPD in each broad industry field involves collaboration between skills councils, professional bodies, higher education providers and RTOs.

---

## Maintaining and extending industry currency

Industry currency was a key issue to emerge in the research. Current approaches to developing and extending teachers' industry currency seem to be ad hoc, vary in effectiveness, and depend on the extent to which RTOs incorporated industry release as a systemic part of their workforce planning and professional development.

Supporting teachers to maintain and extend their industry currency is intrinsic to the integrity of the VET system. However, it is difficult to source and organise appropriate industry placements so that teachers can maintain their industry currency, and there are several financial and logistical difficulties for institutions in releasing teachers to industry. There is also not much focus on what teachers should actually *do* while on industry placement. While it may be very worthwhile to 'go back into the field', it may be more productive if industry placements were used for teachers to undertake a project about teaching in their vocational discipline – so they use the industry placement to develop new teaching and learning strategies or resources to reflect innovations in the workplace. Teachers on industry placements may also help support innovation in the workplace. The UK Skills Commission (2010) recommends that government provide employers with financial incentives to support teachers in industry placements. This may make such placements more attractive to employers, and if used for a pedagogic project for their industry, help develop a learning culture in the workplace. The benefits of project-based approach is that it also maintains and develops teachers' skills, while at the same time creating the conditions necessary for them to extend their knowledge in their vocational discipline, and their pedagogic skills in their field. It fits well with the model of CPD discussed in the previous section.

If such a program were implemented, it would be helpful to support teachers to report on the outcomes of their project to peers in CPD events, industry networks, seminars and workshops. This would also help to build the development of industry practitioner networks.

Standard 1.4 in AQTF 2010 requires training and assessment to be undertaken by trainers and assessors who "can demonstrate current industry skills directly relevant to the training/assessment being undertaken" (NQC 2010: 5). While RTOs may employ teachers with current industry skills or employ casual staff who currently work in industry, a more sustainable approach which also supports the development of VET teaching careers is to implement CPD programs that can support teachers in maintaining, developing and extending their industry currency.

---

## Options for maintaining and extending industry currency

### Option 1 – the augmented status quo

- Maintaining industry currency continues to be a shared responsibility between individual teachers and RTOs. RTOs are required to demonstrate the way in which they support teachers to maintain industry currency as part of their reporting requirements for the AQTF.

### Option 2 – a scheme for VET teachers' industry projects

- The jurisdictions incorporate CPD to maintain, extend and develop teachers' industry currency in its state workforce development strategies, and where possible, use projects for industry placements.

### Option 3 – a fund for VET teachers' industry projects

- A funding stream to be developed to provide an option for industry release to fund VET teachers to conduct projects as part of an industry placement. Teachers would develop new curriculum resources, lesson plans, teaching and learning materials or associated pedagogic materials; or undertake a project to develop training for the workplace that would support enterprise objectives and contribute to innovation. Such projects would have to be approved both by the teacher's RTO and the enterprise in which they planned to conduct their placement. Such a scheme could be incorporated into a CPD program that developed teachers' knowledge and skills in their specialisation, and supported the extension and diffusion of good practice.

---

## Developing VET pedagogy and models of teaching

A range of perspectives emerged from the research about the nature of VET teaching and the qualities, skills and attributes teachers need to have. In part, this reflects the different purposes of VET qualifications, the different contexts of VET teaching and desired outcomes, and the wide-ranging needs of the increasingly diverse VET student population. The research found that there is no 'ideal' type of VET teacher. The VET literature emphasises entrepreneurial, market oriented 'new practitioners' who are actively engaged in finding business opportunities. All participants in this research emphasised the importance of an industry focus and industry currency, but many were less concerned about generating business and more focused on 'traditional' concerns of teaching and learning. These are not binary oppositions because participants saw teaching to be complex and multi-faceted, but this area may need more research to develop a wider range of models of teaching that reflect VET's diversity.

It is not clear that other models of teaching are sufficiently clear or theorised in VET. If they were they may give teachers more scope in developing a wider range of perspectives on the nature of teaching. For example, the emphasis in the theoretical literature for teachers to have general pedagogic knowledge, content knowledge, and pedagogic content knowledge, as well broader knowledge of education and students (Shulman 2004) is not sufficiently visible or theorised in VET (at least in Australia).

Theories of teaching and learning and pedagogy in VET have not been subject to extensive critique and research, particularly when compared to schools and higher education. The literature suggests that much greater emphasis needs to be placed on notions of 'vocational disciplines' and specialist teaching in those vocational disciplines. This is reflected in the construction of VET qualifications in England and Europe. Much more research is needed on VET pedagogy. This is being recognised in other countries (such as England) and in the UNESCO 2004 "Hangzhou Declaration" which emphasised the importance of scholarship and research in improving capacity in VET pedagogy.

Australia needs to build its research capacity on VET pedagogy. Such research is intrinsic to increasing the quality of VET teaching, teacher qualifications and CPD. It will also contribute to developing the knowledge base about pedagogic content knowledge in different industrial and occupational fields that can be used to support CPD and embedded in teacher education qualifications. It would therefore be a foundation for developing in Australia the scholarship of VET teaching (Boyer, 1990).

---

## Options on developing VET pedagogy and models of teaching

### Option 1 – augmented status quo

- Governments commission activities to develop the scholarship of VET teaching and models of teaching to meet specific policy objectives. This includes commissioned research on pedagogic content knowledge in different industrial/occupational fields.

### Option 2 – a program on the scholarship of VET teaching

- A program on the scholarship of VET teaching is developed to undertake fundamental research on pedagogies appropriate for VET and on pedagogic content knowledge in different industrial/occupational fields. NCVET could be commissioned to manage this program.

### Option 3 – a centre on the scholarship of VET teaching

- A centre on the scholarship of VET teaching is established to undertake fundamental research on pedagogies appropriate for VET, on pedagogic content knowledge in different industrial/occupational fields, and on promoting the adoption of appropriate pedagogies.

---

## Accrediting teacher education qualifications

Processes for recognising or accrediting qualifications for entry to a profession are normally more rigorous than processes for recognising or accrediting qualifications for progression in a profession unless the progression is to an area or level of practice that is separately regulated, such as legal and medical specialists. Nonetheless, options for accrediting qualifications for entry to and progression in VET teaching are presented together in this section.

### Option 1 – augmented status quo

The current process for accrediting VET qualifications certifies not only that a qualification is at an appropriate standard, but also that it is relevant to a specified job. The current process for accrediting higher education qualifications certifies only that it is at an appropriate standard. There is no higher education process for certifying that a qualification is relevant to a specified job. A professional association or a registration board may certify that a qualification is an adequate or suitable preparation for a specified occupation, but that is separate from the higher education approval process. It is therefore possible for a higher education institution to be accredited to offer a program which a profession does not consider a suitable preparation for entry to or progression in that profession. While this is only a theoretical possibility in the regulated professions, it is a real possibility in the unregulated and nascent professions such as multi media designer, financial adviser and VET teacher.

- Since as yet there is no professional association which may advise higher education institutions on the best preparation for entry to and progression in VET teaching, the augmented status quo is for the deans of the higher education faculties which currently offer programs which prepare graduates for entry to or progression in VET teaching to establish a process for recommending the appropriate length, content and pedagogy of VET teacher education programs offered by higher education institutions. The deans would be expected to follow normal higher education practice of having expert practitioners and employers heavily involved in the program advisory process.

### Option 2 – qualifications are recognised

- A VET teachers professional association is formed which, amongst other things, recognises qualifications which are suitable for entry to and progressing in VET teaching.

### Option 3 – qualifications are accredited

There is no VET teacher education accrediting body analogous to the school teacher accrediting bodies that all jurisdictions have established over the last decade. However, accounting, engineering, psychology and social work are all examples of unlicensed professions whose professional associations nonetheless regulate their professions strongly, including accrediting qualifications. This requires a strong professional body that can influence employers to employ those with the qualifications accredited by that body. An alternative model is to establish a regulatory board as is the case in school teaching, nursing and many other regulated professions that accredits qualifications and requires practitioners to have these qualifications as a condition of practice.

- A VET teachers professional association accredits qualifications for entry to and progressing in VET teaching.

---

Or

- VET teacher education qualifications are accredited based on the schools' model. The body established to accredit qualifications accredits both higher education and VET qualifications for VET teachers. Teachers are required to demonstrate they have successfully passed an appropriate accredited qualification for entry to and progressing in VET teaching.

---

## Registering VET teachers

Currently the qualification of VET teachers is regulated not by regulating VET teachers directly, but by regulating employers of VET teachers – training organisations. This undermines VET teachers taking responsibility for their professional qualification and development and inhibits the emergence of a VET teachers’ professional association. The options for registering VET teachers are therefore a staged shift from registering VET teachers’ employers to registering VET teachers directly. Of course jurisdictions or the national VET regulator would continue to register and regulate training organisations, but the orientation of their regulation would change. There are two main ways of approaching VET teacher registration. One is for the profession itself to be the registering body. This may involve voluntary or mandatory registration. The other is to establish a registration process controlled by a regulatory board. The latter is a ‘tighter’ approach and is the model used in school teaching and many other regulated occupations. Practitioners are required to register as a condition of practice. Its disadvantage is that it does not require the profession to take responsibility for its development.

### Option 1 – augmented status quo

- A VET teachers professional association is formed which, amongst other things, develops a consensus amongst recognised VET teachers of the desired attributes of VET teachers.

### Option 2 – membership of the VET teachers’ association

- The VET teachers’ association establishes categories of membership which reflect levels of practice.

### Option 3 – a register of VET teachers

- The VET teachers association establishes a register of members and promotes membership of the association as a desirable attribute of VET teachers.  
Or
- An external registration process based on the schools’ model is established that requires teachers’ registration as a condition of practice.

---

## Evaluating the quality of teaching in VET

In *The quality of teaching in VET: evidence* the project noted that much valid and reliable data relevant to the quality of VET teaching are not currently published; that additional data are collected and reported but that its validity, reliability and coverage are not yet established; and that little work has been done to develop VET teaching standards. Each of these could support its own separate section if not options paper. However, they are developed briefly together to give an overview of what may be possible and desirable.

### Option 1 – augmented status quo

- The National Centre for Vocational Education Research publishes each RTO's results for graduates' and module completers' opinions on the 19 items in the student outcomes survey about their training which covers teaching, assessment, and general skills and learning experiences.

The project understands that a forthcoming report from the National Centre for Vocational Education Research establishes that the items on respondents' opinions of training collected as part of the student outcomes survey are valid, reliable and distinguish adequately between RTOs. These therefore provide valuable data on graduates' and module completers' opinions about the quality of their teaching which should be published.

### Option 2 – student satisfaction data are published

- The National Centre for Vocational Education Research publishes each RTO's results for students' satisfaction currently collected in fulfilment of RTOs' standards for registration specified by the Australian quality training framework.

As the project makes clear in *The quality of teaching in VET: evidence* much work would be needed to ensure that RTOs administer the student satisfaction questionnaires sufficiently consistently to generate reliable data.

### Option 3 – peer evaluation of teaching

- VET teaching is evaluated by peers against standards adopted by VET teachers.

This is a long term aspiration since a VET teachers' professional association would need to be established, it would need to develop and build consensus on standards for VET teaching, and a mechanism for peer evaluation against those standards would have to be developed. This long term aspiration could be achieved through interim steps that include:

- Requiring institutions to implement peer teaching as part of its quality assurance processes; and/or
- Requiring moderation of assessment through social processes of moderation involving peers drawn from the same field in different RTOs.

---

## Questions for consultation

The options presented above are presented separately for ease of analysis and presentation, but they are strongly related to each other. It therefore would be very helpful to receive advice about the overall approach you believe is desirable and your opinions on the overall approach of the options paper. Please feel free to answer as many or as few questions as you wish, or to raise additional issues not discussed in this paper.

### **Question 1: do you believe that current arrangements for assuring the quality of VET teaching are satisfactory?**

Since we (and other researchers) have been commissioned to advise on improving the quality of VET teaching we assume that many are not satisfied with the status quo. However, we should test that assumption.

### **Question 2: To what extent do the options outlined here allow teachers, RTOs, and/or VET more broadly to build on existing processes to improve and ensure the quality of VET teaching?**

### **Question 3: do you find helpful the paper's presentation of options in stages: stage 1 – the augmented status quo, stage 2 – intermediate enhancement, and stage 3 – ambition?**

### **Question 4: do you find helpful the paper's analysis of VET teaching into elements –**

- The structure of the VET teaching workforce
- Developing master practitioners
- Cross sectoral teachers
- Staff data collection
- Entry level teacher qualifications
- Mentoring and supporting new teachers
- Continuing teacher education qualifications
- Continuing professional development
- Maintaining teachers' industry currency
- Research on VET pedagogy and models of teaching
- Accrediting qualifications
- Registering VET teachers
- Evaluating the quality of VET teaching

### **Question 5: have we missed any element or might some elements be combined?**

### **Question 6: is there any option that we have missed that you believe should be considered?**

Your responses to these questions and any other submission on this *Options paper* will be used to prepare the project's final report, which will propose models for the preparation and continuing development of VET teachers, and for appropriate evaluation frameworks and quality indicators. All submissions will be published on the project website unless there is a specific request to not publish it.

**Please comment on as many or as few of the options as you wish.**

---

Please submit your responses by Monday 4 October to:

Associate Professor Leesa Wheelahan  
LH Martin Institute for Higher Education Leadership and Development  
1/715 Swanston Street  
The University of Melbourne Vic 3010  
University of Melbourne

Email: [leesaw@unimelb.edu.au](mailto:leesaw@unimelb.edu.au)

Ph: 03 9035 5547

Fax: 03 9347 8922

---

## References:

- Boyer, Ernest L (1990) *Scholarship reconsidered: priorities of the professoriate*, The Carnegie Foundation for the Advancement of Teaching, Princeton, NJ.
- Clayton, Berwyn (2009), *Practitioner experiences and expectations with the Certificate IV in Training and Assessment (TAA40104): A discussion of the issues*, National Centre for Vocational Education Research, Adelaide, <<http://www.ncver.edu.au/publications/2183.html>> viewed 10 November 2009.
- Dow, Kwong Lee (Chair); Adams, Bronte; Dawson, Jennifer and Phillips, David (2010), *Report advising on the development of the Victorian tertiary education plan*, Higher Education Unit, Skills Victoria, Department of Innovation, Industry and Regional Development, Melbourne, <[http://www.skills.vic.gov.au/\\_data/assets/pdf\\_file/0003/162894/Report-advising-on-the-development-of-the-Victorian-tertiary-education-plan.pdf](http://www.skills.vic.gov.au/_data/assets/pdf_file/0003/162894/Report-advising-on-the-development-of-the-Victorian-tertiary-education-plan.pdf)> viewed 18 March 2010.
- IBSA (2010a), *Case for Endorsement: TAE10 - Training and Education Training Package Version 1*, Innovation and Business Skills Australia, Melbourne, <<http://www.ibsa.org.au/Portals/ibsa.org.au/docs/Training%20Packages/Caseforendorsement/TAE10%20Case%20for%20Endorsement%20-%20post%20endorsement%20web%20version.pdf>> viewed 18 May 2010.
- IBSA (2010b), *IBSA submission to the Productivity Commission's study of the VET workforce*, Innovation & Business Skills Australia, Melbourne, <[http://www.pc.gov.au/\\_data/assets/pdf\\_file/0009/100440/sub008.pdf](http://www.pc.gov.au/_data/assets/pdf_file/0009/100440/sub008.pdf)> viewed 1 August 2010.
- Ingvarson, Lawrence (2003), *Building a Learning Profession*, Australian Council for Educational Research, Melbourne, <<http://www.acer.edu.au/documents/PolicyBrief3.pdf>> viewed 16 October 2009.
- Ingvarson, Lawrence; Meiers, Marion and Beavis, Adrian (2005), Factors affecting the impact of professional development programs on teachers' knowledge, practice, student outcomes & efficacy, *Professional Development for Teachers and School Leaders Education Policy Analysis Archives* 13 (10): 1-25.
- National Quality Council (2009), *Quality of Assessment Practices: Stage 2 Report*, NQC, Melbourne, <[http://www.nqc.tvetaustralia.com.au/\\_data/assets/pdf\\_file/0009/50976/Quality\\_of\\_Assessment\\_Practices\\_-\\_Stage\\_2\\_Report.pdf](http://www.nqc.tvetaustralia.com.au/_data/assets/pdf_file/0009/50976/Quality_of_Assessment_Practices_-_Stage_2_Report.pdf)> viewed 13 June 2010.
- National Quality Council (2010), *AQTF 2010 Essential Standards for Continuing Registration*, NQC, Melbourne, <[http://www.nqc.tvetaustralia.com.au/\\_data/assets/pdf\\_file/0012/52302/AQTF\\_2010\\_Essential\\_Standards\\_for\\_Continuing\\_Registration.pdf](http://www.nqc.tvetaustralia.com.au/_data/assets/pdf_file/0012/52302/AQTF_2010_Essential_Standards_for_Continuing_Registration.pdf)> viewed 22 February 2010.
- Shulman, Lee S. (2004), *Teaching as community property: Essays on higher education*, San Francisco, Jossey-Bass.
- Skills Commission (2010), *Teacher Training in Vocational Education*, Skills Commission, UK, London, <<http://www.edge.co.uk/media/uploads/Downloadable/a74529f3-09ba-494c-a3e0-2369f688e261.PDF>> viewed 2 June 2010.