VET practitioners’ perceptions of higher education qualifications in VET teaching

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Today

• Background
• Quality VET teaching
• Established frameworks and research
• This study
• Outcomes
• What next
Background

• Changing VET environment in Australia
• Sophisticated pedagogical choices and professional judgments
• The Certificate IV Training and Assessment as an entry level
• Internationally different expectations for VET educators
• Cert IV floor and false ceiling (Smith, 2010)
• Increasing complex and digital learning environments with diverse learners
• Lack of preparedness to teach
• Need to increase teaching and learning outcomes
• Also to attract and retain quality VET teachers
Duel identity

• “a plumber who teachers” or a “teacher of plumbing” (Guthrie et al., 2011, p. 17)
• Industry knowledge and skills
• Education knowledge and skills
• Currency of both
VET teaching quality

• “that which leads to improved student achievement using outcomes that matter to their future success” (Coe et al., 2014, p. 2).
Current frameworks/Research

• Professional Standards for Vocational Education and Training Practitioners
• VET practitioner Capability Framework
• Researchers e.g. Corben and Thomson (2001); Clayton et al., (2010), Coe et al., 2014
Professional Standards for Vocational Education and Training Practitioners (Queensland College of Teachers, 2014)

- Standard 1: Know learners, their context and how they learn;
- Standard 2: Know the content and how it can be taught;
- Standard 3: Plan, design and deliver effective teaching/training experiences;
- Standard 4: Create and maintain a supporting and safe environment;
- Standard 5: Assess, provide feedback and report on learning;
- Standard 6: Engage in professional learning in your vocational area and in adult education theories and practices; and
- Standard 7: Engage with industry, colleagues, community, regulatory and professional bodies.
Innovation and Business Skills Australia (IBSA): VET practitioner Capability Framework
Corben and Thomson (2001)

- Learner focus
- Technical knowledge and currency
- Teaching and learning methodologies
- Personal attributes, beliefs and values
- Teacher development
This research

• Regional university context
• Larger study
• All students ‘employed’ while studying
• Exploration of benefits of qualification beyond the Cert IV
• Online survey
Outcomes

• Positive experience, flexibility and variety of resources online
• Range of services to support learners
• Assessments were based on realistic activities
• Greater depth and complexity of knowledge and skills to improve their teaching quality
  • E.g. greater understanding of how students learn, greater understanding of the psychology of learning; managing the needs of diverse learners; classroom management strategies;
What did they say?

• allowed me to become a better teacher and more relaxed teacher;
• not just 'the business' of delivering content and assessing, humanising and enjoying the exercise and the people in it;
• validation of my own thoughts and skills about teaching;
• opportunity to apply my study in my current place of employment;
• qualification provides credibility in the workplace;
• I now apply deeper critical thinking and research about topics and issues before making a decision.
From your own contexts?
<table>
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<tbody>
<tr>
<td>Learner focus</td>
<td>Know learners, their context and how they learn</td>
<td>Teaching</td>
<td>Learner diversity</td>
<td>Lifespan development; Differentiation</td>
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<tr>
<td>Technical knowledge and currency, Teaching and learning methodologies</td>
<td>Know the content and how it can be taught</td>
<td>Teaching</td>
<td>Using training packages</td>
<td>Pedagogical content knowledge</td>
<td>Teaching approaches; Teaching skills; Workplace literacies</td>
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<tr>
<td>Teaching and learning methodologies</td>
<td>Plan, design and deliver effective teaching/training experiences</td>
<td>Teaching</td>
<td>Teaching repertoire</td>
<td>Pedagogical content knowledge; Quality of instruction</td>
<td>Pedagogical toolkit; Training packages; Learner engagement</td>
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<td>Teaching and learning methodologies</td>
<td>Create and maintain a supporting and safe environment</td>
<td>Teaching</td>
<td>Classroom management</td>
<td>Classroom climate</td>
<td>Behaviour management; Supportive environments</td>
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<tr>
<td>Teaching and learning methodologies</td>
<td>Assess, provide feedback and report on learning</td>
<td>Assessment</td>
<td>Assessment</td>
<td>Assessment; Feedback; Performance criteria; Moderation</td>
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<tr>
<td>Technical knowledge and currency, Teaching and learning methodologies, Learner focus</td>
<td>Engage in professional learning in your vocational area and in adult education theories and practices</td>
<td>Professional development</td>
<td>Professional behaviours</td>
<td>Learning theories; Opportunity to value add in vocational area</td>
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<tr>
<td>Influences of teacher development</td>
<td>Engage with industry, colleagues, community, regulatory and professional bodies</td>
<td>Industry collaboration, Systems and compliance</td>
<td>Professional development</td>
<td>Professional behaviours</td>
<td>Professional discourse; Collegial support</td>
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<td>Personal attributes, beliefs and values</td>
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<td>Teacher beliefs</td>
<td>Self awareness; Self-reflection; Informed decision making</td>
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What next: Impact on redevelopment of BVET

- Use of frameworks, prior and this research to redevelop the BVET
- Stronger focus on VET environment
- Key concepts:
  - Adolescent and adult learners and learning;
  - Vocational pedagogies and enhancing learner engagement;
  - Diversity and inclusive pedagogies;
  - Classroom management;
  - Digital learning environments;
  - Assessment and providing learner feedback;
  - Language, literacy and numeracy skills; and
  - Professional engagement;
- Impact on credit/exemptions
Questions/comments

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