Refocussing on Teaching and Training in VET Conference 2015

TAFE Queensland Provider Perspective

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Excellence in education is related to the professionalism of staff, their commitment to their students’ success, and an organisational focus on providing an exceptional student experience.

TAFE Queensland
Learning and Teaching Framework
Educator capability is core to our success
educators collaborate, communicate, think critically, & create

21ST CENTURY TEACHING

professional learning communities, reflective praxis, engagement,

learning modalities, pedagogy + space, applied, flexible, blended

technology rich, learning anywhere, anytime, anyplace, creative

industry-linked, innovative, co-constructivist, action learning
Overall structure for effective learning and teaching practices that are learner centred and industry focussed.
TAFE Queensland's learning and teaching principles and practices reflect its core values and strategic objectives. They acknowledge that the goal of teaching is to enable effective learning, and that high-quality learning environments, both physical and virtual, real and simulated, need to be carefully constructed and student-focused, to ensure outcomes meet the needs of both the learner and industry.

**GOAL**
To provide learning, teaching and assessment that is authentic and relevant, reflecting industry standards, and informed by applied learning theory and learner engagement principles.

**PRINCIPLE 1: Learner Engagement**
Engage learners through stimulating and challenging learning experiences using applied learning principles.
- Use adult and applied learning principles to inform practice
- Apply a comprehensive range of contemporary learning and teaching strategies, including active and applied learning, that support industry outcomes
- Provide learner-centred learning environments that address the diverse needs and learning experiences of each learner
- Adopt approaches that enable critical, reflective, and self-directed learning
- Apply learner engagement
d- Facilitate formal and informal learning experiences

**PRINCIPLE 2: Program Design**
Design and develop programs that integrate learning theory with industry practice to deepen learning and improve outcomes.
- Incorporate contemporary approaches and innovative methods of program design and delivery to engage learners and provide authentic, current and relevant activities that reflect industry standards
- Scaffold student learning to support skill development over time
- Provide learning opportunities, both formal and informal, that connect learning to the workplace
- Design, deliver, and evaluate programs
- Use a variety of learning, teaching and assessment methods and contexts and multi-dimensional activities which reflect authentic workspaces and work roles

**PRINCIPLE 3: Authentic Assessment**
Provide assessment that supports learning and integrates skills, knowledge and application of current industry practices.
- Use a variety of diagnostic, formative and summative assessment strategies to inform effective, relevant learning and teaching
- Design authentic tasks to meet the principles of assessment, rules of evidence and dimensions of competence and capture employability skills
- Streamline and integrate assessment to reflect workplace practices

**PRINCIPLE 4: Inclusive Practice**
Respect and value diversity through inclusive learning practices to promote equitable learner access and outcomes.
- Build a supportive, respectful learning environment that accommodates diverse learning styles and enables learners to achieve their goals
- Manage differences, perspectives and expectations to support learner achievement
- Use inclusive assessment
- Apply inclusive teaching
- Develop the core skills
- Support learners to achieve their goals
- Apply reasonable adjustments to learning and assessment to ensure a fair and equitable environment

**PRINCIPLE 5: Learning Environment**
Effectively embed emerging technologies and contemporary learning approaches to facilitate authentic, industry relevant learning.
- Integrate educational technologies to increase engagement through active, collaborative and socialized learning
- Detect and adjust the use of technology to support and enrich learning, teaching and assessment, to build the digital literacy of learners and promote self-directed learning
- Use blended learning models
- Create resources
- Implement a transparent and consistent approach to student success, to ensure fairness and improve learner outcomes
- Recognize the value of informal learning spaces in providing opportunities for learners to clarify and deepen understanding with others

**PRINCIPLE 6: Critical Reflection**
Improve the quality of learning and teaching practice through critical reflection, applied research, review and continuous improvement processes.
- Continuously undertake professional learning to ensure industry and vocational currency
- Be innovative, flexible and adaptable to meet the needs of diverse learners
- Demonstrate scholarly practice and a commitment to lifelong learning and knowledge sharing
- Seek regular feedback from learners, industry and colleagues to enhance the quality of learning and teaching

**PRINCIPLE 7: Learner Skill Development**
Support learners to develop the skills to meet industry expectations and standards and contribute to a productive and changing workplace.
- Support the development of networking, collaboration and communication skills and cultural literacy to interact effectively with a diverse range of people
- Promote and encourage sustainability thinking and an understanding of how choices affect current and future generations

**PRACTICES:**
- Support learners to build the non-technical skills, knowledge and understandings that underpin successful participation in work, otherwise known as Core Skills for Work
- Provide learners with the opportunity to develop their literacy, numeracy and numeracy skills to meet the needs of industry and the workplace
- Support the development of networking, collaboration and communication skills and cultural literacy to interact effectively with a diverse range of people
- Promote and encourage sustainability thinking and an understanding of how choices affect current and future generations
The TAFE Queensland Educator Capability Framework represents the analysis and description of effective, contemporary and quality professional practice undertaken by educators.

- 8 Domains of Professional practice
- Skill areas defined within each
- 4 levels of capability
THE FRAMEWORK IDENTIFIES EIGHT DOMAINS OF PROFESSIONAL PRACTICE THAT ARE ESSENTIAL WITHIN OUR ORGANISATION

Professionalism and core values
- Teamwork
- Accountability
- Commerciality
- Innovation
- Applied research and inquiry
- Working effectively with priority learners
- Inclusive practice

Learning and teaching
- Adult learning theory and principles
- Learning design
- Facilitation of learning
- Evaluation and reflection

Assessment
- Assessment principles
- Assessment design
- Evidence gathering processes
- Continuous improvement
- Recognition of prior learning
- Technology-based assessment

Innovative product and practices
- Learning and assessment resources
- Copyright and Intellectual property
- Validation of resources
- Delivery models

Technology for learning
- Digital foundation skills
- Connect and Resourcebank
- Engagement and facilitation through technology

Learning, industry and community engagement
- Industry and vocational networks
- Training needs analysis
- Enterprise learning
- Engagement

Quality and compliance
- Quality framework and standards
- Quality processes
- Quality products
- VET and Higher Education environment
- Vocational and Industry currency

Educational leadership
- Team leadership
- Program leadership
- Mentoring
- Knowledge management
Making Great Educators

- Organisational strategy and leadership – Values, Culture
- Professional Learning Program
- Educator Induction – Peer Mentoring
- Educational Leadership | EdTalks
- Applied learning study programs – UTAS partnership
- Critical Participatory Action Research (CPAR) Pods
- Professional Learning Communities (PLCs)
- TAFE Queensland RedSpace: Centre for Applied Research and Innovation
Refocusing on Teaching and Training in VET

- Valuing the professional VET educator
- Professional practice - qualifications | standards
- Scholarship of learning and teaching
- Professional learning conversations (culture)
- Strategic leadership focus and investment
- Workforce development and future planning
- Promotion of our staff and our practices