

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. The shapes are primarily triangles and polygons, creating a dynamic, layered effect. The overall composition is clean and modern, with the text centered in the white space.

What makes a good VET teacher? Students' views

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The project and the place of this paper

- ▶ Part of Stage 1 Phase (i) of major ARC-funded project.
- ▶ Industry partners: TAFE Queensland, Federation Training, Australian Council of private Education and Training, VET Development Centre
- ▶ This initial phase was designed originally only to inform the development of the survey and the case studies.
- ▶ This paper reports on data from three student focus groups.

The focus groups

- ▶ Metropolitan RTO-outer suburban: 'Trade' site
- ▶ Metropolitan RTO (the same), city centre location: Centre catering primarily for international students in specialist higher-level qualifications
- ▶ Metropolitan TAFE Institute (suburban): Multi-disciplinary VET provider

Many students had studied other qualifications in VET or higher education including in Australia and overseas

Details

Institution	Number and nature of students	Qualification level(s) currently studying	Industry areas currently studying
Private RTO site A	6 Apprentices	Cert III	Electrical (majority) and carpentry (all apprentices)
Private RTO site B (city centre)	7 Fee-paying, mainly international students.	Diploma	Children's services, mental health/AOD.
TAFE	5 Some migrants/refugees	Diploma, Degree	Library, Community services Some migrants/refugees

What did the students all agree on?

Attributes of the teacher

They wanted a teacher who

- ▶ Was well-organised, prepared for class (and on time) and seemed to enjoy his/her job;
- ▶ Was relaxed not stressed;
- ▶ Had a deep knowledge of the subject area and who was clearly still engaged in learning further about the field;
- ▶ (preferably) Was a full-time teacher not a part-timer or casual;
- ▶ Was able to establish clear rules for the classroom.

What did the students agree on?

Pedagogical skills/knowledge

They wanted a teacher who

- ▶ Did not waste too much class time on gossip and stories;
- ▶ Taught rather than getting the students to do the work;
- ▶ Could engage all students in learning, including those from diverse backgrounds;
- ▶ Set clear, and high, expectations;
- ▶ Set clear assessment tasks and taught to them;
- ▶ Returned assessment tasks on time with plenty of feedback

What didn't the students agree on?

▶ Nothing!

-Whatever the AQF level, the discipline area, the student background, or the employment status, they all wanted the same things

Comparing these expectations with the Certificate IV TAE

Personal attributes:

- 'Working effectively in the VET sector' now deleted.
- 'Professionalism not really addressed
- Classroom management/ learner behaviour not really addressed.
- Deep and continuing learning in industry/discipline not really addressed.

(Continued).. Pedagogical skills and knowledge in the Certificate IV

- ▶ “Teaching” is present in ‘TAEDEL401A but “how to teach/train” is not really there;
- ▶ Setting expectations for learners isn’t really present;
- ▶ Setting assessment tasks is not present at the moment;
- ▶ Feedback to learners is present in TAEASS 402A but at a lower order than reporting and recording decision;
- ▶ No unit of competency on diversity among learners.

Next phases of the project: 2015-16

- ▶ Case studies in 4 TAFE Institutes and 4 non-TAFE RTOs (completed, 2015) – asking primarily about the effects of teacher/trainer qualifications;
- ▶ Survey of VET teachers in 8 TAFE Institutes and 8 RTOs Analysis of professional development data to determine the differences in engagement between those with different levels of qualification;
- ▶ ‘Delphi’ three-stage process looking at implications of findings, with two streams of stakeholders: Policy and Practice;
- ▶ ... an answer to the research question **‘Would more highly-qualified teachers and trainers help to address quality problems in the Australian vocational education and training system?’**

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▶ Project web page

<http://federation.edu.au/research-vet-quality>