

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



Dual 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](#)).

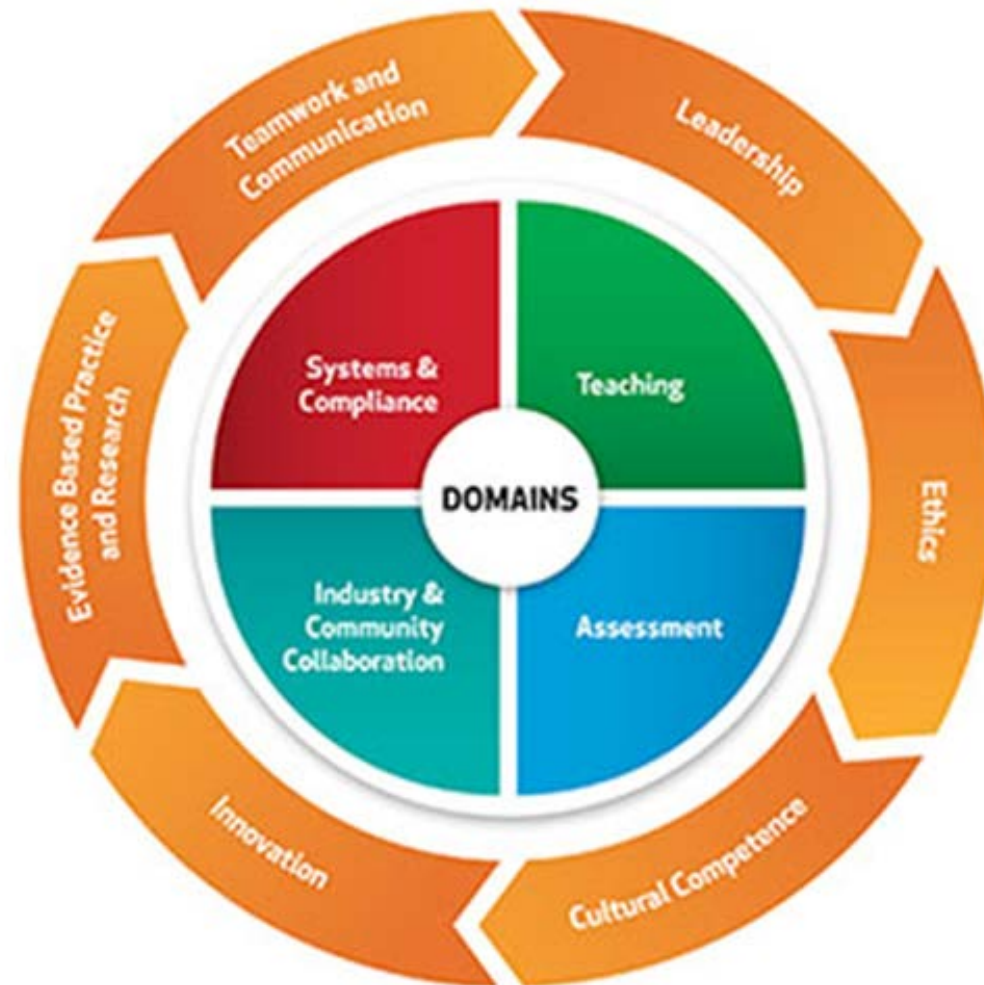
Current frameworks/Research

- 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?

Corben and Thomson (2001)	Professional Standards for VET Practitioners	VET Practitioner Capability Framework	Clayton et al., (2010)	Coe, et al., (2014)	USQ student experiences (2014)
Learner focus	Know learners, their context and how they learn	Teaching	Learner diversity		Lifespan development; Differentiation
Technical knowledge and currency, Teaching and learning methodologies	Know the content and how it can be taught	Teaching	Using training packages	Pedagogical content knowledge	Teaching approaches; Teaching skills; Workplace literacies
Teaching and learning methodologies	Plan, design and deliver effective teaching/training experiences	Teaching	Teaching repertoire	Pedagogical content knowledge; Quality of instruction	Pedagogical toolkit; Training packages; Learner engagement
Teaching and learning methodologies	Create and maintain a supporting and safe environment	Teaching	Classroom management	Classroom climate	Behaviour management; Supportive environments
Teaching and learning methodologies	Assess, provide feedback and report on learning	Assessment	Assessment		Assessment; Feedback; Performance criteria; Moderation
Technical knowledge and currency, Teaching and learning methodologies, Learner focus	Engage in professional learning in your vocational area and in adult education theories and practices		Professional development	Professional behaviours	Learning theories; Opportunity to value add in vocational area
Influences of teacher development	Engage with industry, colleagues, community, regulatory and professional bodies	Industry collaboration, Systems and compliance	Professional development	Professional behaviours	Professional discourse; Collegial support
Personal attributes, beliefs and values				Teacher beliefs	Self awareness; Self-reflection; Informed decision making

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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