

# Refocussing on Teaching and Training in VET Conference 2015

## TAFE Queensland Provider Perspective

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**MAKE  
GREAT  
HAPPEN**



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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.**

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**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



# TAFE Queensland

Learning and Teaching  
Framework



Overall structure for effective learning and teaching practices that are learner centred and industry focussed



# Learning and Teaching Principles and Practices

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, 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.

- 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 experiences connected to learning outcomes and responsive to learners' backgrounds, experiences and needs
- Adopt approaches that enable critical thinking, problem solving and skills, such as
  - Apply learner engagement
  - Facilitate formal and informal learning
  - Implement co-operative learning approaches effectively by using group work principles to nurture peer learning
  - Provide opportunities which focus on the dimensions of competency and connect learning to authentic, relevant industry experience
  - Adopt an approach which cultivates self-directed and responsible learning and fosters an internal motivation to learn.

## Learner Engagement

### PRINCIPLE 1: Learner engagement

Engage learners through stimulating and challenging learning experiences using applied learning principles

### PRINCIPLE 2: Program design

Design and develop programs that integrate learning theory with industry practice to deepen learning and improve outcomes

## Program Design

- 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 connects learning to industry practice
- Design learning activities that are relevant to industry practice
- Regularly assess and evaluate learning outcomes
- Use a variety of learning, teaching and assessment methods and contexts, and multi-dimensional activities which reflect authentic workplaces and work roles
- Design program, assessment and learning resources, including study plans, to allow the flexibility to adapt to accelerated and self-directed learning and to a range of contexts.

## 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 6: Critical reflection

Improve the quality of learning and teaching practice through critical reflection, applied research, review and continuous improvement processes

### PRINCIPLE 3: Authentic assessment

Provide assessment that supports learning and integrates skills, knowledge and application of current industry practices

## Authentic Assessment

- 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 practice
- Provide opportunities for learners to demonstrate their skills and knowledge in authentic contexts
- Consider the pattern, timing and scaffolding of assessment tasks across the program to optimise the development and application of knowledge and skills and ensure a balanced workload
- Use validation processes to support consistency of assessment judgements
- Provide explicit assessment criteria, aligned to content and reflective of industry standards, on commencement of study.

### PRINCIPLE 5: Learning environment

Effectively embed emerging technologies and contemporary learning approaches to facilitate authentic, industry relevant learning

### PRINCIPLE 4: Inclusive Practice

Respect and value diversity through inclusive learning practices to promote equitable learner access and outcomes

## Inclusive Practice

- 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
  - Apply inclusive learning practices to personalise learning and assessment
- Develop the core skills
- Support learners to act on their learning
- Apply reasonable adjustments to learning and assessment to ensure a fair and equitable environment.

## Learner Skill Development

### 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 learners to build the non-technical skills, knowledge and understandings that underpin successful participation in work, otherwise known as Core Skills for Work
- Provide opportunities for learners to develop transfer skills across contexts and industry and the workplace
- Support learners to develop skills to meet industry expectations and standards and respond to change
- 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.

## Critical Reflection

- Continually undertake professional learning to ensure industry and vocational currency
- Be innovative, flexible and adaptable to meet the needs of diverse learners
- Adopt an applied research / action learning approach to investigate new ways of doing things and improve outcomes for 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.

## Learning Environment

- Integrate educational technologies to increase engagement through active, collaborative and socialised learning
- Select and plan 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
- Create a learning mode, that is appropriate to the learning outcomes
- Harness learner analytics to understand learner progress, guide interventions and improve learner outcomes
- Recognise the value of informal learning spaces in providing opportunities for learners to clarify and deepen understanding with peers.

PRACTICES:

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# Educator Capability Framework

## Workforce Strategy 2015-2018

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

# TAFE Queensland Educator Capability Framework

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

**MAKE  
GREAT  
HAPPEN**



**Queensland**