



## **The quality of teaching in VET: options paper**

West Coast Institute of Training convened a focus group comprising Executive Directors, Portfolio Managers and Principal Lecturers to consider the above options paper. The following is a summary of our response to the paper.

Firstly it is noted that the VET sector is the most diverse of the three sectors (Schools, VET, and Higher Education) as shown in Figure 1 on page 8 of the paper. The need for professionalism in the VET workforce is recognised. However, it is difficult but imperative to get the right balance between quality in teaching skills and quality in industry specific technical skills. In this context, while recognising the advantages of regulation, we caution against overregulation that would make it difficult to recruit the industry expertise provided by sessional teachers. We also recognise the difficulties that regulation could bring to cross-sectoral teaching roles.

Comments on the specific topics in the paper are given below:

### **The Structure of the VET Teaching workforce**

- Agree with option 3
- Some members of the group believed that option 2 may devalue the workplace trainers and assessors.
- Assessing requires higher broader skills than training.

### **Recruiting and retaining teachers**

- All in favour of a central repository through further research of teacher demographics.

### **Developing new 'master practitioner' roles**

- Some questions around the use of the word 'master'

- Reconsider the use of the word 'teacher', example facilitator
- Agree with option 2.2, strongly agree with the competitive tender process.

### **Developing new cross-sectoral teaching roles**

- Agree with option 3
- Option 3 – we have trainers already working in this way.
- Do we need more funding to support what we are doing?

### **Creating a staff collection**

- Agree with option 3 - there will need to be significant funding required to support this option.

### **VET teacher preparation and development**

- Agree with option 2 (first two paragraphs) – in addition we would like to see a new Diploma nested into a higher level qualification.

### **Mentoring and institutional strategies in support new teachers**

- Agree with option 2
- Support would be needed to undertake reporting.

### **Continuing VET teacher education qualifications**

- Agree with option 2
- We believe this would improve quality across the sector.

### **Continuing professional development**

- While we agree to CPD, we do not want it to become over prescriptive, with regards to the extent of that CPD. All of Australia must be involved equally.
- Agree with option 3 – excluding 'A national CPD plan is developed to support the development of teachers' specialisations'.

### **Maintaining and extending Industry currency**

- Agree with option 3

### **VET pedagogy and models of teaching**

- Agree with option 2

### **Accrediting teacher education qualifications**

- Agree with option 2

### **Registering VET teachers**

- We are divided on the need for a registration but support professional association.

### **Evaluating the quality of teaching in VET**

- Agree with option 3