

Joint TAFE Associations' Submission to the DEEWR project on the quality of teaching in VET



October 2010

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This submission is made by TAFE Directors Australia (TDA) and the Victorian TAFE Association (VTA) on behalf of their individual and collective constituencies.

TDA and VTA welcome the opportunity to respond to the Options paper *The quality of teaching in VET* prepared by the LH Martin Institute for the project. Given the respective roles of TDA and VTA, we believe we are well placed to respond to the Study.

The Victorian TAFE Association (VTA)

The VTA is the peak employer body for Victoria's TAFE sector. VTA members include four dual sector Universities, fourteen stand-alone public TAFE providers, AMES and the Centre for Adult Education. Victorian TAFE providers are actively engaged in VET at the state level as well as nationally and internationally. Services provided by VTA to members include governance advice, workforce relations advice, industrial relations advice and representation, education projects, research, government liaison and representation, and professional development.

TAFE Directors Australia (TDA)

TAFE Directors Australia (TDA), established in 1998, represents 59 TAFE providers offering programs in more than 1,300 locations across all states and territories. Members of TDA are the TAFE providers, represented by the TAFE Chief Executives. The TDA national secretariat is based in Sydney and is focused primarily on policy development and advocacy for TAFE providers.

Table of Contents

Context for TDA/VTA Response	4
Scope of this response	6
Key Messages	6
Current Context	8
Options outlined in the Options paper	9
Structure of the VET teaching workforce	9
Recruiting and retaining teachers	10
VET teacher preparation and development	11
Developing VET pedagogy and models of teaching	14
Registering VET teachers	15
Evaluating the quality of teaching in VET	15
Conclusion	16
Attachment A	17

Context for TDA/VTA Response

TAFE providers¹ nationally are the major deliverers of accredited training and education across the spectrum of the Australian Qualifications Framework. They are variously known as Institutes, Colleges and Polytechnics, and in Australia include five dual sector universities. Delivery includes senior secondary school certificates, vocational certificates, diplomas, advanced diplomas, associate degrees, bachelor degrees and graduate qualifications. These qualifications are delivered in a range of contexts – institutional, workplace and online. They are delivered in partnership with a variety of national and international organisations, including schools, colleges, universities, enterprises and community organisations.

TAFE Directors Australia (TDA) and the Victorian TAFE Association (VTA) are in agreement that quality VET teaching is fundamental to increasing national workforce participation, the skills of its workforce and its level of social inclusion. Australia's 59 TAFE providers offer approximately 85% of accredited training in more than 1300 locations across all states and territories. Collectively TAFE providers are responsible for 84.3% of total training delivery² therefore it can be safely assumed that TAFE providers employ around 80% of the VET workforce. This teaching workforce is ideally placed to deliver on the COAG participation targets and key policy drivers – quality, participation, student attainment, access and pathways.

TAFE agrees that continuously improving the quality and accessibility of training and student outcomes is essential if the Government's targets for lifting rates of participation and skills deepening are to be achieved. We also recognize that the quality of the VET workforce is fundamental to delivering on these goals. High performing TAFE providers depend on a high quality workforce.

TAFE providers differ markedly from many other Registered Training Organisations (RTOs) with respect to their defining characteristics. TAFE providers:

- are large, diverse, publicly owned institutions with prescribed accountability and governance arrangements which ensure quality assurance as laid down by the Australian Government's Provider Registration Requirements;
- offer a broad student experience with individualised vocational and further learning options for a diverse range of students, both local and international;
- invest in social inclusion/community service obligations;
- deliver in a range of industry sectors and/or predominantly at tertiary level;
- emphasise industry relevance, currency and regional workforce development especially insofar as TAFE training and curricula are directly guided by industry requirements;

¹ The term TAFE & *TAFE providers* will be used in this paper to describe the dual sector universities, colleges, providers and polytechnic organisations under the umbrella of TAFE.

² NCVER Australian VET: students and courses 2008, Table 14, p. 16

- are commercially orientated with dividends re-invested in education or for the public good;
- have an increasing role in higher AQF levels, development and delivery;
- operate primarily as state or territory based institutions;
- often have significant international operations; and
- represent low risk to government for market failure because of the longstanding processes in place to ensure the delivery of quality programs to a balanced mix of local and international students, proven market success, and robust administrative procedures.

(TAFE Directors Australia *A Blueprint for the Australian Tertiary Education Sector* July 2010).

TAFE does not believe that current arrangements for assuring the quality of VET teaching are satisfactory.

Scope of this response

We have reviewed the four research papers and the Options paper prepared by the LH Martin to support the project.

TDA/VTA in this response draws on submissions directly from members and on the views of Victorian TAFE providers attending a focus group convened in September 2010. TDA/VTA members may respond individually to the discussion paper to highlight areas of particular interest to their organisations.

The submission is structured to align with the options and questions for consultation contained in *The quality of teaching in VET: Options paper*. The submission will draw on a recent TDA/VTA/TAFE Development Centre submission to the Productivity Commission *study into the VET workforce* due to the considerable overlap in commentary.³

TDA/VTA in this submission refers to the Certificate IV Training and Assessment (TAA40104) as the current entry level qualification for teachers in VET in Australia. TAA40104 has been superseded by the recently endorsed Certificate IV Training and Assessment (TAA40110). Transition arrangements are in place whereby there will be no new enrolments in the TAA40104 after July 1, 2011. TDA/VTA in this submission reflect on the experiences of TAFE employing graduates of the TAA40104. TDA and VTA are cautious as to whether the newly endorsed qualification will better prepare VET teachers in the TAFE environment.

Key Messages

- The current arrangements for assuring the quality of VET teaching are not satisfactory. The Cert. IV TAA has not been adequate preparation for the role of VET teacher in the TAFE environment due to the complexity of curriculum/training packages being taught (AQF 1 – 7), the diversity of learner cohorts and the likelihood that delivery may occur across education sectors. As a minimum, the huge disparity among RTOs between delivery models of the entry level Certificate IV qualification, whether the TAA40104 or TAA40110, must be addressed.
- There is merit in distinguishing between categories of teachers based on their level of responsibility. Establishing VET teaching as a profession with transparent career paths linked to qualifications is important to enhancing the quality of teaching in institutions.

³http://www.vta.vic.edu.au/docs/PositionDiscussion%20Papers/Productivity_Commission_Submission_VTA-TDC-TDA.pdf

- TAFE support acknowledgment of the different roles of VET teachers and the qualifications required to deliver quality teaching preferring Option 3 (Options paper p.10).
- TAFE do not support the development of new master practitioner roles as described in the Options paper (page 12).
- The proposed options for cross-sectoral teaching are not feasible but the idea has merit and different models for cross-sectoral teaching should be explored further.
- TAFE gives in principle support to the need for a national database on the characteristics of the VET workforce including qualifications.
- Institutions and jurisdictions should both have a responsibility to support teachers to undertake study as a condition of teaching.
- There is qualified support for a qualifications framework for VET teaching that includes the nesting of entry level qualifications in high level qualifications where TAFE providers across jurisdictions are not disadvantaged by such changes.
- A rigorous evaluation should be undertaken immediately of the suitability of the Cert. IV TAE as an entry level qualification for VET teachers. The place of teacher practice in the delivery of the courses should be a feature of any such review.
- Industry currency is a vital issue in the quality of teaching and a common understanding of industry currency must be agreed and communicated.
- A strategy to support industry currency is needed and should be supported through a specialist/dedicated fund.
- Further work should be undertaken around the creation of work teams and how to support them as examples of good learning and teaching practice.

Current Context

We agree with Moodie (2010)⁴ that vocational education is one occupation where ‘the risk or consequences of incompetent practice are too great to leave to industrial negotiations.’ Underpinning this TDA/VTA response is the belief among TAFE providers that current arrangements for assuring the quality of VET teaching are not satisfactory.

Of particular focus to TAFE providers is Standard 1.4 (a) of the Australian Quality Training Framework (AQTF) requiring that training and assessment is delivered by trainers and assessors having TAA40110 Certificate IV in Training and Assessment (Cert. IV TAA)⁵. Currently the Cert. IV TAA is the minimum qualification required to teach in VET institutions. It is an entry level qualification and does not sufficiently prepare new teachers for the range of learners engaged in VET nor does it expose teachers to a broader theoretical knowledge which could better inform their choice of delivery modes and characteristics.

There is a strongly held view in TAFE that the Cert. IV TAA fails to recognise and prepare the teacher for the role and complexities of a professional TAFE teacher compared to someone who has training and assessment as only part of their work. The Cert. IV TAA is not adequate preparation for the role of VET teacher in the TAFE environment due to the complexity of curriculum/training packages being taught (AQF 1 – 7), the diversity of learner cohorts and the likelihood that delivery may occur across education sectors. TDA and VTA are cautious as to whether the newly endorsed qualification, TAA40110, will better prepare VET teachers in the TAFE environment.

The strengths and weakness of the Cert IV TAA are debatable as the purpose of Cert IV is not a shared one by all stakeholders. However, what is not in debate is the huge disparity between delivery models among RTOs of what is the same qualification – Cert. IV TAA. Few in the VET sector have not heard stories of Cert IV being obtained over a weekend. While all RTOs have the ability to place this important qualification on their Scope of Registration, variable Cert. IV TAA delivery models persist creating doubt regarding the quality of the qualification achieved and graduate outcomes.

Cert. IV TAA is an entry qualification only and teachers require higher level VET teaching qualifications as part of their continuing professional development but this cannot be assured. In the response to this submission, a dual sector university noted that ‘teaching practicum and workplace based projects related to curriculum design, e-learning, action research and assessment have shown gaps in teachers’ knowledge and skills, as well as their desire and commitment to learn and improve. ‘Being an industry expert was a necessary but no longer a sufficient condition for being a vocational education teacher; they also had to be pedagogic experts if the learning

⁴ Moodie, G. ‘The quality of teaching in VET – framework’, p9.

⁵ Transitional arrangements in train to replace TAA40104 with the recently endorsed replacement TAE40110..

needs of vocational education's increasingly diverse students were to be met.' (Moodie, 2010 p6).⁶

Vocational currency is also hotly debated in the TAFE sector with inadequate funded solutions to ensure contemporary industry knowledge and skills that lead to quality learner outcomes. As one TAFE provider noted 'it is not good enough to cite apprenticeship and traineeship delivery as *industry currency* particularly in traditional trades areas.'

Finally we agree in the context of national quality indicators currently deployed in VET that these do not measure the quality of teaching directly. In a response to the NCVET review of the Quality Indicators, TDA/VTA commented in relation to the Employer Satisfaction Quality Indicator and the Learner Engagement Quality Indicator that the quality indicators as a standalone survey tool do not provide the depth and breadth of information needed by TAFE for benchmarking and quality improvements purposes. There were also concerns that employers were not well equipped to comment on the quality of teaching per se.

Options outlined in the Options paper

The acknowledgement of a more systematic forward looking approach to professionalising of the VET teaching workforce, supported by adequate funding, is very welcome. The approach recognises that VET institutions are at different stages in the development of their teaching workforce and the options provide opportunities to reflect and identify *stretch* targets using a framework built on a solid reference base. Attention to both initial VET teacher education and continuing professional development is to be commended. TAFE found the Option paper's presentation of options in three stages helpful but were cautious about the real cost implications of many of the options. One respondent commented: 'In general, the broad categories do not reflect actual types of work in TAFE institutes nor do they reflect the role classifications so they are hardly a realistic basis for determining a professional preparation and development structure.'

Structure of the VET teaching workforce

We agree that there is merit in distinguishing between category of teachers based on their level of responsibility. Establishing VET teaching as a profession with transparent career paths linked to qualifications is important to enhancing the quality of teaching in institutions and we discount option 1, the augmented status quo, (Options paper p.10) as it will not contribute to qualification pathways and therefore will not contribute to professionalising VET teaching.

⁶ Moodie, G. 'The quality of teaching in VET – framework', p5

We agree it is important to distinguish between workplace trainers and assessors who undertake training and assessing responsibilities as part of a broader role and those employed specifically to teach. However, it is not to be assumed that this distinction draws a line between activities in workplace/industry settings and training institutions. There are instances where expert teachers are engaged in workplace/industry settings and the requirement to hold certain qualifications cannot be abrogated because the teaching activity occurs in workplace/industry settings.

Our preference is option 3 (Options paper p.10), because it acknowledges the different roles of VET teachers and qualifications required to deliver quality teaching. Industry experts should not be required to have teaching qualifications but instead participate in a defined induction program designed and developed by RTOs building on national best practice guidelines. Workplace trainers and assessors with limited responsibilities for training and assessment may require credentials meeting an industry agreed skill set where workplace teachers would require credentials at least equivalent to the requirements of the current AQTF. While the Options paper specifically highlights different motivators for sessional teachers to engage in VET, the distinction also needs to be drawn between inexperienced or novice teachers and those teachers with higher order expertise.

Moving towards arrangements such as described in options 2 and 3 (Options paper p.10) will have industrial relations implications for TAFE as states/territories are responsible for negotiating employment terms and conditions. Industrial agreements are at varying stages in their life cycles and implementation of distinguishing categories for teachers in public institutions may take some years. Fundamental to any agreed changes will be the need to carefully craft definitions for terms such as *full responsibility, curriculum development, innovation, curriculum delivery and assessment strategies*.

Recruiting and retaining teachers

The Options paper touches on three areas to enhance the quality of teaching through recruitment and retraining:

- developing new *master practitioner* roles,
- developing new cross-sectoral teaching roles, and
- creating a staff collection

We do not support the development of new *master practitioner* roles as described in the Options paper. As stated by a metropolitan TAFE provider 'the idea of a *master practitioner* is not new, however as it is presented in the paper it is highly impractical and expensive to manage. It is a stretch to think that enterprises will see this as part of their core business.' We agree it is useful in this current debate to consider how industry can add value to teaching practice with input to pedagogy and moderation and validation of assessment.

The role of the so called *master practitioner* may stem from the RTO rather than the industry. Instead of the master practitioner being a highly skilled and experienced employee in industry, he/she may be an expert teacher highly knowledgeable in a specific industry's work practices. This package of skills and experience can be called on to provide master classes for teachers of specific disciplines. For example, teaching teachers of cookery how to teach cookery. Neither the Cert IV TAA nor the Diploma TAA includes any discipline specific studies.

Respondents informing this submission were generally negative to the options for developing cross-sectoral teaching roles spanning senior secondary, VET and early Higher Education studies. The various sectoral quality systems arrangements, governance arrangements that TAFE remains in the jurisdiction of states/territories and the various industrial relations instruments are the primary blockers to cross-sectoral teaching roles. Perhaps cross-sectoral teaching may rather have a youth focus or span the learning in higher order VET and early undergraduate studies?

The professional development available through cross-sectoral teaching would be valuable and the potential benefits of having teachers in regional and rurally isolated areas capable of teaching across sectors are plain to see. We believe the options presented are not feasible, yet the idea has merit and could be explored further.

We agree there is a need for a national database on the characteristics of the VET workforce including qualifications yet we remain guarded in our support. In the first instance existing data collection should be considered for its fitness-for-purpose before designing new databases. In Victoria the State Services Authority has a role in providing workforce data across the Victorian public sector. Individual TAFE providers generally hold workforce data and will use it for planning purposes but would benefit from a coherent national picture of the VET workforce to benchmark the characteristics. Privacy and confidentiality of data must be assured. TAFE have indicated some support for further exploring option 2 and we are keeping a watching brief on the work being undertaken by the National Centre for Vocational Education Research to consider a staff collection as part of the review of the AVETMISS.

VET teacher preparation and development

We agree with the premise that institutions have a responsibility to support teachers to undertake study as a condition of teaching but the Options paper is silent on the responsibility of jurisdictions. Jurisdictions 'need to develop workforce development plans that extend beyond the scope of individual institutions...' (Options paper, page 11). It is incumbent on jurisdictions to send a clear message that VET qualifications are valued by accepting responsibility for investing in the development of the teaching workforce in VET institutions and not using policy levers to inhibit entry into credentials for VET teachers.

The Options paper canvasses issues around the appropriate level for an entry level qualification for VET teachers and the desirability of nesting VET teaching

qualifications. Nesting of an entry level qualification into a higher level qualification will provide both an accredited induction program and a career pathway for new VET teachers. TAFE are open to a qualifications framework for VET teaching that includes the nesting of entry level qualifications in high level qualifications but on the proviso that TAFE providers across jurisdictions are not disadvantaged by such changes.

While TAFE do not have an a single view on the most suitable option for an entry level VET teaching qualification, they do agree it is an opportune time to review the historical requirements and set in place rigorous evaluation of the suitability of the Cert. IV TAE as an entry level qualification. Irrespective of the qualification levels, an important issue requiring further discussion is the place of teacher practice in the delivery of the courses. It is suggested that as a matter of priority this project consult with Innovation and Business Skills Australia (IBSA) on the findings of this project to inform the current review of the Diploma of Training and Assessment.

Many VET institutions conduct mentoring programs with a variety of results. The proposal to provide funds to support a sound mentoring program would be highly beneficial to the VET sector. Mentoring programs are recognised for changing behaviours and practices but they are notoriously expensive to support. TDA/VTA members believe Option 3 targeting all RTSs above a certain size to implement mentoring schemes and programs to support new teachers is discriminatory as its focus is on the size of an organisation. There must be a level playing field to raise the quality of VET teaching with all VET institutions participating. Mentoring programs can be delivered both internally and externally to meet the needs of an organisation regardless of size. A complementary mentoring scheme established by a VET teachers' professional association is worthy of consideration.

There were mixed responses to the options for consideration regarding continuing VET teacher education qualifications. There was a level of support for similar qualifications that incorporate preparation in teachers' specialisations (option 2) to meet the teachers' developmental needs citing existing structures in the new Training and Education Training Package (TAE10) for vocational graduate certificates and vocational graduate diplomas in language literacy and numeracy (LLN) and management. The review of the Diploma of Training and Assessment (TAA50104)⁷ provides another opportunity to reconsider offerings to meet teacher's needs.

We would be interested in further exploring fit-for-purpose qualifications (option 3) reflecting TAFE workforce development needs and we provide in-principle agreement with an approach of building higher level teaching qualifications with some areas of specialisation, for those teachers that wish to progress and specialise. However, implementation is potentially complex and there is a risk that a too highly specialised workforce could fragment the VET teaching profession.

All respondents concurred that continuing professional development (CPD) activities should be designed to develop teachers for more sophisticated roles and

⁷ and the Victorian qualification Diploma of Vocational Education and Training Practice (21697VIC) which contains many Diploma of Training and Assessment (TAA50104) units)

undertaking CPD continues to be a shared responsibility between individual teachers and RTOs and, in some instance, employers. Systematising CPD that supports teachers' broad specialisations can contribute to building the economies of scale needed to incorporate specialist development for VET teachers. In Victoria there has been a system response to the issue of workforce planning with the creation of the TAFE Development Centre (TDC) in 2002. TDC has concentrated the design and delivery of its professional learning programs on the strategic interests of TAFE providers and on the emerging practice priorities of VET professionals. The TDC provides a range of programs and activities at the individual practitioner level as well as support to TAFE and to the VET sector more generally.

For individuals, TDC provides targeted professional development via the Professional Learning Series – a series of 10 annual events with programs for Educators, Leaders and Specialist staff. Teaching Fellowships as well as Scholarships to non-teaching staff are provided to staff at all 18 Victorian TAFE providers. To support provider activity, the TDC provides grant money on an annual basis to develop strategic projects across individual TAFEs, aligned with state directions and initiatives. In the past 12 months projects have included:

- Industry Skills Scheme;
- TAFE Teaching Fellowships;
- Specialist Scholarships (available to non teaching staff);
- TAFE Leadership Scheme;
- Teaching and Learning Excellence program;
- Capability Building in the TAFE Teaching Workforce; and
- TAFE Workforce Capability and Innovation Program.

The TDC has also undertaken statewide programs for workforce development such as:

- the RPL/Skills Stores professional development;
- *Industry Experts as Teachers* project;
- Employability Skills Program;
- Coaching and Mentoring program delivered to all 18 Victorian Providers; and
- Green Skills – Education for Sustainability.

A key feature of the TDC is the flexibility to respond to emerging needs in VET continuing professional development. Any further consideration of a national CPD plan would benefit from a detailed investigation of the TDC in Victoria.

The proposal to develop CPD in each broad industry field would provide a degree of consistency to VET teachers' industry skills and knowledge, and may enable greater alignment of industry standards across jurisdictions. As pointed out by a dual sector TAFE provider, 'at present there is a smorgasbord of professional development opportunities that teachers could participate in and claim as supporting their vocational competence, but they may not be targeted enough to meet the system's needs.' In thinking though the machinations of a national CPD plan, one rural TAFE provider commented, 'we cannot lose sight of local needs and there needs to be a

balance to ensure resources are in place to participate in CPD as part of national/state offerings and to develop in-house CPD for immediate local needs.'

It was no surprise to read that industry currency was a key issue to emerge from the research undertaken by Wheelahan and Moodie to inform the Options paper. Industry currency is keenly debated in TAFE and we request as part of this project that, with the guidance of Industry Skills Councils, a common understanding of *industry currency* might be agreed and communicated.

Providing industry release is one effective way to maintain and extend industry currency. We agree that approaches to extending teachers' industry currency seem to be ad hoc and vary in effectiveness. We query though the comment that industry placements are difficult to source. It has been our experience that where a program of industry placements is designed with industry, opportunities are available. It is institutional financial, logistical and organisational difficulties that may then frustrate taking up these opportunities. We support a more sustainable approach, which also supports the development of VET teaching careers, to implement CPD programs that can support teachers in maintaining, developing and extending their industry currency.

However, maintaining vocational/industry currency is not cost-neutral and the responsibility needs to be shared between individuals and RTOs. The TDC Industry Skills Scheme is an example for consideration. The vast majority of responses highlighted the need for a specialist fund to support this innovation. The Teacher Release to Industry Program (TRIP) (Victoria 1988 to 2002) was jointly funded by government through a dedicated fund and through industry contributions. It has been pointed out that 'TRIP did work well as long as there was adequate funding, but while still supported by industry, the program tailed off as government funding ceased (which a special fund will inevitably do). Guaranteed funding over a long period of time is needed to ensure changed practices. The outcomes of the Australian Government's Flexible Learning Framework is an example of sustained changed supported with long-term funding.

Developing VET pedagogy and models of teaching

None of the options presented on developing VET pedagogy and models of teaching received support from respondents to this submission. This is not to deny the importance of developing VET pedagogy and models of teaching. Respondents noted the current capabilities of the NCVET to undertake research into VET pedagogy and inform teaching practices. We suggest that NCVET in the next review of the organisation's national research priorities explicitly uses the language of *VET pedagogy* in conjunction with *learning and teaching*. It is also suggested that research may be more broadly described in this current context of moving towards a tertiary education sector as *tertiary pedagogy* rather than the *scholarship of VET pedagogy*. What is needed is research into pedagogical practices which will help us identify approaches which will work and to name and promote these approaches.' (Metropolitan TAFE) We look forward to being engaged in these future discussions.

Registering VET teachers

There is no consistent view on the benefits of registration for VET practitioners and other professionals. It appears there is little connection between VET professional registration and peoples' perception of teaching as being a worthwhile career.

Many VET Practitioners are in fact already members of professional, licensing or registration bodies as a function of maintaining their vocational competence. As many TAFE practitioners come from industry (and/or still work in these industries), they are already registered with industry specific professional bodies such as accountancy (CPA) and nursing (Nurses Registration Board). Connections like these are more likely to enhance their professional standing with TAFE industry clients. In addition, the AQTF provides mechanisms to ensure the maintenance of professional standards. These things need to be acknowledged before considering any further forms of registration. As one regional provider commented in their response to TDA/VTA, 'the benefits of registration may be aimed at restricting unqualified or poor VET practitioners, but with an ageing workforce we face challenges attracting suitable staff and would need to carefully consider the benefits before introducing any potential barriers.' Care needs to be exercised so that potential and existing vocational experts (as sessional/casual teachers, guest presenters) are not disenfranchised from participating in VET because of registration requirements.

A self-regulating professional association designed to promote 'professional practice' may be a better focus for raising the professional status of those who work in the VET sector. A professional association of this nature, independent of any VET funding sources, which embraces a broader category of VET professional, would more appropriately reflect the dynamism and the interrelationship between the different roles. A Victorian metropolitan TAFE provider suggests 'there is capacity in Victoria to expand the role of an organisation such as the TAFE Development Centre to take on all or some of the functions of the professional body.'

With the trend towards the creation of one tertiary education sector, it may also be timely to broaden this discussion to include 'registration' for tertiary education practitioners (and professionals) rather than only the VET sector.

Evaluating the quality of teaching in VET

It is not clear that the national student outcomes survey is the best indicator of the quality of teaching. In a recent TDA/VTA consultation with NCVET on this matter, TDA/VTA highlighted shortcomings with the current survey instrument that casts doubts on the consistency of data collected and the validity of the analysis. It has been reported that the survey has a poor level of response. Any measurement of the quality of teaching in VET should include input from other stakeholders (eg the industry employers about the quality of the graduates, teaching departments about issues in delivery).

TAFE understands that peer evaluation is ambitious but is more inclusive and allows for the development of a deeper understanding of issues impacting on the quality of teaching. TDA/VTA respondents have commented positively on the strengths of current moderation and validation processes, as examples of peer evaluation, to influence quality resources, delivery and assessment. Peer evaluation has been linked to innovations in teaching practices. It is critical though in adopting peer evaluation methods that the outcomes should not be published. We support further investigation of peer evaluation of teaching and also endorse the publication by NCVET of student satisfaction data collected in fulfilment of RTOs' standards for registration specified by the AQTF.

Conclusion

TDA/VTA appreciates the opportunity to respond to the project, to research and make recommendations on the quality of VET teaching. We request the project, while considering the responses to the Options paper, also considers the issue of the creation of work teams and how to support them as areas of good learning and teaching practice. VET teachers, with their diverse skills and qualifications, can work very effectively in on-the-job skills development programs. This could mean a team consisting of someone new from industry, a senior educator or learning and teaching advisor and other teachers working on a program together to develop learning and assessment strategies. Jane Figgis in her NCVET report 'Regenerating the Australian landscape of professional VET practice: Practitioner-driven changes to teaching and learning' in 2009, identified devolution of expertise within RTOs as one of the key trends in best practice.

TDA/VTA looks forward to ongoing consultations as the project on the quality of VET teaching progresses.

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Attachment A

VTA/TDA Submission – The quality of teaching in VET: Options paper

The Department of Education, Employment and Workplace Relations has funded a project to research and make recommendations on the quality of VET teaching: VET teacher qualifications and continuing professional development; the impact teaching has on the quality of the VET student experience and student outcomes; and how this can be evaluated. The project is managed by the Australian College of Educators and implemented by the LH Martin Institute at the University of Melbourne.

The project has produced four research papers which were used to develop an Options paper. The papers are:

- The quality of teaching in VET: literature review
- The quality of teaching in VET: overview
- The quality of teaching in VET: framework
- The quality of teaching in VET: evidence

All papers are accessible at <https://austcolled.com.au/announcement/study-quality-teaching-vet>

To assist in the preparation of submissions, the Options paper identifies a range of options, models and proposal for public discussion. Submissions will be used by LH Martin Institute to prepare the projects' final report which will propose models for the preparation and continuing development of VET teachers, and for appropriate evaluation frameworks and quality indicators.

TAFE Directors Australia (TDA) and the Victorian TAFE Association (VTA) are preparing a submission and seeking members' input on a number of specific questions below. Diverse views will be acknowledged. All of the information gathered in this survey is confidential and will not be used for any purposes other than the one stated above.

Advice to respondents:

- Multiple responses from individual TAFE providers are welcome but consolidated responses would be appreciated.
- Full responses are encouraged. Please use as much space as is necessary for your responses.
- Please comment on as many or as few of the questions/options as you wish.
- **Response should be received by COB Friday 17th September 2010 to nschultz@vta.vic.edu.au**

Survey Respondent Information

1. Type of Institution?

Stand alone TAFE

Dual Sector Institution

Other (please specify by clicking in highlighted area and key in your response)

2. Where is your Institution located?

Metropolitan

Regional

Rural

Other (please specify by clicking in highlighted area and key in your response)

3. What is your level of responsibility within your organisation? (click in highlighted area and key in your response)

We are seeking your response to the following questions drawn from the Options paper:

1. ***Do you believe that current arrangements for assuring the quality of VET teaching are satisfactory? (the researchers have been commissioned to advise on improving the quality of VET teaching and therefore assume that many are not satisfied with the status quo. This question is to test that assumption)***

Very Satisfactory

Satisfactory

Unsatisfactory

Very unsatisfactory

Other

Please insert comments here by clicking in the highlighted area and key in your response (eg; strengths of current arrangements/opportunities for improvement)

- 2. To what extent do the options outlined in the Options paper allow teachers, RTOs and/or VET more broadly to build on existing processes to improve and ensure the quality of VET teaching?**

Please insert comments here:

- 3. Do you find helpful the paper's presentation of options in stages: stage 1 – the augmented status quo, stage 2 – intermediate enhancement, and stage 3 – ambition?**

Please insert comments here:

- 4. Your views on the options for the structure of the VET teaching workforce.**

Please insert comments here:

- 5. Your views on the options for recruiting and retaining teachers – developing new 'master practitioner' roles.**

Please insert comments here:

- 6. Your views on the options for recruiting and retaining teachers – developing new cross-sectoral teaching roles.**

Please insert comments here:

- 7. Your views on the options for recruiting and retaining teachers – creating a staff data collection.**

Please insert comments here:

- 8. Your views on the options for VET teacher preparation and development – entry level teacher qualifications.**

Please insert comments here:

- 9. *Your views on the options for VET teacher preparation and development – mentoring and institutional strategies to support new teachers.***

Please insert comments here:

- 10. *Your views on the options for VET teacher preparation and development – continuing VET teacher education qualifications.***

Please insert comments here:

- 11. *Your views on the options for VET teacher preparation and development – continuing professional development.***

Please insert comments here:

- 12. *Your views on the options for VET teacher preparation and development – maintaining and extending industry currency.***

Please insert comments here:

- 13. *Your views on the options for developing VET pedagogy and models of teaching.***

Please insert comments here:

- 14. *Your views on the options for accrediting teacher education qualifications.***

Please insert comments here:

- 15. *Your views on the options regarding registering VET teachers***

Please insert comments here:

16. Your views on the options for evaluating the quality of teaching in VET

Please insert comments here:

17. The Options paper analyses VET teaching into elements (focus of questions 4-16). Have any elements been missed?

Yes

If 'yes' what elements have been missed?

No

18. The Options paper analyses VET teaching into elements (focus of questions 4-16). Could any elements be combined?

Yes

If 'yes' what elements could be combined?

No

19. Is there any option missing from the Options paper that you believe should be considered?

Yes

If 'yes' what option has been missed?

No

THANK YOU.