Scholarship & teacher development

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Overview

- Key drivers of change in the VET landscape
- Reforms to the VET system
- Implications for the sector to develop a scholarly culture (in VET Practitioners)
- TDC: model for Workforce Development
National & State policy directions

- Council Of Australian Governments (COAG):
- Bradley Review of Australian Higher Education
- Transforming Australia’s Higher Education System – DEEWR
- Skills Australia – *Australian Workforce Futures*
- Productivity Commission – *Study of VET Workforce*
- *Securing Jobs for Your Future: Skills for Victoria*
- Victorian Training Guarantee
- Victorian Tertiary Education Plan
- Action Plan for Green Jobs

Some of the key issues for VET

- Changing industry contexts & practices
- Demand driven funding models
- Teaching across education boundaries
- Language, literacy & numeracy skills
- Rapidly changing technologies
- Government policy reforms
- Sustainability and the Environment
- A flexible and responsive VET system
- Changing Training Packages and AQF
- Greater diversity in the client group
- Merging of the educational sector
- Increasing reliance on industry partnerships
- Globalisation and competition in the marketplace
- Aging VET workforce
- VET Practitioner
Blurred boundaries......

What does it mean for VET providers delivering HE Qualifications in this new environment?

- Need to develop a culture of scholarship
- Work with and across the sectors: VETiS, VET and HE
- Ensuring quality of teaching and learning
- Meeting regulatory requirements across jurisdictions

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Critical questions:

- What do we mean by scholarship (for VET?)
  - Academic learning in the practitioners field of expertise
  - Discipline specific pedagogy: the importance of currency and linking the theory with the practice
  - Research? The continuum from ‘pure’ to R&D?
  - Reflective practice
  - Knowledge sharing
- ‘Space’ for scholarship often impacted by work loads and teaching simultaneously across VET & HE plus
  - Inconsistencies in curriculum models & industrial awards
Scholarship: how do we build it?

- Develop strategies to connect scholarly communities:
  - Communities of practice across and within disciplines
  - Support for staff to achieve higher qualifications
  - Encourage high level teaching, learning and assessment skills
  - Conversations about pedagogy
- Develop the skills and knowledge of ‘new’ VET practitioners through appropriate & timely PD

The (new?) VET Practitioner

Has the ability to be innovative, adaptive, client-focused and collaborative, to be both an industry specialist and a highly skilled educator and has the capability to practice across the merging tertiary sector (TDC, 2010)
TDC programs for 2011 to support a scholarly culture:

- Pedagogy series
  - Engaging learners
  - Teaching and learning practice for VET and HE
  - Assessment and moderation principles

- Developing a scholarly culture
- Leadership and change
- Benchmarking across the tertiary sector
- Thought Leader series
- Program design and AQTF
- Establish a network of practitioners