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‘Out of sight, but not out of mind’!

Reality of change in the daily working lives of VET practitioners

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Abstract

Much has been written about the pervasiveness of change within the vocational education and training sector (VET) and much rhetoric has been spoken about the range of factors that are shaping the emerging ‘new’ work of teachers and trainers. Arguably, however, not as much research attention has been paid to the micro world of teachers’ and trainers’ work and the ways in which change has impacted on their daily work practices. While successive waves of training reform indeed embody the outward changes with which teachers and trainers need to wrestle, changes are also occurring ‘out of sight’ in the ways in which teachers and trainers construct and understand their work roles and the relationships they form and manage.

This paper reports on a study which examined the nature of the changes being experienced by VET practitioners. Issues relating to the perceived extent and impact of the changes affecting the ways in which VET practitioners think about, organise and carry out their work are explored. Outcomes from the study confirm that, far from being ‘neutral conduits’ through which training reforms flow unhindered, VET practitioners act and respond in various ways to the changes they are experiencing.

The changing context for VET practitioners

During the last 20 years, there have been a number of significant global trends that have impacted on education provision. These include the rise of the global economy (Lingard, Porter, Bartlett & Knight 1994, Seddon 1999), emergence of the ‘new competitive state’ (Cerny 1990), retreat from intervention by governments in favour of market forces as the ‘primary steering mechanism’ (Lingard *et al.* 1994 p. 2), and the rise of economic rationalism and corporate managerialism. Within this changed economic and social context, strong links have been established between economic prosperity, international competitiveness and development of human capital. Education serves global interests and the development of human capital as an invaluable means of gaining a competitive advantage in a global marketplace. There is a growing recognition of the importance of knowledge and knowledge creation in many types of work (Avis 1999; Waterhouse, Wilson & Ewer 1999), while the growth and change in information technology have also impacted on the way in which workplaces are organised (Young & Guile 1999). Such changes to work pose significant challenges for vocational education and training (VET) practitioners, both in terms of the nature of vocational learning that they need to promote, as well as the ways in which they might respond to promoting learning experiences to equip workers for emerging roles.

Within this context, there is ample evidence to suggest that the work of VET practitioners has undergone significant changes over the past ten years as a result of the introduction of a wide range of policy mechanisms. These have included: competency-based training; national frameworks for provider registration; Training Packages; a more industry-led VET sector; new systems of entry level training; an open training market; strategies to enhance access to VET; new learning technologies; and implementation of public sector reforms which have resulted in a range of responses including significant amalgamations and restructuring (OTFE 1998, Simons & Harris 1997).

Much has been written about the pervasiveness of change within the vocational education and training sector and much rhetoric has been spoken about the range of factors that are shaping the emerging ‘new’ work of practitioners. Arguably, however, not as much research attention has been paid to the micro world of practitioners’ work and the ways in which change has impacted on their daily work practices. While successive waves of training reform indeed embody the outward changes with which practitioners need to wrestle, changes

are also occurring ‘out of sight’ in the ways in which practitioners construct and understand their work roles and the relationships they form and manage.

This paper, part of a larger study, examines the nature of the changes being experienced by VET practitioners, and their personal reactions to these changes. It explores issues relating to the perceived extent and impact of the changes affecting the ways in which VET practitioners think about, organise and carry out their work.

The research approach

Three research approaches were employed – a literature review, focus group discussions and individual interviews. Analysis of the literature provided the context for the study. Focus groups were held to take advantage of the synergies available within group discussion to surface the general issues in and perspectives on change in the VET sector. Individual interviews were conducted to ‘ground’ this general discussion at the personal level, to seek information on the extent of change on individual VET practitioners, where these changes had impacted and in what ways.

Ten focus groups were held across five States/Territories, five in capital cities and five in regional areas, involving in total 67 VET practitioners. Discussions were audio-taped and transcribed. An interview schedule evolved from analysis of these transcripts, and 64 individual practitioners (not from the focus groups) were interviewed from eight registered training organisations spread across three States/Territories and a range of fields of study.

While it is not possible to generalise findings beyond the group of practitioners who participated in the study, the findings from the study do provide a framework within which ‘layers’ of perspectives are brought together to form an in-depth picture of the world of VET teachers and trainers. Additionally, the construction of a theoretically diverse sample, the provision of detailed descriptions of the findings from the study and the linking with existing literature in terms of their congruence, connection and confirmation of prior knowledge, all allow some assertions of broader applicability of the findings to be made (Miles & Huberman 1994).

Extent of change in the work context of VET practitioners

While the existing literature provides a detailed picture of the nature of the changes affecting VET practitioners work, there have been few attempts to determine the extent of the change that VET practitioners have experienced across a range of key aspects of their working lives. Changes to work responsibilities and various relationships over the past five years were selected as key dimensions along which the extent of change was to be quantified (Table 1). By far the greatest change reported was in their work responsibilities. Eighty six percent claimed that this aspect of their working life had changed ‘a lot’ or ‘to some extent’ (with a large 63% saying ‘a lot’). This finding underscores the significant restructuring that has taken place in VET workplaces, resulting in newly emerging work roles (for example, work associated with facilitating on-line learning) as well as demands that old ways of working be modified to suit new structures (for example, the introduction of Training Packages with their emphasis on assessment of competency in the workplace). Also significant was the practitioners’ perception that changes to their relationships with industry had been extensive, with 71% claiming significant change. This is not unexpected and is in keeping with policy directions that have emphasised a shifting relationship and involvement with industry in the provision of VET as a key outcome. Changing relationships with colleagues and students/trainees are represented as a significant but less felt focus for change. Relationships with other registered training organisations and relationships with unions and other professional bodies are the areas where change was felt the least by these practitioners.

Table 1: Cross-tabulation of extent of change reported by VET practitioners on six aspects of their working life

Changes to:	Not at all % (n)	Slightly % (n)	To some extent % (n)	A lot % (n)	Total % (N)
Your work responsibilities	4.7 (3)	9.4 (6)	21.9 (14)	64.1 (41)	100 (64)
Relationships with industry	6.3 (4)	22.2 (14)	33.3 (21)	38.1 (24)	100 (63)
Relationships with other teachers/colleagues within your program area or organisation	21.9 (14)	14.1 (9)	31.3 (20)	32.8 (21)	100 (64)
Relationships with students/trainees	17.2 (11)	21.9 (14)	29.7 (19)	31.3 (20)	100 (64)
Relationships with other registered training organisations	17.2 (11)	23.4 (15)	23.4 (15)	35.9 (23)	100 (64)
Relationships with unions & other professional bodies	43.5 (27)	35.5 (22)	11.3 (7)	9.7 (6)	100 (62)

A chi squared test revealed a significant relationship between extent of change to work responsibilities and the type of registered training organisation (RTO) in which the VET practitioners were employed, $\chi^2(3) = 9.17$, $p = 0.027$ (see Table 2 for observed frequencies). With changes to work responsibilities, more staff in public providers (97%) recorded the degree of change to be “a lot” or “to some extent” than those in private providers (71%).

A statistical test to examine the relationship between extent of changes to various types of relationships and the type of employing RTO revealed a significant relationship between relationships with students and the type of RTO, $\chi^2(3) = 8.62$, $p = 0.034$ (see Table 3 for observed frequencies). In this instance, the reverse was in evidence, where 67% of staff in private providers compared with 54% of those in public providers reported this degree of change. Thus, the felt impact of change was evidently stronger in work responsibilities for public providers even though their relationships with students changed to a lesser extent than in the case of private providers.

Table 2: Cross-tabulation of change to work responsibilities against type of training provider

Extent of change to work responsibilities		Private RTO	Public RTO	Total
	Not at all	3	-	3
Slightly	4	1	5	
To some extent	3	9	12	
A lot	14	25	39	
Total	24	35	59	

Table 3: Cross-tabulation of change to relationships with students against type of training provider

Extent of change to relationships with students		Private RTO	Public RTO	Total
	Not at all	7	4	11
Slightly	1	12	13	
To some extent	7	8	15	
A lot	9	11	20	
Total	24	35	59	

That VET staff within public institutions should feel that their work responsibilities had changed markedly more than in private providers would accord with the literature on training

reform. The national training reforms arguably were brought about, at least in part, to effect substantial change in the TAFE sector. These public institutions, in the climate of growing competition and an increasingly industry-led framework, were to become more responsive and flexible than they were hitherto perceived to be. The private providers, many of whom actually began their training lives during the training reforms of the 1990s, would not have been forced to change their practices as much as the public institutions that had well-established ways of working, bounded by conventions related to their status as public entities. The finding that public providers altered their relationships with students less than in the instance of public providers also is in line with anecdotal evidence. There has continued to be considerable debate over how much TAFE staff have actually changed their teaching-learning practices, particularly given that (a) many TAFE staff have long considered themselves to be more concerned with education than training, and (b) TAFE still undertakes the major bulk of work in preparing entrants for the traditional trades and, the staff claim, have long been used to working with competency-based approaches.

The practitioners reported (on an open-ended question) the three changes that had had the greatest impact on their own work over the *past* five years. Their highest ranked responses are summarised in Table 4, with the last column indicating their overall weighting.

Table 4: VET practitioners' rankings on changes having the greatest impact on their own work over the past five years

Changes having greatest impact on their work	Rank 1 (n)	Rank 2 (n)	Rank 3 (n)	Total points *
Training Packages	8	12	5	53
Competition	5	6	1	28
Changes to funding	5	4	1	24
Technology	2	5	7	23
Competency-based training	5	1	5	22
Flexible delivery	5	1	5	22
Shifting government policies	4	3	3	21
User Choice	5	1	2	19
Restructuring	3	5		19
Working with industry	2	4	2	16
Changed personal circumstances	3	2	3	16
Changed working conditions	1	3	5	14

* The numbers in the last column are the total number of points allocated to each item based on rankings attributed by respondents, where rank 1 = 3 points, rank 2 = 2 points and rank 3 = 1 point.

Training Packages clearly have had a marked impact on their work, along with innovations relating to use of technology, introduction of competency-based training and flexible delivery. All of these innovations lie at the very heart of pedagogical practice and have been shown in other research to make significant demands on practitioners (e.g. Simons 2001; Schofield, Walsh & Melville 2001; Smith, Lowrie, Hill, Bush & Lobegier 1997). Practitioners have also keenly felt changes in the policy environment, particularly in relation to competition, funding, user choice and relations with industry, that arguably have had significant 'flow on' effects to the manner in which their work is constructed and the nature of the demands placed on them in relation to managing their own work amid organisational restructuring and shifting work conditions.

They also anticipated what changes would have the greatest impact on their own work over the *next* five years (Table 5).

Table 5: VET practitioners' rankings of changes expected to have the greatest impact on their own work in the next five years

Greatest impact in the next five years**	Rank 1 (n)	Rank 2 (n)	Rank 3 (n)	Total points *
Technology	10	8	11	57
Competitive environment	12	3	4	46
Flexible delivery	5	9	7	40
Training Packages	7	3	5	32
Changes to funding	5	4	3	26
Understanding changes to VET	4	5	1	23
Changing roles / work of teachers and trainers	3	3	5	20
Changes to government policies	2	5		16
Keeping up with / meeting industry needs	2	2	3	13
Organisational restructuring	2	2		10
Developing partnerships / opportunities to grow business	1	3	1	10
Understanding dilemmas in teachers' / trainers work	2	1		8

* The numbers in the last column are the total number of points allocated to each item based on rankings attributed by respondents, where rank 1 = 3 points, rank 2 = 2 points and rank 3 = 1 point.

** Respondents could rank up to three responses

Technology, the competitive environment and flexible delivery were ranked as the areas most likely to have an impact on the practitioners' own work in the next five years. Collectively, these three areas reinforce the importance of the competitive environment in the minds of respondents and the (potential) ways in which technology, applied through increases and expansion in the use of flexible delivery technology, might be used to lever further advantage in the marketplace. Further analyses of these data revealed several interesting differences between respondents from public and private training providers (Table 6) and between teachers/trainers and managers (Table 7).

Table 6: VET practitioners' rankings of areas most likely to impact on their work, by public and private training providers

Area of impact on their work	Ranking of importance by staff in public providers	Ranking of importance by staff in private providers
Flexible delivery	1	6
Competitive environment	=2	2
Technology	=2	1
Training Packages	4	8
Changing roles/work of teachers/trainers	5	=9
Changes to funding	6	3
Organisational restructuring	=7	
Understanding changes to VET	=7	4
Changing government polices	=9	7
Understanding dilemmas of teachers'/ trainers' work	=9	
Compliance / audit / QA requirements	10	=9
Keeping up with / meeting industry needs		5

These data highlight some of the differences between the operating environments of public and private training providers. While practitioners from both public and private training providers believe that technology and the competitive environment will have significant impact on their work over the next five years, rankings of the most important impacts from respondents operating in private providers are more focused on the external operating environment in which they might find themselves – such as funding changes, understanding changes to VET and keeping up with industry needs. On the other hand, those in public providers arguably are more concerned about changes that are pedagogically orientated –

such as the impact of flexible delivery and Training Packages and their concomitant flow-on effects on the roles and work of practitioners – than are their colleagues operating out of private providers. There is here a further indication that the primary interests of private providers are more linked to business imperatives while those of public staff show a stronger preoccupation with pedagogical practice and the effects of change on their work and responsibilities.

Interviewees occupying management roles noted that changes in funding were more likely to have an impact on their work than did practitioners (Table 7).

Table 7: VET practitioners’ rankings of areas most likely to impact on work, by their position

Area of impact on their work	Ranking of importance by practitioners	Ranking of importance by those in management roles
Competitive environment	1	3
Technology	2	1
Flexible delivery	3	4
Training Packages	4	5
Changing roles / work of teachers /trainers	5	
Understanding changes to VET	6	8
Changes to funding	7	2
Organisational restructuring	8	
Changing government policies	9	7
Changing nature of staff in organisations	=10	
Compliance / audit / QA requirements	= 10	
Management skills	=10	
Developing partnerships / opportunities to grow business		6
Keeping up with / meeting industry needs		9
Understanding dilemmas of teachers’ / trainers’ work		10

The competitive environment and technology also feature prominently on managers’ rankings of potential impacts on their work, as does the importance of developing partnerships and opportunities to grow the business. Teachers did not rank the latter as one of their top ten issues. Notably, managers did include the understanding of dilemmas faced by teachers/trainers as an issue that could impact on their work in the next five years, potentially matching teachers’/trainers’ concerns about their changing work and roles (ranked fifth in the areas of impact on their work).

Reactions of VET practitioners to the changes in their work context

Given the quite substantial change to the work contexts of these VET practitioners, the practitioners then expressed how they **felt about the changes** to their work over the past five years (on a scale from 0 to 10). These VET practitioners generally reported themselves to be more positive than negative about the changes they had experienced. If 0 to 4 is interpreted as negative, and 6 to 10 as positive, then 61% of these interviewees were positive compared with 24% negative about the changes that had occurred within this timeframe.

A significant relationship was found between overall ratings of feelings towards change and the type of provider, $\chi^2(2) = 13.25, p = 0.001$. Staff in public institutions felt far more negative towards the changes than their counterparts in private training organisations. Remarkably, all those reporting a negative feeling were from public providers (39% of all respondents from these institutions); conversely, 75% of the private respondents had positive feelings towards the changes in their work, in contrast with only 48% of public respondents. No significant statistical relationships were found in the overall ratings of feelings towards change by industry group or by the type of position held by the interviewees.

As well as feelings towards change, practitioners also judged the **sense of control** they felt they had in managing the changes to their work over the past five years (also on a scale from 0 to 10). Again, a majority of these VET practitioners considered they had reasonable control over changes to their work. Eleven percent reported that they felt no control at all, while another 24% reported minimal control (ratings 1 to 4). However, while six percent boldly declared complete control over changes, a sizable proportion – 56% – settled for relatively high ratings of 6 to 9.

A significant relationship was also found between the position held by respondents (as managers or as teachers / trainers) and their sense of control over the changes they had experienced, $\chi^2(2) = 8.06, p = 0.018$. Perhaps not surprisingly, those holding some managing role reported feeling that they were more in control in relation to the changes they had experienced than were practitioners. While 74% of those in managing roles recorded a positive sense of control (i.e. ratings of 6 to 10), only 48% of teachers/trainers did so. There were no significant statistical relationships in respondents' sense of control by the other characteristics.

The researchers were interested to determine what the VET practitioners believed to be the most critical challenges that they expected to face over the next seven years. In a recent study (Harris, Simons, Hill, Smith, Pearce, Blakeley, Choy & Snewin 2001), this same question had been asked of a group of 31 key stakeholders in VET, nationally significant figures in VET staff development and policy generally. They had singled out eight challenges during a three-stage Delphi survey, and so these same challenges were presented to the interviewees in this present study as fixed choices. They were asked to rank these challenges in priority order where 1 was the most critical challenge they believed VET practitioners would face, 2 was the next most critical challenge and so on. The results from both studies are displayed in Table 8.

Table 8: VET practitioners' rankings of challenges they will face over the next seven years

Challenges facing VET practitioners over the next seven years	Practitioners' rankings (from this study)	Key Stakeholders' rankings (Harris <i>et al.</i> 2001)
Operating in a competitive environment	1	1
Understanding dilemmas in educator's work	2	6
Keeping up with / understanding the changes in VET	3	2
Understanding the changing nature of work	4	7
Using technology	5	5
Changing to the role of facilitator	6	8
Flexible delivery	7	3
Understanding / working with Training Packages	8	4

It is interesting to note that most of these challenges relate directly to compliance with changes that are already in the workplace. Thus, the key stakeholders are assuming that such challenges will remain current for some years. Furthermore, there is little difference between the two groups – both highly rank competition and keeping up with changes as major challenges – though practitioners noticeably place more importance on understandings of their changing educational work, work in general and their role than do stakeholders.

Advice practitioners would give policy-makers and VET managers in relation to changes

At the broadest level, policy-makers and VET managers have a very significant role to play in the facilitation and implementation of change within the VET sector. Therefore, the researchers asked what advice practitioners would give to policy-makers and VET managers in relation to the changes that have been implemented in the VET sector over the last five years, particularly the impact of these changes on the work of VET practitioners.

The overwhelming message to policy-makers and managers from one third of respondents was to ‘get out and see what the impact of the changes had been’ and ‘what exactly you are asking us to do’. These sentiments, expressed in a range of ways, suggest that, aside from debates about the nature of the reforms VET practitioners are being asked to implement, the pace of change and the implementation process itself are critical issues that have been either overlooked or not clearly understood. Twenty-three percent of respondents urged a stopping or slowing of the pace of reforms, with a further 13% suggesting that it is now time for a review of the reforms. Linked to the issues of pace of change and implementation process are concerns about the dissemination of information, particularly to industry, and the perception that consultation processes are not inclusive of all stakeholders, particularly teachers, trainers in small business and private training providers. The following quotations provide a ‘flavour’ of the sentiments expressed by VET practitioners in relation to these issues:

THE PACE OF CHANGE HAS TO SLOW DOWN ... need to have an on-going program ... industry has to be informed ... this is not TAFE’s role ... [someone] needs to inform industry right down to the level of small business ...

Equip people to do their jobs ... provide adequate resources, genuinely listen to concerns re implementation ... ensure pathways to innovation are not blocked ... trust staff ...

At the moment, you have a lot of explaining to do to industry – changes have happened too fast. Consultation has occurred mainly with large enterprises, and small and medium-sized companies have been left out of the picture. Little thought has been given to industry trainees in rural and remote areas – provision of training and adequate assessment mechanisms [are needed] ...

I think that the pace of change is too rapid and we do not have the resources at the operational level to fully implement those changes ... Ability to cope with all of these changes is also determined by fluctuating levels of funding available to us ...

Get real. Get input from industry ... some of the changes are absurd ...

Industry does not want what we are told they want ...

Define and promote benefits for participants and industry ... be aware if changes add too much to the cost of being an RTO ... would reconsider whether doing it or not ... [there needs to be a] balance between quality and cost.

When making policy changes ... make sure ... can follow it down to the practitioner – ensure they have the resources to do the job you want them to do. Policy changes are being made in isolation and in response to matters ... throwing money away if change things before they are settled in ...

These comments underscore the differential impacts of the training reforms and hint at the need for policy-makers and managers to develop a better understanding of the many different groups of personnel and organisations that comprise the VET system and to think through the different ways in which reforms might impact on these different groups, including an awareness of the potential for unintended or negative outcomes. Clearly, VET practitioners do not view a ‘one size fits all’ approach to policy implementation favourably. Issues relating to quality assurance, equality of access to funding for all registered training organisations and aspects of the reforms that some VET practitioners find particularly irksome (for example, ‘User Choice is a disaster’; ‘Get rid of Training Packages’) reflect some of the very real struggles that are colouring the working lives of VET practitioners.

The passage of time is another significant issue that can be drawn from the comments provided by VET practitioners. Evidence suggests that some reappraisal of what might be considered to be realistic timelines for the implementation of reforms like Training Packages is needed. The issue of time is significant for two reasons. Firstly, for some practitioners the passage of time is an important part of the implementation process. It provides opportunities for experimentation and to test new ideas. It is often a slow process, frequently hindered by issues such as work intensification, management, increased administrative demands and

shrinking resources. Real change can only be realised over time. Conversely, the passage of time does nothing to solve the problems that some practitioners are obviously experiencing. Arguably time can intensify some problems to the point where frustration sets in. This could potentially lead to resistance. The passage of time without appropriate interventions, including monitoring and reviews, does not appear to be conducive to achieving the significant changes required by the reforms.

The comments emphasise the individual and highly personalised nature of the change process and provide some evidence that this has appeared to be little appreciated in an educational sector where mandated change is the norm. Running through the comments were hints of continued tensions between education and training, quality versus efficiency, professionalism and integrity versus demands of the system:

It is not impossible to mix education and financial constraints ... need to rethink what we are there for ... [we are there for] education, not balancing the cheque book ... professionalism and integrity would be restored if [we were] doing what [we were] meant to be doing ...

Training Packages are not about a broad education ...

It is regrettable that the focus in VET has shifted from the students' and trainees' needs (people) to outcomes (results) stressing the number of qualifications generated – useful for government public relations and statistics ...

Conclusions

This paper has analysed perceived changes, and personal reactions to the changes, in the daily working lives of VET practitioners. While the reality of these changes often appears to be 'out of sight', the study demonstrates that they are certainly not 'out of mind' within the lived experience of VET practitioners. The scope and nature of the reforms that VET practitioners have been asked to implement have required a lot more of practitioners than the mere substitution of one set of pedagogical practices for others or the adoption of different behaviours in response to a specific number of structural changes which have been 'rolled out' over time. The change process has been multifaceted, fast-paced and unrelenting. Certain aspects of VET practitioners' working lives have undergone radical change, most notably to their work responsibilities and key relationships with industry, colleagues, students and other training organisations. These changes have also embedded within them a strong affective dimension which is clearly being experienced by the VET practitioners who participated in this study. That extensive change experienced within the VET sector should be met with strong emotional responses from practitioners is not unremarkable. What is significant to consider is the fact that that these feelings are unlikely to disappear over time unless they are specifically addressed. Arguably, in the short to medium term, there is a danger that these negative feelings could ossify into resistance and one can only speculate on the effects this might have on practitioners' relationships, particularly with their students and the industry in which they work.

Another key message from this research is that context matters when it relates to the task of managing change processes. Changes to the VET sector have impacted in different ways across different contexts within the sector. The data presented in this paper arguably hint at some fundamental differences that exist between public and private VET providers in terms of the impact of changing policy on the daily working lives of practitioners and the responses of individuals to the changes demanded of them by these policies. Policy frameworks and implementation strategies need to be sensitive to the nature and scope of change required for the different contexts in which VET now operates. The size and complexity of the VET sector demands a rethinking of a 'one size fits all' approach to policy implementation. This is important for two reasons. The preservation of such an approach means that opportunities to evaluate the change process or its outcomes across different contexts are missed and governments, policy-makers and other stakeholders are left to labour under the illusion that what is happening is acceptable and will ultimately deliver the required outcomes.

Alternatively, ignoring the real work that VET practitioners undertake to realise training reforms in different contexts may mean that they never receive the recognition or reward for their efforts that they deserve. This is not a smart or equitable outcome for all stakeholders.

These findings, like others (e.g. Mulcahy 1996, Mulcahy & James 1999, Simons 2001), illustrate the important place that VET practitioners hold in efforts to bring about fundamental changes to the VET sector in order to meet specified government objectives. Attempts to 'teacher proof' the system ignore the reality of the change process. Outcomes from this study confirm that, far from being 'neutral conduits' through which training reforms flow unhindered, VET practitioners are active participants in the change process and their experiences of the change process are necessarily individualised and involve 'heads, hands and hearts'. Put simply, the political actions of those central to the change process – that is, the VET practitioners - are a key factor in shaping the outcomes of any change process. In the context of this study, these practitioners seem to be alerting policy-makers and managers to their perceptions of the very real issues and concerns they are facing in their daily working lives.

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