

Sandra Walls

Preparing to teach in TAFE: A curriculum inquiry into initial teacher education in the Victorian Technical and Further Education system.

TAFE teacher work



How to best prepare for this work?

When I grow up I want to be a TAFE teacher and this requires me to do the following ...

Doctorate of Education

This is a research project, which is being conducted by **Dr Dianne Mulcahy** (supervisor) and **Ms Sandra Walls** (Doctor of Education student) of the Graduate School of Education at the University of Melbourne.

This study aims to investigate initial Technical and Further Education (TAFE) teacher education in Victoria and determine methods and models for best preparing teachers for today's Victorian TAFE system.

Research justification

Since the 1980s there has been considerable research into the changing nature of the job role and identity of the TAFE teacher (Chappell 1998; Schofield and McDonald in Mitchell 2004, Chappell, Bateman and Roy 2006; Mitchell, Chappell, Bateman and Roy 2005; Smith, 2005; Seddon 2008; and Mitchell 2008). Little research has been conducted to this point however, on what these changes imply for TAFE teacher education, specifically how the curriculum for this education may need to change to accommodate changed teacher roles and identities.

Research aim

This qualitative curriculum inquiry aims to investigate how TAFE teachers in the Victorian TAFE system are initially prepared to teach and how they might best be prepared. A qualitative methodology will be employed to explore the skills and knowledge that TAFE teachers now require in order to teach in TAFE as perceived by experienced and neophyte teachers and senior TAFE managers. As part of this inquiry, the suitability of the existing initial teacher education curriculum, namely the Certificate IV in Training and Assessment, will be explored. It is envisaged that a curriculum framework for initial TAFE teacher education will be produced.

Key research questions



The key research questions for this curriculum inquiry into initial TAFE teacher education in Victoria are:

Accounting for their unique roles and identities, how are teachers best prepared to teach in contemporary TAFE?

What model of teacher preparation best provides for teaching in the Victorian TAFE system today?

Collecting Data



PARTICIPANTS:

- Three expert TAFE teachers from each of three TAFE institutes
- three neophyte or beginning TAFE teachers from each of three TAFE institutes
- one senior TAFE manager from each of three TAFE institutes

APPROACH:

Participants will participate in individual semi-structured interviews. All interviews will be audio-recorded. The estimated time for interviews is 60 minutes per participant. Participants will also be asked to check their transcripts. The maximum time commitment for participants in this study will be 2 hours.

Thesis Structure



INTRODUCTION:

- focus, scope and purpose of study

SHORT HISTORY OF TAFE:

- teacher preparation – Kangan and beyond

TOOLS:

- methodology and methods

THEORETICAL RESOURCES:

- inquiry into curriculum (knowledge base for VET system)

DATA:

- TAFE teacher identity in the making
- knowledge
- how you make provision for the teaching process

FINDINGS AND DISCUSSION

CONCLUSION

Where to from here



QUESTIONS