

From the President

I have just read the TAFE SA Strategic Capability Review, 2018¹ which was commissioned by the South Australian Government following the difficult ASQA Audit of that system.



The review concluded that the 'significant challenge now facing TAFE SA stems from an absence of

strategy, poor leadership, and the centralisation of decision-making and resources. The last four years have been a lost opportunity for TAFE SA specifically and for South Australia as a whole. The organisational focus of TAFE SA needs to change' (p1).

Centralisation seems to have been the fashion in state TAFE systems over recent years — not just in South Australia but also in states like New South Wales.

Other themes in the South Australian review, also common in other systems, include the lack of senior executives with an educational background; criticism of the inflexibility of Training Packages and an over emphasis on 'fee for service' work even though no-one really knew the size of that market and it represented less than 15% of the SA TAFE system's total activity. It was relief to read the SA reviewers acknowledge that TAFE was fundamentally an educational institution which should concentrate on its core educational business but use modern technology to deliver that core to emerging student and industry needs. Decision making should be more locally based and informed by the expertise of educational middle managers and teachers.

Recent restructures of TAFE systems have been driven by management consultants and externally recruited executives who without an educational background concentrate on organisational structures, governance and funding — because that is where their knowledge and experience base lies. These restructures do not concentrate on teachers and teaching or learners and learning, even though that is core business. The assumption is made that this will just carry on and it is the organisation super structure that needs changing. To say the least, this is a serious omission which has had tragic consequences for VET. In my 30 off years in VET I have never known a weaker and more damaged system.

It seems bizarre to say it but we in VET and TAFE need to concentrate more on our educational role - on teaching and learning. This also applies to our research effort. I would like to see more research on teaching techniques. But I would also like to see more evaluations on current teaching and assessing qualifications in VET — something on which there are lots of opinions, but which could probably do with some more objective studies. Rather than concentrate on managers and executives we need to concentrate both our operational and research efforts on our teaching and assessing workforces. Are we getting the right people and are we doing our best to attract and recruit high quality educational professionals?

Hopefully this difficult SA Report will mark a change of emphasis in our VET system. As President of AVETRA I stand ready to support that change.

So, let us go into the New Year with a sense of optimism, following on from what I hope you all will have a refreshing and enjoyable festive season.

Robin Shreeve, President

¹ <http://hdl.voced.edu.au/10707/463969>

A MINUTE WITH Francesca Beddie

The arguments for sticking with PIAAC



Last year the OECD released a report, [Building Skills for All in Australia](#), which analysed data from the Survey of Adult Skills (part of its Programme for the International Assessment of Adult Competencies or PIAAC). The report shows that most Australians have skills in literacy, numeracy and problem-solving that range from average to very good. But, one in five were assessed to have low literacy and/or numeracy skills. As the OECD pointed out, while the overall result might be good, the fact that around three million Australians have low basic skills:

may lead to Australia being left behind in terms of innovation and economic growth by countries that have been more successfully investing in the skills of all their people.

Unfortunately, this percentage of people with low skills has not shifted over the decades and has led to a familiar refrain from business that poor workplace literacy and numeracy have a negative impact on productivity and teamwork. The [Australian Industry Group](#) reported in September that 99 per cent of the employers they surveyed are affected by poor literacy and numeracy in their workforces.

The persistence of this problem, which is a matter of equity as well as productivity, is baffling because we have plenty of knowledge about how to tackle it. The OECD report offers some solutions:

- increasing participation of women in STEM fields (which is firmly on the agenda)
- addressing underperformance of post-secondary VET students and preventing drop-out (an area where we have much work to do and which must be funded)
- improving pre-apprenticeships (which requires a more concerted and collaborative effort)
- enhancing mathematics provision within secondary education (which is on the radar)
- tackling poor access to childcare facilities for young mothers (which is only one part of ensuring disengaged young people don't fall through the cracks).

I would add the need to make sure that refugee families, especially stay-at-home parents, receive more language and literacy tuition.

So, we know we have a problem and we have some solutions. Therefore, it might be argued, it is only a

matter of finding the political will and the preparedness of employers as well as governments to fund interventions. It might also follow that we don't need to participate in any more surveys. I wonder if that is the thinking behind the rumoured decision by the Australian Government not to participate in the next international survey of adult skills.

If so, it's a short-sighted decision and perhaps even a cynical one designed to bury some difficult truths, as the [Shadow Minister for Skills, TAFE and Apprenticeships, Senator Doug Cameron](#) has argued. It is helpful to know how we are performing over time. Indeed, you'd hope with something as fundamental as literacy and numeracy, consistently poor numbers would be a spur to action. In addition to giving us the trend data, the OECD adult skills survey has changed over the decades to make sure it remains a useful policy tool. It now tests how people are coping with digital transformations. We need this information to prepare for, and succeed in, the fourth industrial revolution.

PIAAC has given policymakers a baseline profile of adult skills and competencies. The data collected provides direct measures of key skills rather than proxy ones such as educational attainment and labour force experience. PIAAC also offers a tool for understanding how skills are gained, lost and retained and the extent to which skills are effectively used to create value for the economy and individuals.

Not to continue to be part of PIAAC, which was from the outset planned to be an ongoing program of assessment (building on its predecessors, the IALS (1994-98) and the ALLS (2003-06) in which Australia participated), would offer only a one-off saving. It would be a decision that would compromise good decision-making. The evidence PIAAC offers can help governments make the right investments in tertiary education, apprenticeships, migrant programs and

employment services, which account for a substantial part of the budget, dwarfing the cost of the PIAAC survey. Moreover, it would mean that Australia will no longer be tracking trends in its adult population's skills acquisition: it will be 20 years until the next survey is conducted.

I've written to the Treasurer, Minister for Education and my local member about this in the hope that the decision is not final and can be reversed if the merits of the survey are pointed out. If you feel inclined to do the same, here are some further arguments for participating as suggested by Craig Robertson, CEO of TAFE Directors Australia:

- It's the only tool to compare globally the basic skills of our workforce, rather than our qualifications because our VET competencies, at least, are native to Australian industry.
- It will be 20 years before the survey is conducted again – that's 14 prime ministers in political cycles at the rate we've experienced recently.
- The nature of the skills for productive engagement in work and life will change fundamentally over this period due to technology advances and we will not know how we stand-up internationally.
- We lose access to an external measure of the real outcomes of our education sectors.
- We lose another tool to back up our standing to support our international education industry.
- Those who face disadvantage will continue to do so because we would have turned a blind eye to measuring their situation.

Postscript

Since drafting this article, Geoff Prince retiring director of Australian Mathematical Sciences Institute said the following in his farewell speech.

Of course, I also knew that female adult numeracy is considerably lower than that of males, unlike literacy,

and that this would take generations to change. I did not realise early enough the connection between this and the fact that our children are relatively more literate than numerate. If I had, we probably would have concentrated on mothers more in our public outreach.

Francesca Beddie, CEO Make Your Point, Dec 2018



Photo by Sean Wells on Unsplash

AVETRA welcomes



Senator the Hon Michaelia Cash

Minister for Small and Family Business, Skills and Vocational Education

Sworn in on August 28, 2018

In addressing candidates and participants at this year's National Training Awards' dinner Minister Cash emphasized the important role played by vocational education. 'A vocational education is just as important to our economy as a university degree. The ever- changing global economy means employers are actively searching for candidates with relevant, transferable and innovative skills to meet the challenges

and opportunities of tomorrow and this is what VET offers', she said. <https://ministers.education.gov.au/cash-1>



The Hon Dan Tehan MP

Minister for Education

Sworn in on August 28, 2018

Mr Tehan has announced an increase in funding for higher education in regional, rural and remote Australia. 'Every Australian, no matter where they live, should have access to Australia's world-leading higher education system,' Mr Tehan said.

Recently, Minister Tehan has announced changes to application processes for Australian Research Council (ARC) grants, including the need for applications to pass a National Interest Test. He explained that applicants will be asked to demonstrate 'the extent to which the research contributes to Australia's national interest through its potential to have economic, commercial, environmental, social or cultural benefits to the Australian community'. In his view such a process will 'give the minister of the day the confidence to look the Australian voter in the eye and say, 'your money is being spent wisely'.

<https://ministers.education.gov.au/tehan-0>

AVETRA welcomes



Simon Walker, Managing Director, National Centre for Vocational Education Research (NCVER)

On August 24, 2018 the Chair of the NCVER Board, Peter Shergold, announced that Simon Walker would be the next Managing Director of NCVER.

‘The Board are delighted that Simon will be the new Managing Director. He possesses a deep understanding of the role of NCVER and its challenges. Simon has a depth of experience and understanding of the tertiary education sector and brings a strong background in industry engagement and the use of data analytics and research to inform public policy development’, Mr Shergold said.

Before his appointment to this role, Simon was Executive Director, Policy, Planning and Innovation, in the WA Department of Workforce Training and Development. This experience at state level as well as his ‘long standing’ membership of the influential national Senior Officials Network has enabled Simon to develop wide-

reaching networks with relevant executives and Boards across jurisdictions. Mr Shergold went on to say ‘This experience will be invaluable in leading NCVER to its vision to transform our understanding of the national VET system through contemporary data and research services’. <https://www.ncver.edu.au/news-and-events/media-releases/new-managing-director-for-ncver3>

Troy Williams, CEO, The Australian Council of Private Education (ACPET)



On October 1, 2018, the Chair of ACPET, Bruce Callaghan, announced the appointment of Mr Troy Williams to the role of ACPET CEO. In announcing the appointment Mr Callaghan said, ‘The appointment reflects ACPET’s current priorities in promoting quality Australian education both nationally and internationally’.

Troy comes to ACPET as the independent education sector strengthens its student focus and seeks to provide business with the skilled and educated tertiary graduates it needs to support Australia’s economy.

The role of the CEO will be to bring quality providers and regulators together. Troy’s expertise in stakeholder engagement will position ACPET to achieve this outcome, which will in turn support a continuous improvement in Australia’s international education offering’.

In accepting his new appointment Mr Williams said ‘It’s a great pleasure to have accepted this role, it is one that allows me to work towards reducing the artificial stratification that separates our schools, vocational providers and higher education providers’. https://www.acpet.edu.au/uploads/mediareleases/280918_ACPET-MEDIA_RELEASE-ACPET_Appoints_Chief_Executive_Officer_Troy_Williams.pdf

Congratulations

Ms Dianne Dayhew, National Executive Officer, National Apprenticeship Employment Network (NAEN)

Ms Dayhew, the former Executive officer of the SkillsIQ NSW Industry Training Advisory Body, has been recently appointed to the role of National Executive Officer of the NAEN. In making the announcement, the Chair of the NAEN, John Liddicoat, said 'Dianne is a well-regarded professional with more than 20 years of experience in the VET sector, who has worked in regulated high-risk trades, services industries and creative sectors, as well as in group training operations.' Dianne succeeds Lauren Tiltman.

Congratulations and best wishes Dianne.



Deb Carr, Visiting Researcher at UNESCO Institute of Lifelong Learner (UIL) in Hamburg, Germany

Congratulations are also due to Deb Carr, the Managing Director of 'Think about Learning' who has recently been invited to spend time as a Visiting Researcher at the UNESCO Institute of Lifelong Learner (UIL) in Hamburg, Germany. She will be investigating issues connected with the Recognition of Informal Learning (RIL). She is particularly interested in the difficulties experienced by RIL candidates, and the strategies they use to address these issues.

On her way to Hamburg she will be stopping in Hong Kong to attend the Yidan Prize Summit. After her time in Hamburg she will deliver a presentation at the Thailand Professional Qualification Institute.

Her latest LinkedIn article explains the research focus for her RIL study and talks about the study tour as a whole

<https://www.linkedin.com/feed/update/urn:li:linkedInArticle:6475253211874889728/>.

Deb is currently undertaking her Master's Degree. *Think About Learning* is a company that specialises in bespoke nationally recognised training and unaccredited courses in instructional design and strategic learning design. Congratulations and best wishes Deb.

Moving on

After four years as CEO of the Australian Council of Private Education and Training (ACPET) Rod Camm left the organisation in August this year to pursue other interests.

In announcing the departure ACPET chair Bruce Callaghan said, 'Rod has been a strong voice in Australian higher education during a time of major sectoral upheaval. He has provided a sound administrative base for the organisation during major reform and has been a tireless and uniquely well-informed advocate for Independent education. Rod has worked through closures of RTOs, relocating displaced students and adjustments to major funding and contract changes in the sector'.



Mr Callaghan also praised Rod's calm approach to negotiations on 'policy and educational performance for the benefit of students and education generally'.

Rod Camm has replied, 'I have really enjoyed my time at ACPET and have had the pleasure of working with some of the most committed, ethical people within both the independent and public education sectors. There are many opportunities for public and independent educators to work more closely together in the future. I would like to thank the Board for their support and have no doubt our paths will continue to cross'.

Under Rod's stewardship the Council has also developed a set of professional education standards to be a base for membership from 2018 onwards.

Prior to his leadership of ACPET Rod was also Managing Director of the National Centre for Vocational Education Research in Adelaide and before that he was CEO of Skills Queensland. Rod has also been Associate Director-General of the Queensland Department of Education and Training, and CEO of Construction Skills Queensland. He has performed numerous other executive roles across government. He has developed strong and lasting relationship with industry.

https://www.acpet.edu.au/uploads/mediareleases/110718_ACPET_MEDIA_RELEASE_-_ACPET_Announces_Change_of_Leadership.pdf

Check what's happening in each of the jurisdictions by clicking on these links to get to the home pages of the different State Training Authorities.

- Australian Capital Territory (ACT) – Skills Canberra <https://www.skills.act.gov.au/>
- New South Wales (NSW) - [Training Services NSW](#)
- Northern Territory (NT) - [Department of Trade, Business and Innovation](#)
- Queensland – [Department of Employment, Small Business and Training](#) <https://training.qld.gov.au>
- South Australia (SA) - [Department of Industry and Skills](#) <https://industryandskills.sa.gov.au/>
- Tasmania - [Skills Tasmania](#)
- Victoria - [Department of Education and Training](#)
- Western Australia (WA) - [Department of Training and Workforce Development](#)

The Australian Training Awards 2018: Individuals, businesses and RTOs

The 2018 Australian Training Awards were held at the International Convention Centre in Sydney on November 15, 2018. Check out the following details to learn about the winners.

In addressing participants and candidates, Minister the Hon Michaelia Cash, the keynote speaker for this event, said

‘To be selected as a finalist is an outstanding achievement. All of the individuals, businesses and registered training organisations that participated in the 25th Australian Training Awards are leaders and role models in their field’.

Individuals

- Lifetime Achievement Award: Marie Perrson
<https://www.australiantrainingawards.gov.au/finalists/marie-perrson>
- National Achievement Award: Jennie Barrera
<https://www.australiantrainingawards.gov.au/finalists/jennie-barrera>
- Australian Apprentice of the Year Award: Michael Edward:
<https://www.australiantrainingawards.gov.au/finalists/michael-edwards-0>
- Australian School-based Apprentice of the Year (Trainee) Award: Caitlin White
<https://www.australiantrainingawards.gov.au/finalists/caitlin-whittle>
- Vocational Student of the Year Award: Caitlin Noble
<https://www.australiantrainingawards.gov.au/finalists/caitlan-noble>
- Aboriginal Student of the Year Award:
<https://www.australiantrainingawards.gov.au/finalists/soleil-white>
- VET Teacher/Trainer of the Year Award: Chrystle Challenger

<https://www.australiantrainingawards.gov.au/awards/2018/Individual/#vetteacher-traineroftheye>

- Excellence in Language, Literacy and Numeracy Practice Award: Lidia Lipkiewicz

<https://www.australiantrainingawards.gov.au/finalists/lidia-lipkiewicz>

Businesses

- Small Employer of the Year Award: Spencer Constructions Pty Ltd Queensland
<https://www.australiantrainingawards.gov.au/finalists/spencer-constructions-qld-pty-ltd>
- Medium Employer of the Year Award: Northern Construction and Building Pty Ltd
<https://www.australiantrainingawards.gov.au/finalists/north-construction-and-building-pty-ltd>
- Large Employer of the Year Award: Paccar Victoria
<https://www.australiantrainingawards.gov.au/finalists/paccar-australia>
- Australian Apprenticeships - Employer Award: Siemens Pty Ltd Victoria
<https://www.australiantrainingawards.gov.au/finalists/siemens-ltd>
- Industry Collaboration Award: Integrating Training and Biodiversity Conservation Western Australia
<https://www.australiantrainingawards.gov.au/finalists/integrating-training-and-biodiversity-conservation>

RTOs

- Small Training Provider of the Year Award: PEER South Australia
<https://www.australiantrainingawards.gov.au/finalists/peer>
- Large Training Provider of the Year Award: Wodonga Institute Of TAFE Victoria
<https://www.australiantrainingawards.gov.au/finalists/wodonga-institute-of-tafe-1>

- International Training Provider of the Year Award:
Box Hill Institute Group Victoria
<https://www.australiantrainingawards.gov.au/finalists/box-hill-institute-group>
- School Pathways to VET Award: Busselton Senior High School Western Australia
<https://www.australiantrainingawards.gov.au/finalists/busselton-senior-high-school>



Minister Michaelia Cash with the 2018 candidates, finalists and winners at the Australian Training Awards.

2019 Awards

The 2019 Australian Training Awards will be held on 21 November at the Brisbane Convention and Exhibition Centre in Queensland. If you or your organisation wants to apply for the 2019 awards visit this website

<https://www.australiantrainingawards.gov.au/how-to-apply>



Have you visited the Educator Hub site recently? <http://avetraeducatorhub.org/just-like-avetra-this-hub-is-set-up-to-bringaustralias-vet-research-community-together/>. There are links to AVETRA research tools and other current research issues, a blog to discuss your research, and an opportunity to network with other researchers/inquirers in the VET sector. The Hub is free, so we hope you will involve yourselves (from Linda Simon, AVETRA Executive member).

Linda Simon (AVETRA) speaks with Paul Whitelaw, Associate Director Higher Education and Quality at William Angliss Institute

Linda: At the recent AVETRA research forum you led a team of researchers from William Angliss, presenting on the applied research and scholarship continuum. Why does William Angliss consider this area of work important?

Paul: Our interest is to develop a scholarly approach (as outlined in our scholarly practices framework) to all aspects of the teachers' work as the foundation for the development of an applied research capability. We don't believe in sending our staff to undertake research methods or stats courses. Rather, we prefer to inculcate them with a scholarly disposition in the first instance and then engage in just in time training for scholarly practices and/or research techniques. In our mind this approach ensures that there is a stronger link between teaching, developing a scholarly worldview and undertaking research, which, in full circle, should inform teaching practices.



Peter Whitelaw addressing participants at the conclusion dinner of the dry aged sheep meat project.

The Institute has made a significant investment in the area. We have appointed an Associate Dean (Research) and an Associate Dean (Scholarship) both at Associate Professor levels, developed frameworks, strategic plans and work programs, and, in addition, committed \$600k over three years to building an applied research capability (by way of commissioned and competitively funded projects) and \$200k over three years to building a 'scholarly approach' to our work.



Linda: What are some of the industry areas where William Angliss has undertaken applied research projects?

Paul: We have a particular view of 'applied research'; to our mind, whilst it may involve students, and may involve outside partners, it must first involve our staff (both VE and HE) actively engaged in the research process AND there must be some form of research grant to fund the work. We need our staff to be involved in: problem identification, conceptualisation, abstraction, solution ideation, creation and evaluation of opportunities, innovation of outcomes for them to contribute to and derive benefit from the project. Unless we are actively and intellectually involved in those processes, we are not much more than 'lab assistants'. We have undertaken applied research projects in conjunction with several

organisations, including, the University of Melbourne (dry aged sheep meat and pork packaging), University of South Australia (on-line food delivery) and University of Queensland (mental health of chefs and apprentices and hospitality training methods for long term unemployed persons – in conjunction with the Salvation Army).

Linda: The dried mutton example was particularly interesting. Can you tell me a little more about that?

Paul: Because the price of wool is very high at the moment, the graziers are hanging onto their ewes and wethers for a few more years than normal to get the extra fleeces. As a result, they are slaughtering five and six-year-old sheep, rather than two-year-old sheep, that is, mutton rather than lamb. Unfortunately, Australians largely stopped eating mutton back in the 1970s – we now eat lamb instead. So, the graziers were confronted with the challenge of finding a way to get us to back to eating mutton, otherwise the meat would be sold as low value pet food. The Faculty of Agriculture and Veterinary Science at the University of Melbourne reached out to us to see if we could develop an applied, action research program wherein we investigated ways and means the mutton could be sold at a higher price. By working our way through a classic research process (as outlined above), we identified key target markets and their price points for the meat, a raft of ways the sheep meat can be butchered and presented for sale, as well as menus and recipes and serving suggestions along with a provenance narrative – all of which enhances its appeal to the identified target market. The project has been a great success – look out for ‘dry aged sheep meat’ coming to an upmarket butcher near you in the not-too-distant future.

Linda: William Angliss has also undertaken critical work in research to support Indigenous communities. Can you explain that a little more?

Paul: The Institute delivers training to or provides support for four indigenous client groups: Charcoal Lane here in Melbourne (where Harry and Meghan sampled indigenous food), The National Indigenous Culinary Academy in Sydney, Mossman Gorge Resort in Queensland and Ayers Rock Resort in the Northern Territory. Our teachers and trainers in these programs have been working with our Associate Dean (Scholarship) to adopt a more scholarly and reflective approach to their work. Those interested in knowing more are welcome to read their chapter (An Indigenous Journey) in a recently published book *The Study of Food, Tourism, Hospitality and Events: 21st Century Approaches*, published by Springer.

Linda: How have your teacher/researchers gained the skills to undertake this work in applied research?

Paul: As mentioned, we use the ‘scholarly practices’ approach to inculcate this notion of scholarly enquiry and a disciplined and rigorous approach to generating and testing ideas. We try and sew this in everything that we do, this disposition and thinking needs to permeate the entire organisation. Once our colleagues have become imbued with this approach we then undertake research training in a just in time, need to know manner. What is critically important here is that this process is driven by strong and respectful collaboration between our VE teachers and our research leaders and HE education academics (who are trained researchers). My sense is that it is this respectful collaboration that really drives the success of our various projects.

105 years of Workers' Education Association in Australia



The Workers' Education Association (WEA) in Australia was established in 1913. It is the largest provider of adult and community education in Australia. This year it is in its 105th year.

The WEA in Australia is based on the organisation of the same name in the United Kingdom which was established by Albert Mansbridge in 1903. This association was called 'An association to Promote the Higher Education of Working Men'; in 1905 it was expanded to include working women. Dr Naomi Perry who has written a history of the WEA in New South Wales, reports that the decision to extend the association to women was a result of objection to the name of the association by the Women's Cooperative Guild².

2

https://dictionaryofsydney.org/entry/the_foundation_of_the_workers_educational_association_sydney#ref-uuid=7b951cd0-8a56-1a42-84fe-7ed5a8b79496

3 https://spartacus-educational.com/Albert_Mansbridge.htm

Albert Mansbridge had left school when he was 14 because his family could not afford to let him go on with more formal education³. Wanting to further his own learning he attended university 'extension' courses at the King's College, London. Mansbridge had a strong desire for equity and justice and was committed to bringing education available in such university extension courses to ordinary working men and women. In 1902 he had written a paper on the need for trade unions to provide opportunities for the rank and file to develop their 'thinking power' so that future working class leaders would be able to make good decisions and 'right and sound action'⁴.

In 1913 Mansbridge came to Australia and travelled the nation delivering lectures to promote the concept of delivering what at the time was known as higher education (at a small fee) for ordinary working men and women, especially those who could not afford to go beyond primary schooling. His speaking tour was successful and WEA-type organisations were established in Australia. Mansbridge's tour was also sponsored by the union movement⁵.



4 https://spartacus-educational.com/Albert_Mansbridge.htm

5 <https://www.tiki-toki.com/timeline/entry/46582/WEA-Eastern-100-Years-of-Learning/>

The WEA courses of the time included 12-month courses in subjects like economics, political history and English literature, topics which were in the style of the university subjects that were available at the time. These offerings need to be understood in terms of the philosophy underpinning the movement to bring the classics and other intellectual pursuits to the working classes. Mansbridge was a great believer in the ability of those who had themselves pursued a classical education to ‘awaken the interest [of workers] or in satisfying the interest when it is awakened’⁶.

The spread of the WEA movement in Australia must also be understood in the context of the level of education accessed by the majority of Australians at a time when high school attendance was low and high schools in many country areas were not available.

Over time the need for the WEA to provide such courses decreased in line with increased high school participation and more recently with increased participation in further and higher education. What has taken their place are courses for developing a range of practical craft, handiwork and technical skills, language learning and activities for personal interest, enrichment, wellbeing and leisure. In some states the focus on providing university-style subjects continued until demand and relevance decreased.

Today the WEA continues to be committed to principles of ‘social justice and social purpose’⁷.

The WEA in South Australia

Today if you are 15 years or older you can attend a WEA course in South Australia. You don’t generally need to meet any prerequisites or do formal assignments or exams.

So long as there is an interest and a tutor with skills to pass on, the WEA can organise a course.

A closer look at The South Australian program guide for December 2018 to February 2019 can uncover its rich and diverse set of options. You can get a view of all courses and activities from the Guide itself⁸. Here is a taste of what is available.

Languages: At the WEA you can access language courses for fun and conversation, or for more intensive understanding and knowledge. You can learn to read, write and speak in English, Chinese Mandarin, Farsi, French, Greek, German, Indonesian, Italian, Japanese, Polish, and Spanish. You can learn Latin. You can learn the art of public speaking in English. If you have difficulties with language and literacy you can take some courses to improve these basic skills.

Travel: You can join a WEA tour to faraway countries to practise your language skills or to experience the countries you have heard about. You can even learn what clothes to pack for such a holiday and how not to pack too much.

Computing, business and new technologies: You can learn computing skills for business or for your own enjoyment. You can do courses on word processing, spreadsheets, databases, accounting packages (like Mind Your Own Business), starting a new business, and trading in stocks and shares. You can learn how to buy and sell on e-bay and other e-markets. You can learn how to use social media and how to use tablets, phones and macbooks. You can learn skills in desktop publishing and graphics, film-making, photography (including how to use an SLR camera), photoshop, and design. You can learn new technologies like 3D printing.

Property development, and buying, building, and renovating homes: If you are interested in property

⁶ <http://www.classicsandclass.info/product/197/>

⁷ Southern Region Branch of WEA in the United Kingdom - <https://www.wea.org.uk/about-us/who-we-are>

⁸ <http://www.wea-sa.com.au/content/schedule.pdf>

development, home building and renovating, and making and restoring furniture there are WEA courses to help you learn what you need to know. You can learn about subdividing and developing land, and what to look out for when building a new home or renovating or extending an existing one. You can learn how to tile the bathrooms and floors, and upholster and restore modern and antique furniture. You can learn the practical skills for designing and laying out your garden. For those who want to buy a house in Italy for holidays there is also course for how to go about it.

Drawing, painting, etching and print-making: For those who love the visual arts there are courses in using a variety of techniques and mediums (including watercolour, charcoal, pastels, watercolour, acrylic paints, and gouache). They can learn to draw the human form, paint portraits, and do calligraphy and Chinese ink painting. They can learn to do detailed botanical drawings, scratchboard etching and printmaking.

Health and well-being: At the WEA you can learn a range of skills for improving your health and well-being, including skills for conquering your migraines and headaches, losing weight for the long-term, and fighting allergies, pests and diseases. You can learn how to meditate, undertake self-hypnosis, apply foot reflexology techniques, and give relaxing and therapeutic massages. You can learn the self-talk skills to rid your mind of anxious thoughts, and you can learn the art of mindfulness. There are courses to help you learn how to add more excitement and challenge to your life, and work out your personality type.

Dance: You can dance at the WEA. You can learn Zumba dancing, rock'n'roll, belly dancing, and tap dancing. You can learn Latin American dances like the Samba, the Cha Cha, the Mambo, the Rumba, the Jive, the Salsa and the Tango. You can learn to do the basic waltz, the King's waltz, the military two step, and the barn dance. You can even do a bootcamp workshop using dance to tone your body.

Music: You can sing and play music at the WEA. You can learn to sing with or without music in a choir or individually.

You can learn to read music. You can learn a musical instrument like the harp and the piano, the guitar, and the harmonica. You can learn to play the ukulele.

The WEA in New South Wales

Similar organisations to the one set up in Adelaide were also set up in other parts of Australia in 1913.

The Sydney branch of the WEA also has similar life-style and recreational courses to the ones in Adelaide, but the Sydney branch has also kept up the traditional focus on humanities and the arts.

If you enter its website at

<https://www.weasydney.com.au/> you will be also able to choose from activities that are offered for one night only and those that are longer in duration. You can choose from the following groups of activities:

- Lunch-time politics
- Travel Tuesday
- General Studies
- Arts and Humanities
- Languages (intensive and for fun)
- Visual Arts
- Music (appreciation and practical music)
- Walks and Travel
- Business and IT
- Discussion Groups
- TAE40116 Certificate 1V in Workplace Training and Assessment

You can check out these websites to get a more detailed account of what is available and the history and progression of the WEA in Sydney.

- <https://www.weasydney.com.au/work>
- https://dictionaryofsydney.org/organisation/workers_educational_association_sydney
- https://dictionaryofsydney.org/entry/the_workers_educational_association_in_the_post_war_era#ref-uuid=7b951cd0-8a56-1a42-84fe-7ed5a8b79496

Stories making the news

Outsourcing core public service work to consultants is problematic

At the recent national conference of the Institute of Public Administration Australia (IPAA) the Commissioner of the Victorian Public Sector, Paul Grimes, spoke about the problems associated with outsourcing to external consultants, core public service work that could be done internally by public servants themselves. He was of the view that in outsourcing strategic policy work to external consultants, the public service needed to ask itself whether it was making enough investment in developing its 'core capabilities ... training its staff' and ensuring it had 'strong institutions'. https://www.themandarin.com.au/100288-consultants-doing-core-public-service-work-deeply-problematic-says-vps-commissioner/?utm_campaign=TheJuice&utm_medium=email&utm_source=newsletter

How healthy is the average Australian?

Preliminary finding from the recent ABS National Health Survey provides some sobering facts about the health of Australians. According to Louise Gates from the ABS 'typical Australian male weighed 87kg and stood 175cm tall and was therefore overweight while the typical female weighed 72kg and was 161cm tall and was also overweight. On average, [they are] doing 42 minutes of exercise every day, which mostly consisted of walking for transport or walking for exercise (24.6 minutes), however [they] didn't participate in sufficient strength and toning activities. In addition, 44 per cent ... spent most of [the] work day sitting'.

Ms Gates went on to say that 'More than half of us were eating the recommended daily intake of fruit but not enough vegetables, with only 7.5 per cent of adults eating the recommended daily serves of vegetables'.

Other data showed that almost half (48%) drank sugar-sweetened or diet drinks, and about the same proportion (47%) had at least one chronic health condition. 'The good news is that although 79 per cent consumed alcohol last year, they did so at safe levels', Ms Gates said.

See more at: National Health Survey: First Results, 2017-18 (cat. no. 4364.0.55.001) from the ABS website
<http://www.abs.gov.au>.

Reviewing the South Australian Certificate of Education (SACE)

The review has looked at how to improve SACE Stage 2. It has been especially interested in investigating how the system can make sure that year 10 students who are enrolled in the Personal Learning Plan (PLP) do go on to complete their SACE in year 12/13 and are successful in following pathways to vocational education and or university.

<https://www.education.sa.gov.au/sites/default/files/sace-stage-2-review.pdf>

OECD says the HELP scheme for university students should be less generous

According to the OECD the Australian government should reduce the amount of fee help given to university students [according to the OECD](#). In 2016-17, the latest available information shows that [\\$54 billion was outstanding](#) in Higher Education Loan Program debts.

Source: Australian Financial Review - <https://www.afr.com/news/policy/education/oecd-says-student-loans-scheme-should-be-less-generous-20181211-h18zot>

A new review of the VET sector to be done in early 2019

The Prime Minister has announced that a new national and major Review of the VET sector is to take place in March 2019. In making this announcement to the Australian Chamber of Commerce and Industry, Mr Morrison said 'I want even more Australians to get jobs, and that means ensuring they have the right skills to drive an even stronger economy. Getting our investments in skills education and training right is a core prerequisite for driving economic and jobs growth in the future'.

The terms of reference for the review are available at https://www.pm.gov.au/sites/default/files/media/vet-review-terms-of-reference_0.pdf The review will be led by a

former Minister of the New Zealand Parliament, Steven Joyce.



332V1024.PDF

Doug Cameron discusses the VET review

Read what Shadow Minister for Skills, TAFE and Apprenticeships, Senator the Hon Doug Cameron, said at his doorstep interview the day after the announcement.



333V1704.pdf

Remember the last national review!!!

You may also remember that in 1973 another national review of the sector was announced by then Minister for Education, the Hon. Kim E. Beazley when he appointed the Australian Committee on Technical and Further Education (ACOTAFE) to ‘... advise the Australian government on the development of technical and further education in Australia’. The review culminated in what was to be called the Kangan Report. It recognised the importance of technical and further education as an integral part of the nation’s education system and recommended that ‘the emphasis in technical college type institutions should be primarily on the needs of the individual for vocationally oriented education and the manpower needs of industry should be seen as the context for courses’. In tabling this report in the Australian parliament on 10 April 1974, the Minister predicted that ‘The report ... will revolutionise technical education in Australia’. You can download this Landmark Report at: <http://hdl.voced.edu.au/10707/17052>.

More subsidised training for apprenticeships in South Australia

Minister for Industry and Skills, for South Australia, David Pisoni has announced that government funding will be made available in January 2019 for another 338 courses that can be done under a training contract. ‘This will be in addition to the 326 qualifications currently available under a training contract and represents a much greater choice for students

and employers for subsidised training,’ he said. Minister Pisoni said that this ‘reflects a growing need for higher-level technical skills to meet demand in key industries such as Defence, IT, cyber security, construction, mining and energy’.

Valuing Adult and Community Education (ACE) – properly

South Australia’s Training and Skills Commission has showcased the value of the Adult and Community Education sector in that state in a recent [report](#). Here is what they found.

Source: VDC - <https://vdc.edu.au/vdc-news/valuing-adult-and-community-education-ace-properly/>

Humanities, Arts, and Social Sciences (HASS) degrees provide key skills for digital economy

A recent report by the Deans of **Arts, and Social Sciences and Humanities**, provides some little publicised facts about the quantum of students who graduate from these programs. In making a case for the role of HASS graduates in the future workforce it notes that these disciplines supply 66% of Australia’s workforce. Graduates also possess the skills in communication, problem-solving, collaboration and critical thinking, that are ‘highly prized’ across industry, especially in the ‘new digital economy’.

http://dassh.edu.au/resources/uploads/publications/project_reports/DASSH_HASS_and_Future_Workforce_FINAL_Report_2018.11_.21_.pdf

A new peak advisory body for Science and Technology

A new peak advisory body for science and technology was announced by the Prime Minister and Minister Karen Andrews on Nov 28, 2018. The new National Science and Technology Council will take over from the former Commonwealth Science Council. Its role is to provide independent advice to the government on priorities based on the findings of Research Challenge projects in the areas of health, emerging technologies and education. It will implement Research Challenge projects.

<https://www.pm.gov.au/media/stronger-voice-science-and-technology>. The Prime Minister will be the chair of the Council; Minister for Industry, Science and Technology,

Karen Andrews, will be Deputy Chair; Chief scientist Dr Alan Finkel, will be the Executive Officer; the Chief Executive of the CSIRO will be an ex officio member. There will also be up to six scientific experts appointed to the Council.

<https://www.chiefscientist.gov.au/national-science-and-technology-council/>

<https://www.chiefscientist.gov.au/2018/11/national-science-and-technology-council-terms-of-reference/>

More support for apprentices in Victoria [media release]

Minister for Training and Skills Gayle Tierney today announced \$9.3 million in funding for Victoria's 23 Group Training Organisations (GTOs). This will support 7,000 apprentices and trainees per year over the next three years. Source: Victorian Premier -

<https://www.premier.vic.gov.au/funding-boost-to-support-victorian-apprentices/>

A fair day's pay for a fair day's work

The Queensland Parliament's Education, Employment and Small Business Committee has released its report on the state of wages for workers in Queensland. The report is aptly called *A fair day's pay for a fair day's work? Exposing the true cost of wage theft in Queensland*. See:

<https://www.parliament.qld.gov.au/work-of->

[committees/committees/EESBC/inquiries/current-inquiries/Wagetheft](https://www.parliament.qld.gov.au/work-of-committees/committees/EESBC/inquiries/current-inquiries/Wagetheft). The terms of reference for the inquiry are available here:

<https://www.parliament.qld.gov.au/work-of-committees/committees/EESBC/inquiries/current-inquiries/Wagetheft>

More federal funding for students in regional and remote areas

The Prime Minister announced an extra \$134.8 million for higher education students who live in regional and remote communities. Minister for Education Dan Tehan said that this brought funding for regional higher education up to \$400 million over five years. Minister for Education Dan Tehan said the Morrison Government was making a real and lasting difference in the lives of students, their families and communities throughout regional, rural and remote Australia. 'Every Australian, no matter where they live, should have access to Australia's world-leading higher education system,' Mr Tehan said.



334V5800.PDF

The 22nd Annual Conference of the Australasian Vocational Education and Training Research Association (AVETRA), June 17th-18th 2019, Sydney

Initial announcement: save the date!

'No future for old VET': Researching for the training system/s of tomorrow'



Monday-Tuesday 17th-18th June 2019, Parramatta, Sydney

The conference is being held at the state of the art, 'vertical campus' of Western Sydney University and University College (RTO) next to Parramatta Railway Station. It is less than 40 minutes by rail from Sydney Airport.

It is well-recognised that current rapid economic and industrial developments, as well as changes in society, are affecting the demands placed upon VET systems both in Australia and elsewhere. As well, the Australian VET system has had internal challenges which need addressing. To meet all of these challenges, and to plan strategically for the future, a strong research base is needed. This AVETRA conference will bring together VET researchers and those interested in using research to inform policy and practice, to discuss and debate these vital matters.

The conference will commence with a range of researcher capability workshops including workshops for emerging, mid-career and established VET researchers, on the morning of 17th June; with the remainder of the conference devoted to keynote and plenary sessions, and parallel sessions of research-based papers.

Abstract submissions

The call for research-based papers will be made soon. Topic streams (to be confirmed) will be: The other 'E' in VET (equity, social justice and marginalised learners); Teaching, Learning and Curriculum; Theorising VET; The ongoing debate about CBT; Industry and workplace training; Regulation, governance and policy-making; VET for industry 4.0, for new forms of employment, and for a globalised labour market.

See AVETRA web site for updates www.aveutra.org.au Information will continue to be disseminated via normal means. Initial enquiries may be sent to aveutra@theassociationspecialists.com.au

The NCVET NO FRILLS 2019 Conference



Don't miss your opportunity to present at the [28th National VET Research Conference 'No Frills'](#), co-hosted with TAFE SA in Adelaide on 10-12 July 2019.

We're seeking presentations that explore the theme: *The student journey: skilling for life* and further our understanding of the issues it raises.

[Submissions are open](#) until **Monday 18 February 2019**, so get your abstract in now.

Scholarships on offer

Through this conference, NCVET contributes to building capacity and capability in VET research by offering a range of scholarships to presenters. These scholarships are designed to assist with the costs of attending 'No Frills'.

While providing opportunities for engagement and learnings, scholarships also aim to bring new perspectives to the conference and facilitate networking across the varied sectors that have an interest in VET.

Valued at \$1200, the [scholarships](#) cover full conference registration as well as \$700 to support travel, accommodation and other related sundries.

THE SCUTREA 2019 Conference

Adult Education 100: Reflections & Reconstructions

This conference is an opportunity for adult educators and scholars to join a global reflection on what the field has achieved across the world over the past century, on where we are now, and on how adult education should be 'reconstructed' for the century ahead.

We invite proposals for papers and symposia that focus on theory, research, practice and policy in adult education and lifelong learning. We particularly encourage proposals that do so within the approaches and traditions advocated by the 1919 Adult Education Report, or engage critically with its legacies.

Deadline for submission of abstracts: Friday 18th January 2019.

Proposals should be submitted as Word documents to: scutrea2019@nottingham.ac.uk

The Call for Abstracts can be found at the following [link](#).

THEi AETI 2019 Conference

International Conference on Applied Education, Technology and Innovation (THEi AETI 2019), Conference Theme: *Education 4.0: Applied Degree Education and the Future of Work*, 16 -18 April 2019, hosted by Technological and Higher Education Institute (THEi), Hongkong

The first *International Conference on Applied Education, Technology and Innovation* welcomes abstracts from academics and practitioners, industry partners, education entrepreneurs and innovators engaging with Education 4.0 with breakthrough stories to tell. In initiating the *International Conference on Applied Education, Technology and Innovation* series, THEi Hong Kong seeks to evolve a global community of practice to share case studies, engage in critical discussion and spearhead thought leadership to address the paradigm shift in new generation educational practice. Increasingly, institutions across the applied degree sector are addressing technology and innovation as the triggers to transform higher education to ensure more fit for purpose outcomes in preparing students for the world of work and life-long learning. As we engage in this transformation, what are the innovation pedagogies informing student success? How are new generation technologies shaping institutional development, curriculum refresh and student learning journeys? How are institutional leaders pro-actively shifting gears to shape the future of education? How are industry and students as partners becoming more involved in applied research? What are the impacts of Education 4.0 on applied degree education outcomes?

The Conference aims to profile and enhance the contribution of applied educational practice and research particularly in the applied degree sector as it relates to the future of work. Selected conference papers will be included in an independent volume of the *Technical and Vocational Education and Training (TVET)* series, published by Springer as a post-conference edited book. Contributions that show case *real world* outcomes with students and industry as partners are most welcome. The Conference will include keynote addresses, panel discussion, breakthrough case studies and paper presentations. See more at <https://thei.edu.hk/research-and-consultancy/aeti-2019/>

Facts and figures: statistics from the NCVER 2018 Student Outcomes Survey

VET student outcomes



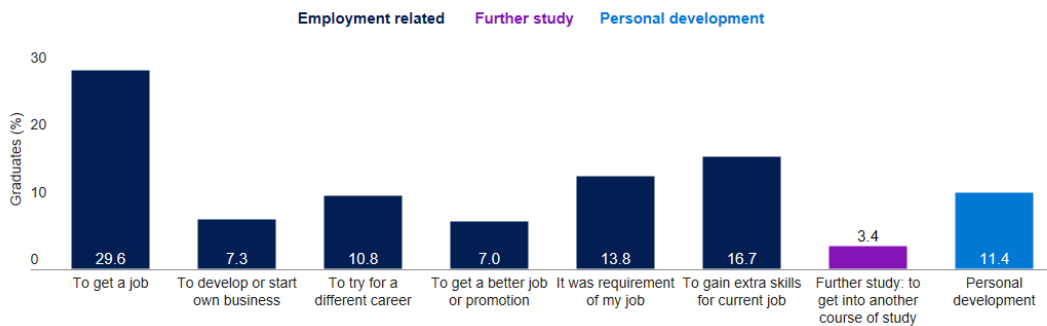
The National Student Outcomes Survey is an annual survey of students who completed their vocational education and training (VET) in Australia during the previous calendar year. The survey covers students who have an Australian address as their residential address who are awarded a qualification (graduates), or who successfully complete part of a course and then leave the VET system (subject completers)

The following facts and figures are reproduced from the following NCVER infographic publications at: <https://www.ncver.edu.au/research-and-statistics/data/infographics/vet-graduate-outcomes-2018-infographic>
<https://www.ncver.edu.au/research-and-statistics/data/infographics/vet-subject-completer-outcomes-2018-infographic>

VET graduates

Information is presented on reasons for training, employment outcomes, further study outcomes, job-related benefits, and satisfaction with training.

Graduate reasons for training



Graduate outcomes from training



59.0% improved their employment status after training.



48.4% of those not employed before training, were employed after training.



18.6% of those employed before training, were employed at a higher skill level after training.

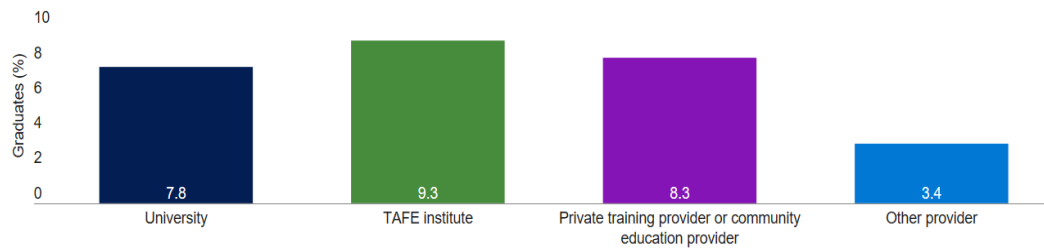


71.0% of those employed after training, received at least one job-related benefit.

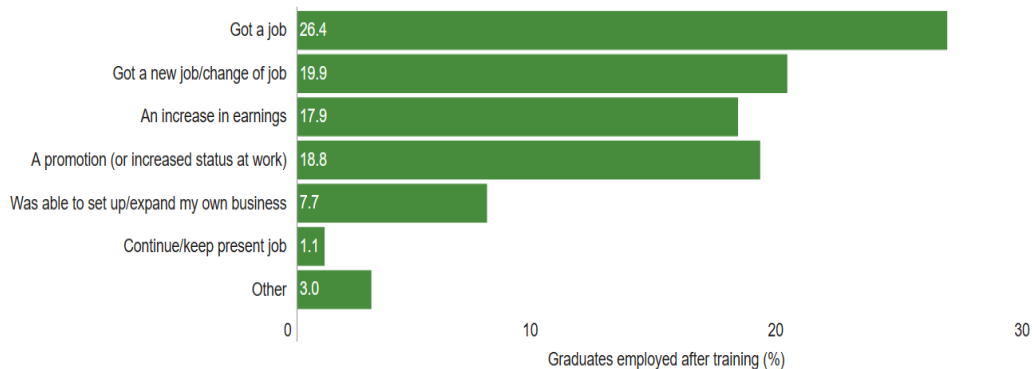
Graduate further study outcomes



28.9% were enrolled in further study after training, at:



Job-related benefits of graduates employed after training



Graduate satisfaction



86.8% were satisfied with the overall quality of their training, down 0.5 percentage points from 2017.



84.2% achieved the main reason for training, similar to 2017.



91.0% recommend their training, down 0.6 percentage points from 2017.

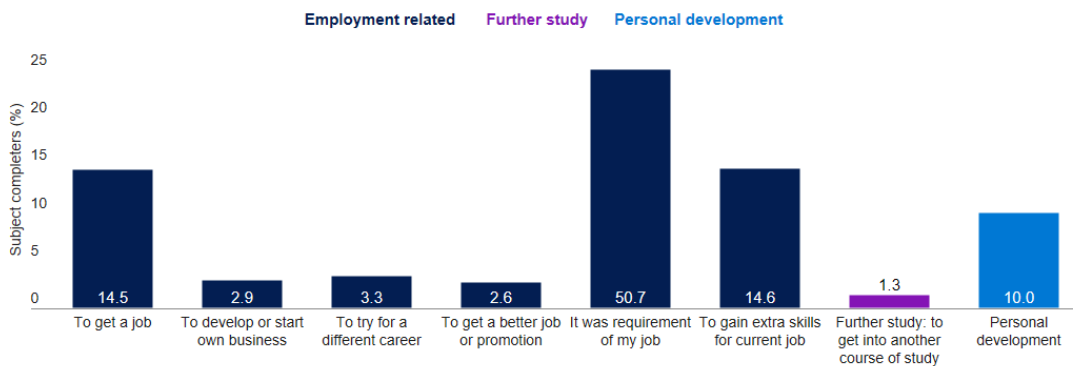


89.6% recommend their training provider, similar to 2017.

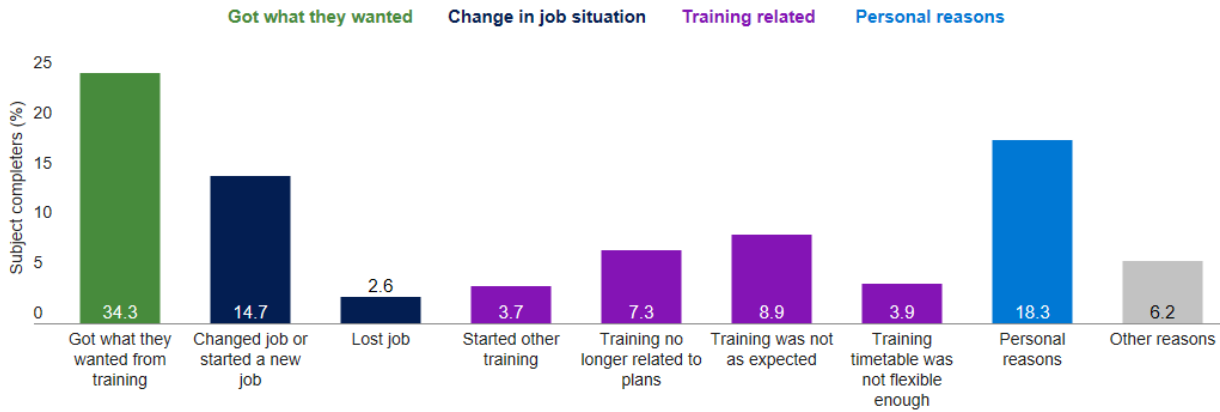
Subject Completers

Information is presented on reason for training, reasons for completing part of a course and leaving the VET system, employment outcomes, further study outcomes, job-related benefits, and satisfaction with training.

Subject completer reasons for training



Subject completer reasons for completing part of a course and leaving the VET system



Subject completer outcomes from training



45.8% improved their employment status after training.



47.5% of those not employed before training, were employed after training.

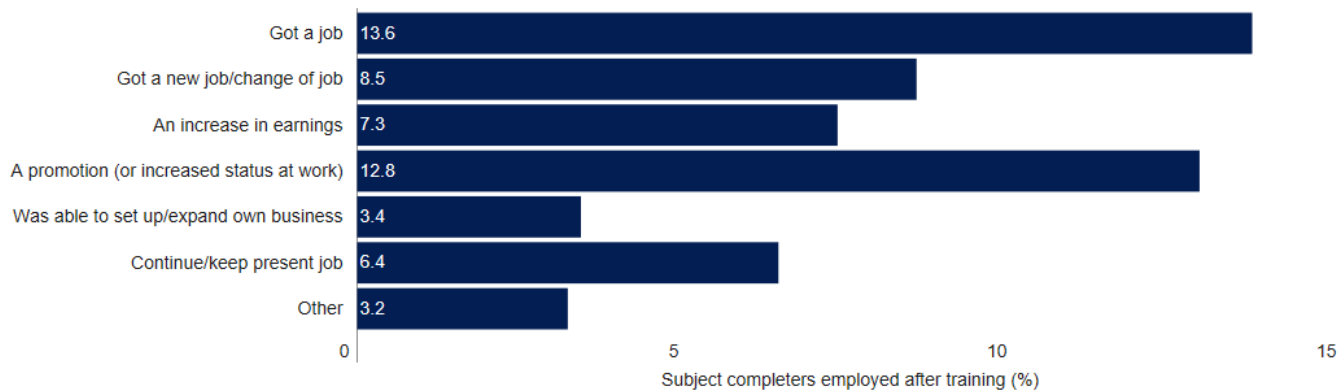


8.9% of those employed before training, were employed at a higher skill level after training.



47.9% of those employed after training, received at least one job-related benefit.

Job-related benefits for subject completers employed after training



Note: Students can report more than one job-related benefit. For this reason, the percentages will sum to more than the per cent reporting at least one job-related benefit.

Subject completer satisfaction



90.4% were satisfied with the overall quality of their training, similar to 2017.



90.8% achieved the main reason for training, up 0.9 percentage points from 2017.



93.8% recommend their training, similar to 2017.



93.3% recommend their training provider, similar to 2017.

The margin of error allows data users to determine the amount of certainty (or error) in a reported measure when comparing groups. For the 95% margin of error for survey estimates, please refer to the data tab at <https://www.ncver.edu.au/publications/publications/all-publications/vet-student-outcomes-2018>. For further information, see: <https://www.ncver.edu.au/data/collection/student-outcomes>. Source: NCVER, Student Outcomes Survey, 2018., TD/TNC: 134.03

If you have any queries or want more information about the survey and its other findings please feel free to contact surveys_req@ncver.edu.au or call Davinia Blomberg of NCVER on 08 8230 8409

Resources for your research: NCVER's VOCEDplus data base



The considerable resources of the VOCEDplus data base can help you when you are starting up new research projects or literature reviews. They can be accessed at: <http://www.voced.edu.au>

The VOCEDplus Pod Network allows instant access to research and a multitude of resources in a convenient and efficient platform. <http://www.voced.edu.au/pod-network>

Link to the whole list of podlets: <http://www.voced.edu.au/podlets>

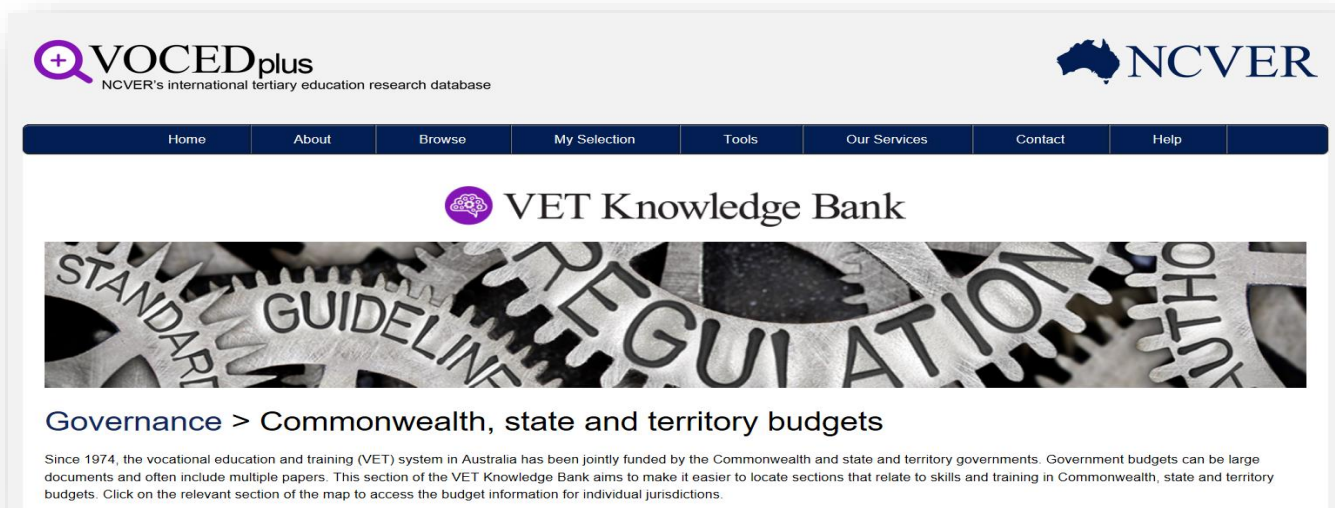
Link to the feedback form: <http://www.voced.edu.au/content/contact>

NCVER has developed another product to help you with your research work. This is the VET Knowledge Bank. Click here to start <http://www.voced.edu.au/vet-knowledge-bank>

[A focus on Budgets](#)

There is another new product at the VET Knowledge Bank. It deals with the financing of the VET system.

You can access this information is website to <http://www.voced.edu.au/vet-knowledge-bank-governance-budgets>



If you would like to know more about the VET Knowledge Bank you can contact the team at voced@edu.au

2019 Upcoming Conferences: details, dates and links

Australian Conferences



June 17-18, AVETRA Conference, 'No future for old VET': Researching for the training system/s of tomorrow', vertical campus of University of Western Sydney and University College (RTO) next to Parramatta

Railway Station. Program not finalised at time of writing. Keep checking for details <https://www.avetra.org.au/>

July 12-13, Australian Conference of Economists, ACE 2019, *Economics for Better Policy: Evidence, Education + Impact* See more at http://esacentral.org.au/annual-conference-item/32411/ace2019-hold-the-date/?type_fr=407

July **10-12**, 28th National VET Research Conference- No Frills: *The student Journey: Skilling for Life*, Adelaide, South Australia This conference is co-hosted by the National Centre for Vocational Education Research and TAFESA. See more at: <https://www.ncver.edu.au/news-and-events>

August 4-5, Australian Council of Educational Research (ACER) Research Conference 2019, *Preparing students for life in the 21st Century: Identifying, developing and,*

assessing what matters, Melbourne Convention and Exhibition Centre, Melbourne. See more at <https://www.acer.org.au/research-conference>

August 2019, - Not finalised at time of writing. Keep checking <https://www.acpet.edu.au/>

September 12-13, Velg National Conference 2018, *Innovate, Activate, Educate*, Brisbane Convention Centre, Brisbane. See more at <https://www.velgtraining.com/nvc>

October 15-18, The Australian International Education Conference (AIEC), 34th Annual Conference, *Leading the Way*, Perth Convention and Exhibition Centre. See more at: <https://aiec.graydesign.com.au/call-for-proposals>

November 2019 Community Colleges Australia Annual Conference, not yet finalised. Keep checking at: <https://cca.edu.au/>

Check out this interactive website to find details on upcoming education and training conferences by topic and date to be held in Australia from December 2018 – 2019 <https://10times.com/australia/education-training/conferences>

International Conferences



March 4-6, 6th Congress on Research in VET, The End of VET as we know it? Skills Development in times of technical and social change, Berne/Sollikofen, *Switzerland*. See more at

<https://www.sfivet.swiss/vet-congress-2019>

April 16 -18, International Conference on Applied Education, Technology and Innovation (THEi AETI 2019), *Education 4.0: Applied Degree Education and the Future of Work*, Technological and Higher Education Institute (THEi), Hongkong

May 9 – May 11, IVETA Europe Regional Conference 2019, *Revaluing VET*, Malta. See more at <https://warnborough.edu/event/iveta-europe-regional-conference-in-malta/>

June 28-30, Journal of Vocational Education Conference, Researching Vocational Education and Training, Kebble College, Oxford, United Kingdom. See more at <https://jvet.co.uk/>

July 2-4, SCUTREA (Standing Conference on University Teaching and Research in the Education of Adults),

Adult Education 100: Reflections and Reconstructions, University of Nottingham, Nottingham United Kingdom. See more at scutrea2019@nottingham.ac.uk

August 12-16, 18th Biennial European Conference for Research on Learning and Instruction (EARLI) Thinking tomorrow's education: Learning from the past, in the present and the future, RWTH Aachen, Germany, <https://www.earli.org/earli2019>

September 3 – 6, European Educational Research Association, *Education in an Era of Risk: the role of the educational researcher*. See more at <https://eera-ecer.de/ecer-2019-hamburg/>

September 25 – September 27, Association for Career and Technical Education, Best Practices and Innovations in career and technical education, Tucson, Arizona, USA, See more at <https://www.acteonline.org/bestpractices/>

Check out this interactive website to find upcoming education and training conferences by location, topic and date (from December 2018 – 2019) <https://10times.com/unitedkingdom/education-training/conferences>

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Photo by Element5 Digital on Un-splash

The Executive wishes everyone a safe and happy festive season. Thanks to Mandy Mihelic (NCVER) for help with proof-reading A-News.



About AVETRA

AVETRA is the peak professional association for VET researchers. Its ability to be a sustainable and viable association depends on its membership. Members are urged to continue their membership and to encourage their colleagues to join AVETRA.

AVETRA services include:

- An annual VET international research conference
- Two editions of International Journal of Training Research per annum
- The AVETRA e-newsletter with the latest news in the VET sector as well as VET research twice a year.
- The new Research Today publication twice a year.
- OctoberVET workshops organised by AVETRA members in centres as widely spread as Perth, Darwin, Townsville, Brisbane, Sydney, Melbourne and Adelaide.
- The AVETRA website with VET research links and information
- Awards for VET researchers including the Berwyn Clayton Award, The Ray Barker Award, and the AVETRA Best Paper Award.

HELP AVETRA help VET research and join now if you are not a member. Full \$190 (GST inclusive) and Student memberships \$95.00 including GST are available.

If you are interested in providing leads or contributing to this newsletter, please contact Josie Misko - josiemisko@ncver.edu.au

Note: AVETRA Membership for institutions and organisations has been formally endorsed. Arrangements are currently being made to enable institutions and organisations to join AVETRA on an annual basis.