

In this presentation

- About us
- Background and context
- What we were looking for
- Method
- What we found

About us

- Our research
 - Intersecting facets
 - Areas of mutual interest
- Context of our work
 - VET and VET organisations
- Work benefits from our research
 - Supervisors, workers and sustainability

Background and context

- Challenges of the industry and skills shortages
 - Adverse effects on apprentice chef engagement and retention
- Chef work fine dining- Sydney
- Challenges with chef apprenticeship learning
- Supervising chefs their roles

Argument

- the role of the supervising chef is critical to apprentice chef engagement but is not well understood by either supervisors, the industry or RTOs
- That apprentice chefs are now different

What we were looking for

- What positively engages an apprentice chef at work?
- What role does the supervising chef play in creating conducive learning conditions?





Method

- Case study Interviews with:
 - o apprentice chefs (who dropped out in yr 1 or 2)
 - o chefs
 - managers
- Documents
- Analysis
 - o Themes apprentice perceptions
 - work practices

What we found

- workplace hierarchy
- culture influences work satisfaction and learning – menial tasks
- Nature of work not challenging
- Devolution of responsibility for training
- Support from supervisor most important to apprentice chefs
- Some supervisors don't have skills to train others on the job

What we found cont.

- Constraints:
 - o Apprentice feeling of not being supported
 - 'You see the way some chefs treat younger people in the industry and I think that puts a lot of people off'. Tim
 - o Supervisor skills in providing on-the-job training
 - o Time and resources
 - Inadequate link between RTO training, work and on-the-job training

Ways forward

- Need mix and balance
- Assist apprentices to feel supported at work
- To reconsider the role supervisors play in:
 - o creating learning conducive conditions
 - fostering support in a diverse environment

Questions

Thank you