

VET educators: voices from the storm

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VET educators: voices from the storm

The storm

The current voices

The missing voices -

*Today's workshop: a methodology
for gathering educator voices*

The Turbulence

New Zealand tertiary education is constantly undergoing significant and frequent policy change through 'radical reform agendas' (McLaughlin, 2003)

Drivers for tertiary and particularly vocational education are many

Tertiary vocational education is seen as a way of addressing a range of social, political and commercial problems

VET educators: voices from the storm

The storm

Shifting eddies

Ongoing changes in an attempt to respond to the needs of :



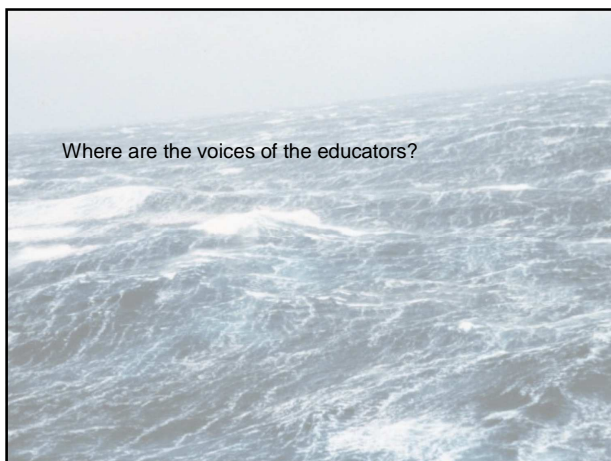
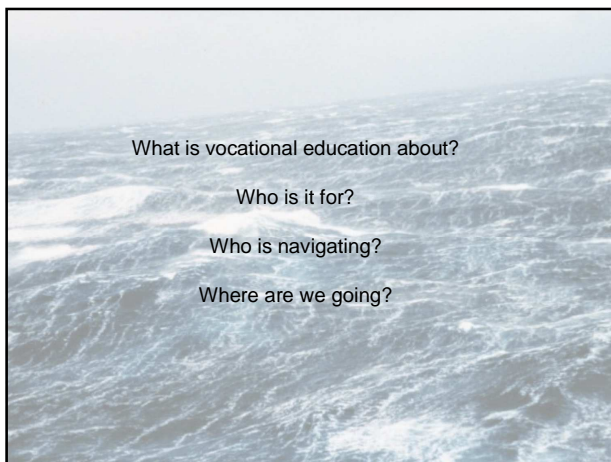
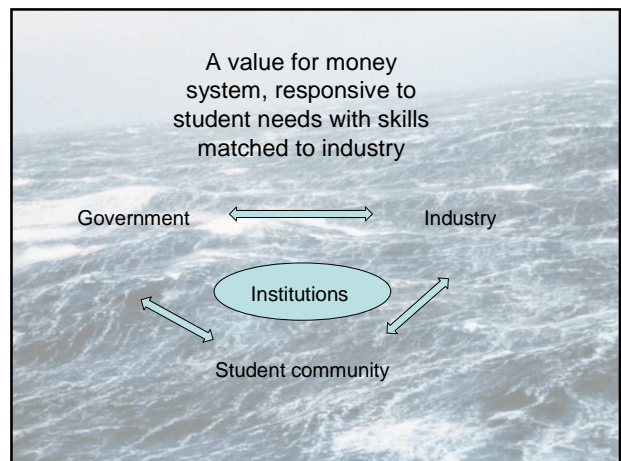
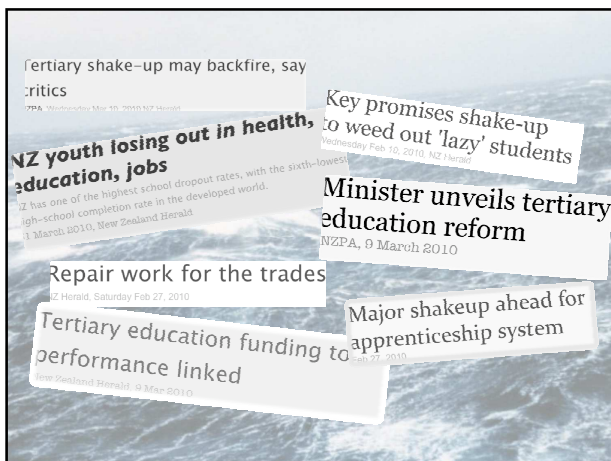
High youth unemployment, skill shortages, students disengaged from school, industry/worker skill mismatches, value for money for government, students and industry

Current voices

Government –value for money qualifications, student achievement, youth unemployment

Industry – skills match (mismatch) to industry

Institutions – student needs





What is vocational education about?

Identity

What do you (vocational educators) call yourself (themselves)? What names are in use?

Purpose

What do you see as the purpose of vocational education?

Influences

What are the main influences on the work of a vocational educator?

Future

What do you see as the future for vocational education?

What do you (vocational educators) call yourself (themselves)? What names are in use? Why?

Has this changed?

(white)

What do you see as the purpose for vocational education?

(blue)

What influences your work within vocational education?

(pink)

What do you see as the future for vocational education?

(grey/cream)

What is vocational education?

(informal survey results, 1 ITP 15 responses from trades, professions, administrators in tertiary VET)

- Training for a vocation/for a workplace
- Preparation for a job
- Education tailored to a specific task that needs to be done
- Training in the trades
- Teaching in an applied situation
- Learning what it is to be a good 'something'
- Education in touch with reality
- Teaching towards a vocation but with transferable skills that cover a wide range of occupations
- Personal development
- For students to better themselves
- Includes training in responsibility to others



Specific skills

General education

What do you think?

Construct a model of vocational education

Choose any material

wire
sketching paper and pencil
plasticine
paper and colour (pens, colours)

Describe your construct

What themes emerge?

Any surprises?

Your feedback please

How did it go?

Recommendations?

