AVETRA
BRINGING AUSTRALIA'S VET RESEARCH COMMUNITY
TOGETHER

13th Annual Conference

Thursday, 8 – Friday, 9 April 2010
Pre conference workshops: Wednesday, 7 April 2010

Holiday Inn Surfers Paradise, QLD

VET Research:
Leading and Responding in Turbulent Times

SPONSORS

The Organising Committee is grateful for the following, who at the time of printing, have given their support in many different ways:

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AVETRA PRESIDENT'S WELCOME

On behalf of the members of the Australian Vocational Education and Training Research Association (AVETRA), I would like to welcome participants to the 13th Annual Conference of the association. It is quite a few years since the conference was in Queensland, and we have never before held a conference at the Gold Coast. I am sure you are all looking forward to enjoying the seaside location and the many activities available in the area as well as the collegiality and intellectual stimulation of the conference. We thank the Ashmore Campus of Gold Coast Institute of TAFE which has kindly hosted our pre-conference workshops.

This year we are fortunate to have international keynote speakers Professor Richard Lakes from Georgia State University, USA and Professor Laurent Filliettaz from the University of Geneva, Switzerland. We are also privileged to have national representatives with Ms Berwyn Clayton, from Victoria University, Ms Elaine Butler from Women in Adult and Vocational Education (WAVE) and Dr Sue Shore from the University of South Australia. Professor Jo-Anne Reid, the President of the Australian Association for Research in Education (AARE), is also joining us. The combination of national and international experts willing to address our conference illustrates, I hope, the high esteem in which AVETRA is held.

I welcome all our keynote speakers and also our many presenters and thank them for their contribution towards making this conference a memorable and rewarding experience. Particular thanks are due to the presenters of the pre-conference workshops, which have attracted a large number of registrations. We thank the members of the Queensland conference committee, who have worked very hard over a twelve-month period to make this event possible, and particularly Stephen Billett and Sarojni Choy, the co-convenors.

This year's conference theme Leading and Responding in Turbulent Times' reflects the volatile world economic situation over the past two years, and the effects that this has had on communities and people. VET is intimately connected both with the economy and with individuals who need high quality education and training to negotiate their relationships with the labour market and with society more generally. As the conference theme implies, VET needs to be proactive in turbulent times rather than merely responding to circumstances or to agendas set by other sectors. AVETRA aims to draw together researchers, policy makers and practitioners so that information can be shared and conflicting positions productively and amicably confronted.

We welcome the support of our major 2010 sponsors and supporters: the Department of Education, Employment and Workplace Relations, Queensland University of Technology and Adult Learning Australia. We would like to thank NCVER for once again providing support for the AVETRA Conference Early Career Researcher Award. We thank our other sponsors and exhibitors for their support; whose names are listed in this programme.

AVETRA is a diverse community of people interested in promoting the status, profile, impact and quality of VET research. Whether you are already a member, or are new to our community, I hope you enjoy this opportunity to network with other researchers, administrators, practitioners and policy experts. On behalf of AVETRA I welcome you to the conference, and I hope to see you at the AVETRA conference again next year. Please do not hesitate to approach me with any suggestions for improvement to our annual conference or any other aspects of AVETRA's operations.

Professor Erica Smith
President – AVETRA

SPONSORS

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Web:	www.ala.asn.au

ALA is the national peak body representing organisations and individuals in the adult learning field.

Adult Learning Australia is a not-for-profit entity with both organisational and individual members in all States and Territories who reflect the extraordinary diversity of adult and community learning. They include adult educators in universities, TAFE Colleges, Community Houses and adult community education providers (ACE), as well as community workers, librarians, individual tutors and trainers, volunteers and students.

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Email:	colleen.young@ncver.edu.au
Web:	www.ncver.edu.au

The National Centre for Vocational Education Research (NCVER) is Australia's principal provider of research and statistics about vocational education and training (VET) in Australia. NCVER's website www.ncver.edu.au is a 'one-stop-shop', providing access to NCVER's latest research, statistics, news and events. It offers access to NCVER's extensive catalogue of publications, which can be downloaded free of charge and the VOCED database www.voced.edu.au.

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Queensland University of Technology (QUT) is a leading Australian university with an applied emphasis in courses and research. QUT's Faculty of Education is one of the largest education faculties in Australia, unique in its blend of large-scale teacher education and research excellence. The faculty offers a range of specialist programmes that aim to meet industry needs, including courses in vocational education and training.

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Email:	vet@pearson.com.au
Web:	www.pearson.com.au

Software Publications

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Web:	www.softwarepublications.com.au

ORGANISING COMMITTEE

- Josephine Balatti, James Cook University, QLD
- Fred Beven, Griffith University, QLD
- Stephen Billett, Griffith University, QLD - *Co-Convenor*
- Sarojni Choy, Queensland University of Technology, QLD - *Co-Convenor*
- Bobby Harreveld, Learning & Teaching Education Research Centre, QLD
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- Greg McMillan, HTA Inc, QLD
- Janine Schubert, Department Education and Training, QLD
- Peter Skippington, Department Education and Training, QLD
- Raymond Smith, Griffith University, QLD
- Leesa Wheelahan, University of Melbourne, VIC

CONFERENCE SECRETARIAT

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CONFERENCE VENUE

Pre-conference workshops will be held at:
Ashmore Campus of Gold Coast Institute of TAFE
Corner Heeb Street & Benowa Road
Ashmore QLD 4217 AUSTRALIA

The pre-conference workshops will be held on level 3 of the D Block (**rooms 22.A, 22.B, 23** and **25**) at the Ashmore Campus of Gold Coast Institute of TAFE.

The AVETRA 13th Annual Conference will be held at:
Holiday Inn Surfers Paradise
 22 View Avenue
Surfers Paradise QLD 4217 AUSTRALIA
Tel: +61 7 5579 1056
Fax   +61 7 5579 1020

Rooms for Sessions

The Conference rooms are the **Boulevard Rooms** *(*Boulevard 1, Boulevard 2 and Boulevard 3*)* and **Paradise Room** on the first floor of the Holiday Inn Surfers Paradise Hotel, and the **Palm Rooms** *(*Palm 1 and Palm 2*)* on the fourth floor.

The exhibition, arrival tea & coffee and morning & afternoon teas will be held in the **Boulevard Pre-Function Area**, first floor of the hotel. Lunches will be held in the **Sirocco Restaurant**, also on the first floor. The Welcome Reception and Pre-Dinner Drinks will be held in the **Palm Rooms Pre-Function Area** and the dinner will be in **Palm 1**, on the fourth floor of the hotel.

Please refer to the programme for sessions rooms. Signage will also be indicated outside the rooms at the hotel and at the Ashmore Campus of Gold Coast Institute of TAFE.

SPEAKER PREPARATION AREA

PowerPoint presentations sent to the Conference Secretariat before the conference will have been passed on to the audio-visual technicians.

However, all speakers are asked to check their audiovisual material before presenting. We ask that you check-in with the audiovisual technicians at least one hour prior to your session, at which point you can hand over your PowerPoint presentation if you haven't sent it to the Conference Secretariat in advance.

A technician will be in the **Paradise 1** room, next to the Registration Desk, first floor of the Holiday Inn Surfers Paradise.

PAPERS

Papers annotated with three asterisks have been refereed to comply fully with HERDC (Higher Education Research Data Collection) verification requirements for a conference publication, full written paper refereed. An anonymous refereeing process has been used. Please note that even with papers that are peer-reviewed in this way, AVETRA can accept no responsibility for the quality or veracity of the content.

Note: all papers and PowerPoint presentations will be available on the AVETRA website at the conclusion of the conference (http://avetra.org.au).

REGISTRATION DESK

Registration Desk
Pre-conference workshops
The Registration Desk for the workshops on Wednesday will be located on the **third floor** of the Ashmore Campus of Gold Coast Institute of TAFE, **D Block**.

Opening hours on Wednesday, 7 April 2010 will be from 1030 – 1500 hours.

AVETRA Conference
The Registration Desk for the AVETRA 2010 Conference will be located on the first floor of the Holiday Inn Surfers Paradise, facing the stairs.

Opening hours will be as follow:
Wednesday, 7 April 2010   1745 – 2000 hours
Thursday, 8 April 2010   0730 – 1700 hours
Friday, 9 April 2010   0800 – 1600 hours

ACCOMMODATION INFORMATION

Check in: 1400 hours
Check out: 1000 hours

Holiday Inn Surfers Paradise
22 View Avenue
Surfers Paradise QLD 4217 AUSTRALIA
Tel: +61 7 5579 1056

BreakFree Moroccan Apartments
14 View Avenue
Surfers Paradise QLD 4217 AUSTRALIA
Tel: +61 7 5526 9400

Accommodation Accounts

All delegates are reminded to pay their accommodation account prior to departure from their accommodation venue. Please note that the deposit you have paid to the AVETRA 2010 Conference Secretariat has been credited to your room account, however, each delegate is responsible for the payment of incidentals and any further room costs upon departure from the hotels.

Concierge

Check out is requested before 1000 hours at both venues. It is advised you check out before the conference starts on Friday, 9 April 2010 and leave your luggage at concierge at the Holiday Inn Surfers Paradise. This will facilitate your departure. No bags will be kept at the Registration Desk.

Concierge can also book a taxi or a seat in a shuttle bus to go to the airport on your behalf.

For shuttle buses to the airport, it is recommended you go to concierge with your flight itinerary the day before as we expect a lot of departures at the same time due to the conference. Concierge will organise with the shuttle buses to come and pick you up and advise the time of departure from the hotel. You can charge your room account with the bus fare and pay this upon departure (Price advised: $22.00 per person at time of printing). Alternatively, you can pay by credit card at the time of booking. Please note the driver cannot accept any payment.

GENERAL INFORMATION

Abstracts

Abstracts can be found at the end of this document. Abstracts, PowerPoint presentations and/or full papers will be available on the AVETRA website after the conference (http://avetra.org.au). Delegates will be notified by email when the papers will be available.

Audio/Video Taping of Sessions

Audio or video taping of any of the conference sessions is strictly forbidden.

Credit Cards

Credit cards accepted at the Registration Desk are MasterCard and Visa. Please note that American Express and Diners cards are not accepted.

Dress Code

Dress code during the conference and social functions is smart casual.

Lost & Found

The AVETRA 2010 Conference Secretariat is not responsible for any damaged, lost or stolen articles. Items found during the conference should be handed in to the Registration Desk where they may be claimed.

Mobile Phone and Pagers

Delegates are requested to turn off mobile phones and pagers during sessions as they may interfere with the audiovisual equipment in the rooms.

Name Badges

All delegates will be given a name badge at registration. For security reasons, we ask you wear your name badge at all time. This name badge is also the official entrance pass to all conference sessions, exhibition area, and teas and lunches each day.

Non Smoking Policy

The hotel operates a non-smoking policy in all its accommodation and conference rooms. Designated smoking areas are clearly marked on balconies.

Notice Board

A notice board will be placed near the Registration Desk where messages received for or between delegates can be displayed. Messages regarding the conference and exhibition will also be placed here.

Trade Exhibition

A trade exhibition will be held in the Boulevard Pre-Function Area, first floor of the Holiday Inn Surfers Paradise. Arrival tea & coffee, morning tea and afternoon tea refreshments will be served in this area to enable you to visit the exhibitors whose support to the conference is much appreciated.

Disclaimer of Liability

The Organising Committee, including the Conference Secretariat, will not accept liability for damages of any nature sustained by participants or loss of or damage to their personal property as a result of the conference or related events.

SOCIAL EVENTS

Lunches, Arrivals Tea/Coffee and Morning/Afternoon Teas

Arrival tea/coffee, morning and afternoon teas will be served in the Boulevard Pre-Function Area, first floor of the Holiday Inn Surfers Paradise.

Morning Tea on Thursday, 8 April 2010 from 0930 – 0955 hours is kindly supported by Adult Learning Australia. Adult Learning Australia will address the delegates in a short speech.

Sit down buffet lunches will be served in the Sirocco Restaurant at the Holiday Inn Surfers Paradise, where an area will be reserved for AVETRA delegates.

Welcome Reception & First Keynote Address

Room: Palm Ballroom Pre-Function Area, Fourth Floor

Venue: Holiday Inn Surfers Paradise

Date: Wednesday, 7 April 2010

Time: 1800 – 2000 hours

Cost: Included in Full and One Day Registration Fee
Guests Tickets: $50.00 per person

It is hoped all delegates and partners will be able to attend this evening as this is a great opportunity for networking.
The first keynote address will be given by Ms Berwyn Clayton during the Welcome Reception and is titled: "Leading in Turbulent Times: VET Institution and Management Practices". The abstract is available in the abstracts section of this programme.

Pre-Dinner Drinks and Conference Dinner

Room: Palm Ballroom Pre-Function Area and Palm 1, Fourth Floor

Venue: Holiday Inn Surfers Paradise

Date: Thursday, 8 April 2010

Time: 1900 - 2230 hours

Cost: $75.00 per person, including a 3-course menu and soft drinks. Alcoholic beverage will be available for purchase at the cash bar.

We hope all delegates and their guests will join us on this occasion to make it a memorable evening of the event. This is an occasion to catch up with friends, colleagues and acquaintances and meet with new people.

PRE-CONFERENCE WORKSHOPS

Pre-conference workshops are being held on Wednesday, 7 April 2010. Workshop 1 run from 1100 – 1300 hours and workshops 2, 3 and 4 run concurrently from 1400 – 1700 hours.

Venue: D Block

Ashmore Campus of Gold Coast Institute of TAFE

Corner Heeb Street & Benowa Road

Ashmore QLD 4217 AUSTRALIA

Registration for the workshops will open at 1030 hours on Wednesday, 7 April 2010. The Registration Desk will be on the **third floor** of the Ashmore Campus of Gold Coast Institute of TAFE, **D Block**.

WORKSHOP 1 - GETTING THE MOST OUT OF THE NATIONAL CENTRE FOR VOCATIONAL EDUCATION RESEARCH (NCVER) RESOURCES FOR VET RESEARCH AND WRITING

Mrs Miriam Saunders and Ms Nhi Nguyen - National Centre for Vocational Education Research (NCVER), Adelaide

The National Centre for Vocational Education Research (NCVER) produces research on a wide range of VET related issues and collects and publishes statistics about the Australian VET sector.

This workshop will provide practical assistance to VET researchers and practitioners, in particular those who are new to research or would like a refresher on NCVER's research and activities.

The workshop will provide participants with:

- an overview of NCVER's three websites

    www.ncver.edu.au

    NCVER's website is a 'one-stop-shop', providing access to its latest research, statistics, news and events for the VET sector. It offers access to NCVER's extensive catalogue of publications, which can be purchased or most of which can be downloaded, free of charge.

    www.voced.edu.au

    The VOCED research database contains a comprehensive range of abstracts of journal articles, published and unpublished reports, bibliographies and conference papers.

    Each entry contains bibliographic information, an abstract, key index terms and information on how to obtain a copy of the full document.

    www.lsay.edu.au

    The LSAY (Longitudinal Surveys of Australian Youth) website provides access to data, research and publications that focus on young people and their transitions to adult life.

- ways to finding NCVER information - research and statistics
- a tour of useful tools - including an adult literacy resource, atlas of Australian public VET, VET glossary, VET information portal and VOCSTATS
- a way of keeping up to date with the latest VET news from NCVER

WORKSHOP 2 - ALIGNING POTENTIAL PROJECTS WITH CURRENT & FUTURE NCVER RESEARCH PRIORITIES

Mr Dan Tout and Dr Rob McCormack - Victoria University

This session will consider the current and possible future NCVER Research Priorities and encourage identification of potential collaborative research projects and opportunities.

The current five priorities are being revised by NCVER, however the recent discussion paper "National VET Research Priorities 2010 & Beyond" suggests that themes raised 'are likely to continue to be relevant beyond 2010 and there are likely to be questions raised within the current priorities which warrant further exploration'.

In preparation for the announcement of the next set of research priorities, this workshop will allow new and experienced researchers in the VET sector to discuss the ten themes outlined in the discussion paper with the view to building relationships between researchers and encouraging collaborative projects in alignment with the forthcoming priorities.

WORKSHOP 3 - NEW RESEARCHERS IN VET

Dr Llandis Barratt-Pugh – Edith Cowan University, Dr Peter Smith – E&T Thinking, Ms Geri Pancini – Victoria University

This workshop is designed specifically for new researchers in the VET field, including first time VET research conference participants, currently engaged in a higher research degree, or in the NCVER Community of Practice for new researchers.

The workshop has several objectives:

1. To provide a forum for new VET researchers form a network prior to the conference so that the network conversation can continue about the issues raised over the next two days of the conference
2. To provide an opportunity for new researchers to voice the form of their current projects and gain feedback from and relational with other members of the network.
3. To provide a pre-conference environment where new researchers can raise the issues and dilemmas that they are encountering and collegiate feedback.

WORKSHOP 4 - RAISING THE BAR ON VET TEACHER EDUCATION QUALIFICATIONS

Ms Linda Simon - Secretary of the TAFE Teachers Association in NSW, Ms Annette Bonnici – A/Head Teacher Information Technology Northern Beaches TAFE, Prof. Ros Brennan-Kemmis – Charles Sturt University

This workshop aims to extend the parameters of the AVETRA workshop in 2009, where there was a discussion around teacher education qualifications in the VET sector and current research and issues. A statement was developed from this workshop describing the need to ensure that there is recognition of professional teaching qualifications for VET teachers. In 2010, we want to consider the research that has taken place since the last conference and the support by various governments for higher level qualifications for TAFE teachers. At the same time, the review of the CIV TAA and the development of the Training and Assessment Training Package will have significant impact on VET teacher qualifications. The workshop will hear from various people on the current research, discuss what it is that makes up a good VET teacher qualification, consider how TAFE and universities can work together in this area and future directions.

KEYNOTE SPEAKERS

We are delighted to have the following keynote speakers involved with the conference:

Ms Elaine Butler, National Coordinator at Wave – Women In Adult & Vocational Education, Australia

Elaine Butler is Adjunct Senior Lecturer in Education at the University of South Australia*, and a member of the Research Centre of Gender Studies. She is National Co-convenor of Women in Adult & Vocational Education, Inc -WAVE (http://www.wave.org.au), the national NGO for women in adult, vocational and work-related education and training, and a member of Security4Women (http://www.security4women.com/). The dynamic inter-relationships between the changing nature, organisation and distribution of work and work related learning, including the global/local policy logics and frameworks in this broad field are central to her interests, as is the problematic of 'place'. Elaine's research, international consulting, and academic work also focuses on issues of equity and social justice in education and work, especially as they concern women and girls. Policy discourses and practices relating to equity for women in the Australian VET system and elsewhere have been of special interest to Elaine for over two decades and continue as a high priority for her.
* Further detail is available at: http://www.unisanet.unisa.edu.au/staff/homepage.asp?Name=Elaine.Butler

Ms Berwyn Clayton, FACE, Director, Work-Based Education Research Centre at Victoria University, Australia

Berwyn Clayton is Director of the Work-based Education Research Centre at Victoria University. She has had over twenty five years experience in the vocational education and training sector. During that time she has worked as a teacher, curriculum development manager, professional developer, evaluator and researcher. Prior to her current position, Berwyn spent ten years as Director of the unique Centre Undertaking Research in Vocational Education (CURVE) at Canberra Institute of Technology. A founding member of the Australian Vocational Education and Training Research Association (AVETRA), Berwyn was the Association's president from 2000 to 2004. In 2001 Berwyn was made a Fellow of the Australian College of Educators for her services to education and vocational education research. Her research expertise and knowledge of vocational education has been acknowledged by her inclusion in national forums such as the OECD Review and Systemic Innovation Study: Experts Forum; Standards Australia Committee for the development of the Australian Standard for Non-formal learning; reviews of the National Centre for Vocational Education Research; the Project steering committee for the review and development of TAA04 Training and Assessment training package; as well as federal government forums on employability skills, consistency in assessment and VET workforce development issues. Berwyn has published and presented widely on competency-based assessment and recognition, and professional and organisational development practices in the VET sector.

Professor Laurent Filliettaz, Associate Professor at the University of Geneva, Switzerland

Laurent is Associate Professor of Adult Education at the University of Geneva in Switzerland. He received his Ph.D. in linguistics in 2000 and has conducted numerous researches over the years in areas such as pragmatics, interactional sociolinguistics or discourse analysis. Laurent is the author of several books and articles published in French and English, analysing the role of language in the workplace and dealing with issues such as cooperation, problem solving, decision making, multi-activity, power, identity and learning. Since 2005, Laurent is leading a research programme sponsored by the Swiss National Science Foundation (SNF) promoting applied linguistics methods in the field of Vocational Education and Training. Laurent is the co-editor of a book series in French devoted to research in education ("Raisons Educatives", De Boeck). He is member of the editorial board and scientific committee of numerous journals in linguistics and education ("Travail et Apprentissage", "Swiss Journal for Applied Linguistics", "Linx", "Negotiations", "Activités", "Cahiers de Linguistique Française", etc.).

Professor Richard Lakes, Professor of Educational Policy Studies at Georgia State University, USA

Richard is Professor of Educational Policy Studies at Georgia State University, Atlanta. He researches the impact of globalisation on education for work and writes about neoliberal policy formulations in vocational education. He has published Critical Education for Work (1994, edited), Youth Development and Critical Education (1997), and Globalizing Education for Work (2004, co-edited). He has recently authored "Rescaling Vocational Education: Workforce Development in a Metropolitan Region" in Urban Review and co-authored "Disciplining the Working Classes: Neoliberal Designs in Vocational Education," in Pedagogies: An International Journal, and "Strategic Global Advantage: A Career Academy/Technical College State Initiative," forthcoming in Community College Journal of Research and Practice. He is a member of the editorial board for the journal Vocations and Learning: Studies in Vocational and Professional Education. A former vocational carpentry instructor in Cincinnati, Richard is a 1988 graduate of the doctoral programme in Comprehensive Vocational Education at the Ohio State University.

Ms Sue Shore, Senior Lecturer at the University of South Australia, Australia

Sue works at the University of South Australia. Her research and teaching are shaped by an interest in the ebb and flow of inequalities around the world, how those inequalities are racialised and the implications for policy, pedagogy and vocational 'teacher education'. With Elaine Butler, Sue has been engaged in an academic and activist agenda entitled Global/Local Conversations around Work and Life. Constructing this activity as a research agenda has enabled to explore the entanglements of pedagogy and research across a range of sites and contexts and the ways in which the academic labour is 'hooked in' to global processes of knowledge production. Sue's recent publications include Whiteness at Work in Vocational Training in Australia (forthcoming 2010), Literacy Surveys as Racial Projects (2009); Adult Literacy Teaching in Australia: Rethinking Occupational Knowledge (2009) and Doing Collaborative International Work in Higher Education (2009 with Ms Janet Groen).

PROGRAMME

This programme is correct at the time of printing and may be subject to change.

WEDNESDAY, 7 APRIL 2010

1030	*Pre-Conference Workshops Registration Opens* Ashmore Campus Gold Coast Institute of TAFE, D Block, Third Floor
1100 – 1700	*Pre-conference Workshops* Ashmore Campus Gold Coast Institute of TAFE, D Block, Third Floor

	New Researchers*
	Workshop 1 **D Block – Room 3.25**
1100 – 1300	Getting the Most Out of the National Centre for Vocational Education Research (NCVER) Resources for VET Research and Writing – **Ms Miriam Saunders, Ms Nhi Nguyen,** National Centre for Vocational Education Research (NCVER)

	New Researchers*		
	Workshop 2 **D Block – Room 3.22A**	Workshop 3 **D Block – Room 3.22B**	Workshop 4 **D Block – Room 3.23**
1400 - 1645	Aligning Potential Projects with Current & Future NCVER Research Priorities - **Mr Dan Tout, Dr Rob McCormack,** Victoria University	New Researchers in VET – **Dr Llandis Barratt-Pugh** Edith Cowan University, **Dr Peter Smith,** E & T Thinking, **Ms Geri Pancini**, Victoria University	Raising the Bar on VET Teacher Education Qualifications – **Ms Linda Simon**, Secretary of the TAFE Teachers Association in NSW, **Ms Annette Bonnici**, A/Head Teacher Information Technology Northern Beaches TAFE, **Prof Ros Brennan-Kemmis**, Charles Sturt University

* Although Workshops1 and 3 are recommended for New Researchers, they are open to all to register if interested.

1800	*Conference Early Registration Opens* Holiday Inn Surfers Paradise – Boulevard Pre-Function Area, First Floor
1800 – 2000	*Welcome Reception and Opening Keynote Address* Holiday Inn Surfers Paradise – Palm Ballroom Pre-Function Area, Fourth Floor
1830 – 1845	Welcome and Opening **Erica Smith,** AVETRA President and **Aaron Devine,** Gold Coast Institute of TAFE <u>Chair:</u> *Peter Skippington*
1845 – 1915	**Keynote Address** - Leading in Turbulent Times: VET Institution and Management Practices **Berwyn Clayton**, Victoria University, VIC <u>Chair:</u> *Peter Skippington*
2000	Welcome Reception Closes

| 0730 – 0815 | *Registration and Arrival Tea/Coffee* |
| | Boulevard Pre-Function Area |

| 0815 – 0845 | **Welcome** - **Erica Smith**, AVETRA President**, Welcome to Country** - **Aunty Annette McVicar** |
| | Boulevard 2 |

0845 – 0930	**Keynote Address** – Geography Matters: Notes on VET Policy Futures
	Richard Lakes, Georgia State University, USA
	Chair: *Stephen Billett*
	Boulevard 2

| 0930 – 0955 | *Morning Tea* |
| | Boulevard Pre-Function Area |

| 1000 – 1215 | **Concurrent Sessions 1** |

	Breakout A	Breakout B	Breakout C	Breakout D	Breakout E	Breakout F
	VET as an Agent of Change	VET as an Agent of Change	Beyond Turbulence: Other Issues and Perspectives	Leading and/or Responding in Turbulent Times	Change and Transformations: Perspectives on Turbulent Times	Interactive Sessions
	Chair: *Stephen Billett & Sarojni Choy* **Boulevard 1**	Chair: *Laurent Filliettaz* **Boulevard 3**	Chair: *Barry Golding* **Palm 1**	Chair: *Erica Smith* **Palm 2**	Chair: *Ruth Wallace* **Boulevard 2**	Chair: *Kimberley Parsons* **Paradise 2&3**
1000 - 1030	Abstract # 9.00*** Agents of Engagement: Trialling the Use of Collaborative Technology Workshops to Engage At-Risk Youth and Teachers in VET – **Stefan Schutt, Dale Linegar**	Abstract # 28.00*** A Recipe for Change: Managing the Learning of Trainee / Apprentice Chefs at Work - **Richard McDermott, Rosalind Carter**	Abstract # 18.00 VET Value Chain – Tasmania - **Yiannis Dimitriou**	Abstract # 10.00 Collaborating for Success: A Case Study of Victorian TAFE International as a Community of Practice - **Kate Dempsey**	Abstract # 43.00*** Raising Participation Rates in Post-Compulsory Education: Perspectives from a Regional Project - **Barbara Cram**	Abstract # 26.00 VET as an Agent of Change: Nursing Education, Articulation and Recruitment within Australia - **Kimberley Parsons**
1030 - 1035	*Room Change*					
1035 - 1105	Abstract # 14.00 International Vocational Education and Training – The Migration and Learning Mix - **Ly Tran, Chris Nyland**	Abstract # 80.00*** Games - What are they Good For? - **Mark O'Rourke**	Abstract # 25.00 Using Analytics to Measure Employers' Attitudes to Apprentices - **John Mitchell, John Ward, Graeme Dobbs, Mary Hicks, Stephen Bolton**	Abstract # 73.00 Teacher Leadership in VET - **Jennifer Davids**	Abstract # 44.00*** Change and Transformation in Student Transfer from Australian Vocational to Higher Education - **Gavin Moodie**	
1105 - 1110	*Room Change*					

		Breakout A	Breakout B	Breakout C	Breakout D	Breakout E	Breakout F
		VET as an Agent of Change	VET as an Agent of Change	Beyond Turbulence: Other Issues and Perspectives	Leading and/or Responding in Turbulent Times	Change and Transformations: Perspectives on Turbulent Times	Interactive Sessions
1110 - 1140		Abstract # 16.00 Preparing to Teach in TAFE: a Curriculum Inquiry Into Initial Teacher Education in the Victorian Technical and Further Education System - **Sandra Walls**	Abstract # 88.00 What Do Educators and Trainers Need to Know? Exploring LLN Qualifications for Vocational Educators and Trainers - **Sue Shore, Keiko Yasukawa**	Abstract # 35.00*** Drying and Perceptions of Climate Change: Insights from a Riverina Site in the Southern Murray-Darling Basin - **Barry Golding**	Abstract # 8.00*** Pedagogy Not Political Pointscoring: How Training Providers Teach International Students - **Erica Smith**	Abstract # 53.00*** Building VET Research Capacity Through Mentoring: One Small Step for New Researchers, One Giant Leap for the VET Research Community – **Llandis Barratt-Pugh**	Abstract # 91.00 Seen But Not Heard: Underemployed Women and VET Policy Today – **Kimberley Turner-Zeller, Annette Bonnici**
1140 - 1145	*Room Change*						
1145 - 1215		Abstract # 15.00*** Students' Conceptual Knowledge about Workplace Pedagogies and Applications to Learning in the Workplace – **Sarojni Choy**	Abstract # 81.00*** The Certificate IV in TAA: How is it Valued by Early Career VET Practitioners - **Cathy Down, Wendy De Luca, Paul Galloway**	Abstract # 45.00 Online Communities of Practice: Boon or Burden to VET Practitioners - **Priscilla Shorne**	Abstract # 52.00*** Employment Based Training and the National Training Framework – **John Pardy, Lina Robinson**	Abstract # 65.00*** Learning Partnerships for Success - **Ruth Wallace, Alicia Boyle**	

1215 – 1310   *Lunch*
Sirocco Restaurant

1315 – 1400   **Keynote Address** – (Re) Configurations: Articulating VET Knowledge Making Practices – A Work in Progress
Elaine Butler, WAVE, SA and **Sue Shore**, University of South Australia, SA
Chair: *Bobby Harreveld*
Boulevard 2

1405 - 1545 **Concurrent Sessions 2**

	Breakout A	Breakout B	Breakout C	Breakout D	Breakout E	Breakout F
	VET as an Agent of Change	VET as an Agent of Change	Leading and/or Responding in Turbulent Times	Beyond Turbulence: Other Issues and Perspectives	Change and Transformations: Perspectives on Turbulent Times	Interactive Sessions
	Chair: *Ray Smith* **Boulevard 1**	Chair: *Karen Vaughan* **Boulevard 3**	Chair: *Ros Brennan Kemmis* **Palm 1**	Chair: *Ann Kelly* **Palm 2**	Chair: *Ann Reich* **Boulevard 2**	Chair: *Stephen Crump* **Paradise 2&3**
1405 - 1435	Abstract # 50.00 Student Rovers: Do Students Employed to 'Help Other Students Learn' Also Learn to Work? - **Geri Pancini, Rob McCormack, Dan Tout**	Abstract # 66.00 Training and Skill Recognition Frameworks that Engage Indigenous Workforces in Biosecurity Management – **Ruth Wallace**	Abstract # 27.00 Moving and Shaking: Managing a Large VET College Through Uncertain Times - **Rosalind Carter, Carmel Ellis-Gully**	Abstract # 39.00 Adult Literacy Achievements: Its Correlates and Consequences - **David Curtis**	Abstract # 56.00*** Teachers Perspectives on Surviving the Implementation of Government Policies of VET Reform - **Patricia Bradley**	Abstract # 6.00 VET Research in the "Bradley" Turbulence - **Stephen Crump**
1435 - 1440	*Room Change*					
1440 - 1510	Abstract # 31.00*** Negotiating Learning and Work: Clarifying Workers' Personal Participative Practices - **Ray Smith**	Abstract # 94.00 Structuring Assessment in New Zealand Workplaces – **Karen Vaughan, Marie Cameron, Nicholas Huntington**	Abstract # 82.00*** Workforce Development for the Hair and Beauty Industry - **Ros Brennan Kemmis, Sharyn Ahern**	Abstract # 40.00 Early Post-School Outcomes of Indigenous Youth People: The Role of Literacy and Numeracy - **Nhi Nguyen**	Abstract # 21.00*** 'The Elephant in the Room': Audit Culture and TAFE Teachers – **Stephen Black, Ann Reich**	Abstract # 30.00 VET Educators: Voices from the Storm - **Lisa Takerei**
1510 - 1515	*Room Change*					
			VET as an Agent of Change			
1515 - 1545	Abstract # 22.00*** Formative Assessment: An Approach to Foster Self Management and Empower Learners - **Helen Magnussen**	Abstract # 97.00 The Double Heuristic Method (DHM) – Perspectives on How Teachers Deal with an Alternative Model for Teaching in the VET Sector – **Homi Azemikhah**	Abstract # 79.00 Theories of the Gap: Simulation and Seduction in Competence Based Training - **David Mclean**	Abstract # 42.00 An Investigation of TAFE Efficiency - **Peter Fieger**	Abstract # 89.00 Empowering VET Lecturers to Create and Sustain Change in their Teaching and Learning Practices - **Esther Fink, Helen Wozniak, Sue Tucker**	

1545 – 1610 *Afternoon Tea*
Boulevard Pre-Function Area

1615 – 1720 **Concurrent Sessions 3**

	Breakout A	Breakout B	Breakout C	Breakout D	Breakout E
	VET as an Agent of Change	VET as an Agent of Change	Beyond Turbulence: Other Issues and Perspectives	Leading and/or Responding in Turbulent Times	Interactive Sessions
	Chair: *Berwyn Clayton* **Boulevard 1**	Chair: *Ray Smith* **Boulevard 3**	Chair: *Andy Smith* **Palm 2**	Chair: *Jo Balatti* **Boulevard 2**	Chair: *Donna Leonard* **Paradise 2&3**
1615 – 1645	Abstract # 69.00 Enhancing the Retention of Young People to Year 12, Especially Through Vocational Skills - **Rose Lewanski, Berwyn Clayton, Geri Pancini, Stefan Schutt**	Abstract # 100.00 Work Integrated Learning: An Industry Partners' Perspective - **Jude Smith, Ray Smith**	Abstract # 36.00*** Learning at the End of the Rainbow : A Study of Community Learning Availability and Outcomes for Older Men in an Australian Regional Community - **Barry Golding**	Abstract # 86.00*** West Side Story - TAFE Practitioners and the AQTF 2007: Key Issues of Relevance and Management Support - **Diana Purcell**	Abstract # 29.00 Technologies for Improved Teaching and Learning Outcomes for Apprentices and Trainees in Turbulent Times - **Donna Leonard, Sandra Cotton**
1645 – 1650	*Room Change*				
1650 – 1720	Abstract # 32.00*** Developing an Effective Model for Delivery and Assessment for VET in Community Services - **Kate Johnson**	Abstract # 60.00*** Climate Change in the Victorian Alps: Can VET Be a Change Agent? - **Lauri Grace, Annette Foley**	Abstract # 51.00*** Building Innovation Capacity: The Role of Human Capital Formation in Enterprises - **Andy Smith, Jerry Courvisanos, Jackie Tuck, Steve McEachern**	Abstract # 92.00*** A Model of Professional Development Delivery for VET Teachers by VET Teachers: An Evaluation — **Jo Balatti, Bob Elliott, Martha Goldman, Phil Harrison, Meredith Jackson, Gillian Smith**	

1725 – 1815 *AVETRA AGM*
Boulevard 2

1900 – 2230 *Pre-Dinner Drinks, Dinner and Awards Presentation*
Palm Ballroom Pre-Function Area and Palm 1

FRIDAY, 9 APRIL 2010

0800 – 0830   *Registration and Arrival Tea/Coffee*
Boulevard Pre-Function Area

0830 – 0845   **Welcome** – **Ann Kelly**, Griffith University, QLD
Boulevard 2

0845 – 0930   **Keynote Address** – Researching Workplace Learning from a Linguistic Perspective: Evidence from the Swiss VET
Laurent Filliettaz, University of Geneva, Switzerland
<u>Chair</u>*: Ann Kelly*
Boulevard 2

0935 – 1040   **Concurrent Sessions 4**

	Breakout A	Breakout B	Breakout C	Breakout D	Breakout E
	VET as an Agent of Change	Leading and/or Responding in Turbulent Times	Beyond Turbulence: Other Issues and Perspectives	Change and Transformations: Perspectives on Turbulent Times	VET Policy Leadership in Turbulent Times
	<u>Chair:</u> *Greg McMillan* **Boulevard 1**	<u>Chair:</u> *Stephen Billett* **Boulevard 3**	<u>Chair:</u> *Mike Brown* **Palm 1**	<u>Chair:</u> *Elaine Butler* **Palm 2**	<u>Chair:</u> *Leesa Wheelahan* **Boulevard 2**
0935 - 1005	Abstract # 37.00 The Glue of the Competencies? Researching the Role of 'Vocational Meaning Perspectives' in VET - **Steven Hodge**	Abstract # 115.00 Workplace Learning Opportunities: A Comparison of Younger and Older Workers - **Christian Harteis, Maria Schulz**	Abstract # 62.00 Bracing for Change: Australia's International VET Sector - **Rebecca Biazos, Rachel Colaso**	Abstract # 68.00 The Relationship Between Multimedia Assessment and Deep/Surface Learning – Change or No Change: Lessons Learnt in the TAFE Classroom - **Simon Hamm**	Abstract # 48.00 Rethinking Equity in Tertiary Education – Why We Need to Think as One Sector and Not Two - **Leesa Wheelahan**
1005 – 1010	Room Change				
1010 - 1040	Abstract # 49.00 Vocational Education in Turbulent Times: A NEW Place for Gender? - **Edmée Ollagnier**	Abstract # 116.00 Does Evaluation Influence Inter-Firm Education and Training Strategies? - **Lena Bernhardt**	Abstract # 72.00*** Examining Historical Narratives Around 'Hands On' Learning and Industrial Education - **Mike Brown**	Abstract # 85.00*** Life in Amaze of Documents: Victorian Skills Reform and the Trail of Texts – **David McLean**	Abstract # 64.00*** The Enacted Learner Identities Framework: The Potential to Improve VET Delivery - **Ruth Wallace**

1040 – 1105   *Morning Tea*
Boulevard Pre-Function Area

1110 – 1250	**Concurrent Sessions 5**				
	Breakout A	Breakout B	Breakout C	Breakout D	Breakout E
	VET as an Agent of Change	Leading and/or Responding in Turbulent Times	Beyond Turbulence: Other Issues and Perspectives	Change and Transformations: Perspectives on Turbulent Times	Change and Transformations: Perspectives on Turbulent Times
	Chair: *Richard Lakes* **Palm 2**	Chair: *Christian Harteis* **Palm 1**	Chair: *Ian James* **Boulevard 3**	Chair: *Jason Lewis* **Boulevard 2**	Chair: *Llandis Barratt-Pugh* **Boulevard 1**
1110 – 1140	Abstract # 20.00 Community Education for Disadvantaged Youth – **Emma Crichton, Adam Whitbread**	Abstract # 117.00 Facing Medical Errors During Medical Studies - **Esther Beltermann**	Abstract # 76.00 Pathways and Possibilities: Exploring the Link Between Qualifications and Industries - **Jenny Connor**	Abstract # 13.00*** Older Workers and Work: Societal and Personal Sentiments – **Stephen Billett, Greer Johnson, Darryl Dymock, Greg Martin**	Abstract # 111.00 Qualification-Led Change Processes and Turbulent Times: The Unfolding South African Story… - **Ansa Liebenberg, Salim Akoojee**
1140 - 1145	Room Change				
1145 – 1215	Abstract # 58.00*** Is Tailoring Scenarios to Learners' Needs Effective in a Virtual Environment? - **Penny Neuendorf**	Abstract # 118.00 Academics´ Competence Development at the Workplace - **Firat Ceylan**	Abstract # 102.00 India's Vocational Training System - **Greg McMillan**	Abstract # 17.00*** Leadership Development in a Moving Context - **Tom Short**	\Abstract # 113.00 A Panel of New Researchers: Building Research Capability in VET – Discussion - **Ruth Walker, Ann Leske, Sandra Cotton, Geri Pancini, Berwyn Clayton, Llandis Barratt-Pugh, Cheryle Barker**
1215 – 1220	Room Change				
1220 - 1250	Abstract # 47.00 Notes from the South Pacific: A Research Proposal Discussion Paper on Professional VET Teaching Practice at the Australia-Pacific Technical College - **Anthony Bailey**	Abstract 114.00 New Solutions to Old Problems - How to Engage VET Educators to Achieve a TAA Qualification to Meet their Individual Needs. Partnering and Collaboration - IBSA, CENGAGE and BNIT – **Bevan McPherson, Gerry Corcoran, Matthew Trounce**	Abstract # 96.00*** Mature-Aged Construction Male Worker Identities in Turbulent Times - **Ann Kelly, Ian James**	Abstract # 19.00 VET Provisions for Learning in the Changing Road Transport Industry - **Jason Lewis**	Abstract # 103.00 Social Inclusion: Including Practitioners in Inclusion Policy and Practice - **Regan Harding**

1250 – 1345   *Lunch*
Sirocco Restaurant

1350 – 1435   **Plenary Session** - AVETRA Developments:
1. Addresses from organisations affiliated with AVETRA
- Australian Association for Research in Education (AARE) and the World Educational Research Association - **Jo-Anne Reid**, President AARE, Australian Representative at WERA
- Women in Vocational Education (WAVE) - **Elaine Butler**, National Co-ordinator WAVE

2. The ERA and the Education Discipline: Implications for AVETRA
Jo-Anne Reid, President AARE, Australian Representative at WERA

3. The International Journal of Training Research, AVETRA's Journal: New Developments
Peter Kell (Editor), **Jim Davidson** (publisher)

4. The AVETRA Mentoring Network: Building New VET Researchers, and VET Research Capability
Llandis Barratt-Pugh

5. OctoberVET 2010 and AVETRA conference 2011
Erica Smith

Chair: *Erica Smith*
Boulevard 2

1440 - 1545   **Concurrent Sessions 6**

	Breakout A	Breakout B	Breakout C	Breakout D
	VET as an Agent of Change	Leading and/or Responding in Turbulent Times	Change and Transformations: Perspectives on Turbulent Times	Beyond Turbulence: Other Issues and Perspectives
	Chair: *Annie Fergusson* **Boulevard 1**	Chair: *Bobby Harreveld* **Boulevard 2**	Chair: *Angela Jackson* **Palm 2**	Chair: *Fiona Shewring* **Boulevard 3**
1440 - 1510	Abstract # 106.00 Competency Completion: An Examination of the Successful Strategies of Apprentices with a Learning Disability - **Sandra Cotton**	Abstract # 104.00 Challenging Partnerships for Leaders and Leadership at the Education-Industry Interface in Turbulent Times - **Bobby Harreveld**	Abstract # 23.00*** Training for Life… in Two Worlds - **John Guenther, Gamaritj Gurruwiwi, Amanda Donohoe**	Abstract # 57.00 The Future's Rosie: Initiatives and Pathways for Tradeswomen in the USA – An Australian Perspective - **Fiona Shewring**
1510 – 1515	Room Change			
1515 - 1545	Abstract # 107.00 Bridging the Divide: the Challenges and Solutions Around E-Assessment as Voiced by Practitioners and Auditors –**Victor Callan, Berwyn Clayton**		Abstract # 24.00 Transforming Vision into Reality: The Integrated Articulation and Credit Transfer Project - **Angela Jackson, Cathy Dwyer, Di Paez, Jill Byrnes, Jillian Blacker**	

1545 – 1615   *Farewell Afternoon Tea*
Boulevard Pre-Function Area

2010

AVETRA

ABSTRACTS

(Research papers abstracts are listed in numerical order and come after the Keynote speakers' abstracts)

*** Refereed papers – Papers annotated with three asterisks have been refereed to comply fully with HERDC (Higher Education Research Data Collection) verification requirements for a conference publication, full written paper refereed. An anonymous refereeing process has been used. Please note that even with papers that are peer-reviewed in this way, AVETRA can accept no responsibility for the quality or veracity of the content.

Note: all papers will be available on the AVETRA website at the conclusion of the conference

Presenter: Names that are underlined are authors presenting the session.

KEYNOTE PRESENTATION 1:
Wednesday, 7 April 2010, 1845 – 1915 hours
Palm Ballroom Pre-Function Area

LEADING IN TURBULENT TIMES: VET INSTITUTION AND MANAGEMENT PRACTICES

Ms Berwyn Clayton, Victoria University, Melbourne, Australia

The plethora of literature on leading in turbulent times suggests that in such circumstances leaders must place considerable focus on achieving organisational alignment to avoid damaging disconnects between vision, strategy, structure, culture and people management (Denison 1990; Schein 2004; Clayton, Fisher, Harris, Bateman & Brown, 2009). It is also suggested that as such times can be accompanied by uncertainty, tensions and unconstructive behaviour leaders must also renew their efforts to build trust and win over the heart and minds of those within their employ. The challenge they face is, of course, to convince the workforce that change is beneficial and that ambiguity and uncertainty offer up significant opportunities. However, change is a two-way street and leaders too need to demonstrate shifts in thinking and ambiguous and uncertain responses to the new ways of working. In this situation, as American writer and historian Henry Brooks Adams (1838-1919) noted, there are significant advantages in doing things differently for 'chaos often breeds life, when order breeds habit'.

KEYNOTE PRESENTATION 2:
Thursday, 8 April 2010, 0845 – 0930 hours
Boulevard 2

GEOGRAPHY MATTERS: NOTES ON VET POLICY FUTURES

Professor Richard Lakes, Georgia State University, Atlanta, USA

This presentation explores a state model that integrates VET into regional industrial clusters. In this design VET institutions are intermediaries who serve dual customers (students and employers alike) with a portable work-ready credential and assessment system devoted to maximizing the skills and career pathways for all who reside in the sector. This model foreshadows a trend toward enlarging the sphere of postsecondary technical education as an outreach and resource centre for business growth within geographical clusters. New alliances of workforce and economic developers are expected to deliver unified and seamless structures for the growth of social capital, ensuring talent for regional economic competitiveness. This case study provides a useful illustration of the ways in which VET and the state can work together in an era of intensified global competitiveness, meaning that transnational corporations now are driven to relocate into a region within a state based upon the freeing-up of regulatory behaviours (including that of trade union policies) that formerly were barriers to workforce development. The technical colleges are asked to deliver a supply of skilled workers who engender the characteristics of flexible lifelong learners— educated, creative, and entrepreneurial.

Thursday, 8 April 2010, 1315 – 1400 hours
Boulevard 2

(RE)CONFIGURATIONS ARTICULATING VET KNOWLEDGE MAKING PRACTICES – A WORK IN PROGRESS

Ms Elaine Butler, WAVE, Blackwood, SA and Ms Sue Shore, University of South Australia, Adelaide, SA

Turbulent times are marked by distractions, disturbances, changes and unrest. Rather than position such a time as negative, this presentation seeks to take up this destabilising moment to consider ways of doing VET research-work differently. How/do we know and do this thing called 'VET'?

In this presentation, we draw on Haraway's 1985 theoretical framings of cyborg as 'figuration' and as narrative device (Haraway: 1985). By inhabiting the heuristic space thus provided, we interrogate knowledge-making practices in and through VET over the same timeframe (1985-2010). Utilising four thematic interventions: witnessing; situating; diffracting; acquiring (Wilson: 2009), we story collusions, learning and unlearning, in and of VET + [vocational education & training] that saturate our thinking-work. By the displaying of messy practices, contingencies and relationalities, we consider the potential for hybridised knowledge-in-the-making practices in VET. This raises difficult questions for articulating an ethics of practice in VET.

KEYNOTE PRESENTATION 4:
Friday, 9 April 2010, 0845 – 0930 hours
Boulevard 2

RESEARCHING WORKPLACE LEARNING FROM A LINGUISTIC PERSPECTIVE: EVIDENCE FROM THE SWISS VET SYSTEM

Professor Laurent Filliettaz, University of Geneva, Switzerland

In responding to periods of economic and social turbulence, the provision of initial VET warrants particular attention. From the apprentices' perspective, it secures progressive transitions from school to work. From the perspective of the economy, it aims at providing a renewed skilled workforce necessary for responding to the occupational challenges of the future. But paradoxically, in turbulent times, the economic contingencies that affect our modern societies tend to have a direct and negative impact on VET systems. Companies often refrain from hiring additional staff and access to workplace experience becomes more difficult for apprentices, particularly in market-driven training systems.

The purpose of this talk is to demonstrate that turbulence within the economy not only challenge practitioners and policy makers; it also prompts crucial research questions for academics in the field of VET research. These questions include: how do apprentices develop conceptual knowledge and practical skills in the workplace? How do they build up identities and become members of professional communities? What kinds of skills are required to teach or train apprentices in the context of the workplace?

In a recently initiated research programme conducted in Switzerland, we have addressed these issues by developing and using methodologies borrowed from applied linguistics, comprising a detailed analysis of naturally occurring interactions between apprentices and trainers in a range of technical occupations (e.g. car mechanics, electronics, etc.).

In this talk, the main objectives, methodological orientations and preliminary findings of this research programme are discussed and the potential and limitations of practice-based models of training in VET are critically appraised. It commences with a brief overview of the main issues challenging initial vocational education in Switzerland, before proceeding to present conceptual positions and empirical evidence from observations made in different training contexts.

INTERACTIVE SESSION

VET RESEARCH IN THE "BRADLEY" TURBULENCE

Stephen Crump
University of Newcastle, NSW

This interactive workshop will ask participants to engage in a discussion about making sense of VET research in the turbulence created by the post-"Bradley era. The workshop will ask participants to consider whether the rationale for the "Bradley" reforms is to shape an ongoing process of education and training, not just preparation for future living, in a newly defined "tertiary" sector. In this 'process' model, the question for VET research is one of combining policy and practice and collaborating with government and industry to make VET research more meaningful and relevant. The workshop will explore the extent to which future VET research means gaining, through experience, well-adjusted views on the realities of workplaces and the value of their work, whilst not being captive to a view of VET that is instrumentalist and economically rationalist. Productive pedagogies that shape educational and training experiences in the C21 could be argued to assist individuals and well as nation-states. This workshop will critique the synergies between education, work and knowledge as applied to conference theme of turbulence and change. It will attempt to outline the implications for further and higher education as a basis for further research and writing (publication) with the opportunity for participants to contribute to future activities.

THEME: LEADING AND/OR RESPONDING IN TURBULENT TIMES

*** PEDAGOGY NOT POLITICAL POINTSCORING: HOW TRAINING PROVIDERS TEACH INTERNATIONAL STUDENTS

Erica Smith
University of Ballarat, VIC

2009 was a bad year for Australia's international vocational education and training (VET) industry. Racism affecting international students on the streets and in the national media discouraged students from applying to study in Australia and made international education the centre of political controversy. In such an environment it has been easy to lose sight of the teaching and learning processes that are at the heart of VET for international students. This presentation reports on part of a research project, funded by Service Skills Australia that examined VET practitioners in the service industries. As part of that project the author carried out case studies in two Registered Training Organisations (RTOs) that delivered training to substantial numbers of hospitality students and interviewed senior managers from four other RTOs. Staff and students alike reported on the benefits of having international students enrolled in their courses, and reported instances of good practice in pedagogy that have implications well beyond the international student cohort.

THEME: VET AS AN AGENT OF CHANGE

*** AGENTS OF ENGAGEMENT: TRIALLING THE USE OF COLLABORATIVE TECHNOLOGY WORKSHOPS TO ENGAGE AT-RISK YOUTH AND TEACHERS IN VET

Stefan Schutt, Dale Linegar
Victoria University, Melbourne, VIC

A number of models exist for deploying digital technologies to enhance student engagement. Many emphasise the centrality of collaborative activities in stimulating engagement, such as Engagement Theory (Kearsley and Shneiderman 1999), Produsage (Bruns 2005) and Participatory Cultures (Jenkins 2006). This presentation describes the evaluation of a collaborative technology project entitled *EngageME*, undertaken in 2009 by Victoria University in partnership with Adult Multicultural Education Services (AMES), and outlines practical steps that educators can take to improve the success of technology-based learning using collaborative strategies. Through a series of technology skills workshops, the *EngageME* project brought together young at-risk VET students and their teachers from Adult and Community Education (ACE) providers in Melbourne and regional Victoria. Workshops consisted of tuition in narrative and storytelling, followed by digital media creation, editing and sharing (video, comics and virtual worlds). For teachers, these workshops provided a new form of professional development and for their students, new skills in media production. Evaluation data were gathered using pre-and-post workshop surveys based on the 2008 E-learning Benchmarking survey for Teachers (Australian Flexible Learning Framework), focus groups, facilitator observations and an online forum. In reflecting on these evaluations, this presentation explores the role of technology and collaboration in facilitating and hindering engagement, and provides suggestions on how technology-facilitated engagement can be facilitated in a classroom setting.

THEME: LEADING AND/OR RESPONDING IN TURBULENT TIMES

COLLABORATING FOR SUCCESS: A CASE STUDY OF VICTORIAN TAFE INTERNATIONAL AS A COMMUNITY OF PRACTICE

Kate Dempsey
Victorian TAFE International, VIC

Victorian TAFE International (VTI) has been in existence for 10 years as a network of managers of international programmes in TAFE Institutes and dual sector universities in Victoria. This presentation examines VTI's journey from a loose network of practitioners engaging in professional development meetings to working collaboratively as a genuine Community of Practice. In 2008 VTI made a commitment to collaborative partnerships and embarked on projects which required sharing across organisational boundaries in a manner which could be construed as antithetical to the notion of competition in the education market place and which had the potential to lay members open to charges of disloyalty to their employers and to the competitive model itself.

The presentation analyses data from interviews and surveys of VTI members in 2009 to highlight issues arising from the complexity of developing collaborative models of practice across organisational boundaries among competitive entities. Specifically it will explore issues around maintaining loyalty to one's employer whilst also sharing experience, intellectual property rights, gaining agreement to action from all members, facing the fear of sharing with peers and being found wanting, the impact of co-operation at manager level on organisational hierarchies and lessons learned in challenging the primacy of the competitive model. It concludes that it is a difficult path to take and that there is a price to pay for working co-operatively across organisational boundaries. But ultimately, the research findings suggest that outcomes for international students are improved by a collaborative approach and the deepening of personal relationships that occur through collaborative effort, enhances learning within the network.

THEME: CHANGE AND TRANSFORMATIONS:
PERSPECTIVES ON TURBULENT TIMES

***OLDER WORKERS AND WORK: SOCIETAL AND PERSONAL SENTIMENTS

Stephen Billett¹, Greer Johnson¹, Darryl Dymock¹, Greg Martin²
¹Griffith University, QLD
²University of Technology Sydney, NSW

Australia is becoming increasingly reliant upon an older workforce. Yet, much existing literature positions these workers as 'last resort' employees: held in low esteem by their employers. Evidence of employer expenditure on employees supports that claim. This literature suggests a societal sentiment privileging youth over age extends into decision-making about workplace engagement with and support for these workers in Australia. This situation is now untenable as realising national social and economic goals is becoming increasingly dependent on the capacities of workers aged over 45. However, a more nuanced and contrasting set of findings emerge from our interviews and focus groups with these kinds of workers. Against expectations, our informants reported little in the way of age-related bias in the conditions of employment, and opportunities for advancement and further development. Although our sample has particular characteristics and featured paraprofessional and professional workers, the contrast between what is reported in the literature, often premised on surveys, and our data premised on interviews is quite distinct. The personal sentiment expressed by our informants contradicts the societal sentiment strongly and consistently expressed elsewhere. Certainly, there is little evidence of a general age-related bias against these older workers. This is not to deny such a bias exists, but suggests it likely plays out in more nuanced and selective ways than as a general societal sentiment. Consequently, although younger and well-qualified workers may well secure higher levels of workplace support than low skilled older workers, this preference is likely played more in some occupations than others and more for some kinds of workers than others. Hence, quite different approaches to policy and practice are likely required than one premised on general age bias. Maintaining and sustaining the capacities of older Australian workers likely requires a range of workplace strategies and educational provisions aligned with particular needs.

THEME: VET AS AN AGENT OF CHANGE

INTERNATIONAL VOCATIONAL EDUCATION AND TRAINING – THE MIGRATION AND LEARNING MIX

Ly Thi Tran¹, Chris Nyland²
¹RMIT University, VIC
²Monash University, VIC

This presentation draws on interviews with 130 international students and staff from 22 public and private VET providers in New South Wales, Queensland and Victoria. In this article we argue that international VET students have divergent, shifting and in some cases multiple purposes for undertaking their VET courses. These motives may be instrumental and/or intrinsic and can include obtaining permanent residency, accumulating skills that can secure good employment, gaining a foothold that leads to higher education, and/or personal transformation. We suggest, moreover, that students' study purposes and imaging of acquired values are neither fixed nor unitary. They can be shaped and reshaped by their families and personal aspirations and by the social world and the learning environment that they interact with. In particular we argue that whatever a student's study purpose s/he needs to engage in a learning practice and should be provided with a high quality education. Indeed, we insist this remains the case even if students enrol only in order to gain the qualifications needed to migrate. The presentation detail the association between migration and learning arguing that the four variations emerging from the empirical data of this study that centre on migration and skills accumulation better explain this association than does the 'international VET students simply want to migrate' perspective. We conclude with a discussion of why the stereotype that holds VET international students are mere 'PR hunters' is unjust and constitutes a threat to the international VET sector.

THEME: VET AS AN AGENT OF CHANGE

***STUDENTS' CONCEPTUAL KNOWLEDGE ABOUT WORKPLACE PEDAGOGIES AND APPLICATIONS TO LEARNING IN THE WORKPLACE

Sarojni Choy
Queensland University of Technology, QLD

The development of effective workplace pedagogies is integral to work-integrated and work-based learning. Learners need to understand the nature of these pedagogies, and how and for what purposes to use these to achieve a range of learning outcomes. Their conceptions of workplace pedagogies play an important role in successfully integrating knowledge and skills learned in educational institutions into the context of the work.

A pilot study was conducted on students' conceptions of how each of the seven dimensions of workplace pedagogy helps their learning. They provided examples of learning from these sources and stated their preferences for learning in the workplace. A sample of seventeen students, enrolled in the second year of a Diploma in nursing course at a Technical and Further Education institution, participated in a survey to capture these conceptions and the importance attached to each of them. The findings indicate that these students have basic understanding of how each of seven workplace pedagogic practices can contribute to their learning. They reported relying mostly on daily practices, observing and listening to others, modelling, coaching, and other workers. Their selection of these contributions emphasise significant opportunities for guided learning by others, yet suggest fewer student-initiated interactions, less intensity in interactions, and a tendency for passive learning. The data also suggests that these students rely mostly on using academic learning skill, and limited workplace learning skills. It is proposed, therefore, that students develop a comprehensive understanding of workplace pedagogies and their efficacies as well as develop skills to become more self-directed learners. Knowledge and understandings about workplace learning and pedagogies might be best embedded throughout the curriculum and not become add-on shortly before students go on work placement.

THEME: VET AS AN AGENT OF CHANGE

PREPARING TO TEACH IN TAFE: A CURRICULUM INQUIRY INTO INITIAL TEACHER EDUCATION IN THE VICTORIAN TECHNICAL AND FURTHER EDUCATION SYSTEM

Sandra Walls
Box Hill Institute of TAFE, VIC

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.

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.

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?

It is expected that the results of the study will inform, and thus be of benefit to, the TAFE teacher education community with respect to curriculum direction and development.

THEME: CHANGE AND TRANSFORMATIONS:
PERSPECTIVES ON TURBULENT TIMES

***LEADERSHIP DEVELOPMENT IN A MOVING CONTEXT

Tom Short
University of South Australia, SA

The success of workplace training initiatives is increasingly connected with how programmes of learning are aligned with, and take account of, the organisational context. This is especially true in the area of leadership and management development where Currie (1999) concluded that unless there was congruence between the context of the organisation as perceived by the participants and the development initiative being introduced, the initiative was likely to be unsuccessful. Using selected findings obtained from a two-year research project within the Australian Rail Industry, as part of the CRC for Rail Innovation, this presentation draws insight on how leadership and management capability are being developed in an era of changing contexts. In this setting, context is defined by external characteristics of the rapidly changing environment in which rail organisations operate. Drawing information from the literature on leadership, a selection of rail reports, interview data and a content analysis of learning materials taken from rail organisations, this presentation evaluates if current management training programmes are developing rail leaders with the knowledge and skills to cope with a selection of ever-changing contexts.

THEME: BEYOND TURBULENCE: OTHER ISSUES AND PERSPECTIVES

VET VALUE CHAIN –TASMANIA

Yiannis Dimitriou
Skills Tasmania, TAS

The Skills Tasmania Service Provider Committee sought to develop an academically and intellectually defensible framework to analyse the Vocational Education and Training (VET) system, which the Committee believes needs to become more outcome-focused rather than process-focused. Value Chain analysis, which is rapidly gaining currency in production and manufacturing, was selected as the tool for this analysis.

Value chain analysis looks at the activities and processes of a supply chain to determine where value is created for the consumer. Although the value chain concept was developed for the manufacturing industry, its principles can also be applied to the service sector. However, there is a lack of literature on the application of value chain analysis in the service sector and particularly in the VET sector. The VET Value Chain project commissioned by the Service Provider Committee of Skills Tasmania will map a value chain for VET with the purpose of identifying activities, actions and policy decisions which will enhance value for the consumer. There are three consumers of VET in Tasmania: learners, employers, and Skills Tasmania who is a major purchaser of VET.

In the first instance research focuses on the value chain for apprenticeships and traineeships. As part of the project, surveys of employers and individual learners were undertaken in late 2009. The surveys identified the value that these consumers associate with various aspects of apprenticeships and traineeships. A summary of results of these two surveys is included in this presentation.

The results of the consumer research will be used in the second stage of the project which will involve approaching entities in the chain and investigating possibilities for the improvement of existing value-adding activities or the introduction of new value-adding activities. Also, activities which are not value-adding will need to be reviewed to ascertain whether they are necessary or not.

THEME: CHANGE AND TRANSFORMATIONS:
PERSPECTIVES ON TURBULENT TIMES

VET PROVISIONS FOR LEARNING IN THE CHANGING ROAD TRANSPORT INDUSTRY

Jason Lewis
Griffith University, Brisbane, QLD

The modern workplace can be characterised by constant change, especially where new technologies change the ways in which individuals participate in work, often making the task of learning more difficult (Billett, 2001) because of "work practices requiring greater discretion in decision making" (p.48). However, one of the greatest impacts generated by technology in the workplace has been the shift away from 'manual' systems to highly symbolic analytical activity systems (Martin & Scribner, 1991; Berryman, 1993), where there is an increasing reliance on workers to access and manipulate symbols such as data, plans, audio, and visual representations often associated with computerisation (Stevenson, 2003) for workplace performance.

An issue confronting road transport operators (i.e. truck drivers) is the introduction of new technology into its operations, which is changing the way information and knowledge is presented to the driver, from the 'old' technology where it was explicit, to the 'new' technology where knowledge is abstract, remote, and 'hidden'. Although the recent introduction of computerised automated systems, such as the automatic changing gear box, has reduced the physical effort required to change gears and drive the truck, the technology has made work performance more, rather than less, complicated because deeper levels of understanding are required both in the abstract and symbolic knowledge needed, and the overall understanding of systems inter-relational dependencies.

The road transport sector is an example of an area in which technology has changed the nature of work practice and placed additional demands on workers to 're-skill'. How industry and the vocational education and training (VET) sector respond to the challenges of driver education given these technological innovations is a key consideration.

This presentation focuses on some issues confronting the VET practices in the road transport sectors, and synthesises the efficacies of some of the key workplace pedagogies, including the learning methods and preferences of workers confronted by technological changes in the workplace.

THEME: VET AS AN AGENT OF CHANGE

COMMUNITY EDUCATION FOR DISADVANTAGED YOUTH

Emma Crichton[1], Adam Whitbread[2]
[1]St Kilda Youth Service,
[2]Media Blue SKYS

Every now and then the intuition of grass roots workers informs theoretical practice that creates momentum. In 2004 St Kilda Youth Service (SKYS) acted upon intuition and designed a new way of delivering curriculum, teaching for learning to a cohort of young people that had limited opportunities in mainstream learning environments. The genesis of this was the development and the implementation of Department of Education and OTTE accreditations in a community setting. It was a brave move in a time when there existed limited programmes offering this type of learning.

Today, SKYS offer a broad scope of VET education and training with an extremely high success rate in what was always believed to be the most impossible cohort of young people. In 2007, St Kilda Youth Service was awarded a Prime Ministers award for their delivery of VET training for working in partnership with business.

A theoretical model has been applied with the assistance of an action research framework incorporated into daily operations of the curriculum and training delivery, both internally and externally.

The engagement techniques applied in curriculum delivery, consistently, is an example of *agent of change*. The curriculum model, compulsory, includes the collaboration of welfare support alongside education and training delivery. Without such consideration, success with such a cohort is impossible. Challenges, therefore, magnify most notably financial considerations in relation to staffing resources.

This interactive session will showcase the practical outcomes achieved in the application of our curriculum methodology. We will present three specific programmes, accompanied with action research findings, both qualitative and quantitative.

The session will appeal to teachers, managers of VET delivery, and researches. Content will be delivered, verbally, via multi media and with a presentation of the evaluation findings. Case studies that provide clear examples of agent of change will be presented.

THEME: CHANGE AND TRANSFORMATIONS:
PERSPECTIVES ON TURBULENT TIMES

*** 'THE ELEPHANT IN THE ROOM'[1]: AUDIT CULTURE AND TAFE TEACHERS

Stephen Black, Ann Reich
University of Technology, Sydney, NSW

The work of TAFE teachers has changed considerably in the past decade or more, as indicated in numerous studies (e.g. Chappell & Johnston 2003, Harris, Simon & Clayton 2005). However, one aspect of change which has not featured prominently in Australian VET research is the much increased compliance with audit requirements, and arguably it is the scale of this increased compliance that could be said to have transformed the work of TAFE teachers in recent years (see Black 2009a 2009b). The relative neglect of research into this aspect of change explains the title of this presentation: 'the elephant in the room' (see Groundwater-Smith & Mockler 2009: 73). This presentation is an introductory exploration of the 'audit culture' (Apple 2007, Strathern 2000) as it affects TAFE teachers. After outlining some of the conceptual notions of the audit culture in the research literature, and especially in relation to VET, the presentation then examines the effects of the audit culture on teachers and their responses. The teacher data are obtained through several methods: firstly, a state-wide, emailed survey questionnaire on the changing role of head teachers in TAFE NSW (Black 2009a 2009b); secondly, in-depth, taped interviews with head teachers across two TAFE NSW Institutes; and thirdly, a series of taped, focus group discussions with teaching staff from several TAFE NSW Access sections. Through an examination of these data the effects of audits on the work of teachers will be discussed, as well as an exploration of the tensions between the audit requirements and the teachers' professional expertise.

[1] *Idiom drawn from Groundwater-Smith and Mockler (2009:73*

THEME: VET AS AN AGENT OF CHANGE

***FORMATIVE ASSESSMENT: AN APPROACH TO FOSTER SELF MANAGEMENT AND EMPOWER LEARNERS

Helen Magnussen
Central Queensland Institute of TAFE, QLD

Formative assessment is a fundamental teaching strategy used to assist VET learners. Good practice includes providing effective feedback that engages learners, adjusting teaching informed by the assessment results, and recognising the influence of assessment on learners' motivation and self-esteem. Constructive feedback to learners needs to stimulate thinking, identify what has been done well and what needs improvement. (Nicol & Macfarlane- Dick, 2006) Formative assessment commonly entails verbal feedback about good practice and what the learner is not doing well. Invariably, this tends to be a one way process (teacher to learner). This strategy relies on learners' listening skills, ability to remember what the teacher said and valuing it enough to act on it, such learners do not necessarily have a sense of ownership or empowerment in the process (Black & Wiliam, 1998). This and the tendency to easily forget the verbal feedback leads to little or no change, hence slow progress in achieving competency.

This presentation presents findings from an action learning project with two teachers and six students enrolled in the Certificate II in Hairdressing who were completing the unit on communication. The project focussed on providing formative feedback that fostered self-management and empowered students to enhance competency in communication. Teachers and students worked in partnership to identify examples of good practices, which reflected competence, while also ascertaining areas for improvement. The benefits of this arrangement were noted by both students and teachers. As a result of timely discussions and written feedback students felt comfortable and improved their awareness, motivation and self-accountability. They took ownership and self-regulated their learning, while improving their communication with their clients, peers and teachers. They became more conscious of their own communication approaches during the formative assessment process. Teachers recognised the profound changes in the learners' self esteem and motivation.

THEME: CHANGE AND TRANSFORMATIONS:
PERSPECTIVES ON TURBULENT TIMES

***TRAINING FOR LIFE… IN TWO WORLDS

John Guenther[1], Gamaritj Gurruwiwi[2], Amanda Donohoe[2]
[1]Cat Conatus, Alice Springs, NT
[2]Nungalinya College, Darwin, NT

For a number of years, Nungalinya College, based in Darwin, has provided accredited training for Yol\u from Arnhem Land. One course called *Bilingual Family and Community Studies*, partly funded by Caritas Australia, has been developed over almost 10 years to assist Yol\u, who speak English as another language make the transition into mainstream employment. Caritas' funding has enabled Nungalinya to employ a Yol\u facilitator, enabling a bilingual approach to be taken. This presentation is based on an evaluation of the programme.

Apart from the bilingual aspect, an important feature of this programme is that it unpacks western worldview values and assumptions before delivering the content of the training package, a Certificate I in Access to Employment and Further Study. This process identifies aspects of western culture while at the same time supporting English language, literacy and numeracy skills.

The Nungalinya programme is designed to address these worldview concerns. The presentation presents an overview of the course and the evaluation's findings. It suggests that the learnings from Nungalinya's experience are applicable to training delivered in remote Indigenous communities, where 'turbulent times' are represented in the form of various 'interventions', policy changes, and a range of local community challenges. The presentation raises questions about the capacity of training providers to effectively respond to the needs of learners and suggests that funding for training programmes for people from remote communities needs to take these issues into account.

THEME: CHANGE AND TRANSFORMATIONS:
PERSPECTIVES ON TURBULENT TIMES

TRANSFORMING VISION INTO REALITY: THE INTEGRATED ARTICULATION AND CREDIT TRANSFER PROJECT

Angela Jackson[1], Cathy Dwyer[1], Di Paez[2], Jillian Blacker[2], Jill Byrnes[3]
[1]Queensland Department of Education and Training, Brisbane, QLD
[2]University of Southern Queensland, Springfield Campus, QLD
[3]University of Southern Queensland, Fraser Coast Campus, QLD

Considerable interest in articulation and credit transfer between the VET and Higher Education sectors has been expressed for three decades. The reasons for the interest include access and equity, efficiency, and the need to provide workable pathways between the sectors for the benefit of students, industry and society. Governments, both state and federal, have generated policies to promote articulation and credit transfer. Implementing it, however, has proved to be more difficult.

The Integrated Articulation and Credit Transfer (IACT) project is taking an action research approach to the problem. It aims to develop a series of articulation frameworks that are industry focussed and relevant, and transferable from a single application to a broader one. This could include traditional models of articulation, new models, dual programmes and Recognition of Prior Learning.

The first phase of the project is research, which encompasses a review of previous studies, in depth interviews with Queensland TAFE institutes, universities, industry bodies and private providers to identify models in use, issues, and principles of good practise, and a survey of students to assess their awareness of the availability of articulation and credit transfer pathways. This presentation reports the results to date of this phase of the project.

The project is funded by the Department of Education, Employment and Workplace Relations (DEEWR) over a two year period to May 2011. Project partners are the Queensland Department of Education and Training, University of Southern Queensland, the Australian Council of Private Education Providers and Careers Australia Group.

THEME: BEYOND TURBULENCE: OTHER ISSUES AND
PERSPECTIVES

USING ANALYTICS TO MEASURE EMPLOYERS' ATTITUDES TO APPRENTICES

John Mitchell[1], John Ward[1], Graeme Dobbs[1], Mary Hicks[2],
Stephen Bolton[2]
[1]John Mitchell & Associates, NSW
[2]Australian Chamber of Commerce and Industry

There is a growing body of VET research into the attitudes and approaches of employers of apprentices. In 2008 and 2009 the Australian Chamber of Commerce and Industry (ACCI) commissioned John Mitchell & Associates to undertake two investigations into the retention of apprentices from an employer perspective. Both projects involved the use of a pragmatic, mixed-methods approach including the collection and analysis of qualitative and quantitative data. In both research projects, psychometric techniques were used to analyse the perceptions of employers. In particular, the analysis of the survey data involved the use of a structural equation model, a sophisticated statistical technique that uses survey data to map the cognitive process though which groups of individuals approach or perceive a broad set of issues. Structural equation modelling is growing in popularity in the emerging field of analytics, defined as "the extensive use of data, statistical and quantitative analysis, explanatory and predictive models" (Davenport and Harris 2007, p.7). This presentation focuses on the structural equation model developed in the first of the two projects undertaken with ACCI and shows how the model provided pivotal insights in understanding employer attitudes to apprentices. Subsequent interviews and case studies validated and deepened these insights.

INTERACTIVE SESSION

VET AS AN AGENT OF CHANGE: NURSING EDUCATION, ARTICULATION AND RECRUITMENT WITHIN AUSTRALIA

Kimberley Parsons
Hunter Institute TAFE, NSW

Given the critical shortage of nurses within Australia, the purpose of this study was to investigate the possibility of a collaborative approach between schools, TAFE, University and Industry within the Hunter Region to develop strategies to better manage some of the issues facing the nursing profession today. The study surveyed perceived needs of nurses, nurse educators and teachers for a model of education, articulation and recruitment. Both the public and private sector of nursing and education were investigated. The analysis of this survey data concluded that a collaborative approach in nursing, within educational and clinical settings, is essential to address the educational, articulation and recruitment needs of the nursing profession.

To further support a collaborative approach a three tier research project has been implemented.

- The first component required the collaborative mapping of the TAFE Diploma of Nursing with the Bachelor of Nursing at the University of Newcastle; this achievement promoted educational collaboration facilitating TAFE students' access to fee help opportunities.

- The second phase aligned Industry driven course creation to meet the needs of the multifaceted health workforce to the needs of the community.

- Thirdly, through designing a combined HACS course for school students wishing to pursue a career in nursing and those unsure of their exact direction, this course offers a range of skills from varying fields within health maximising employability, facilitating career pathway opportunities whilst meeting DET School leaving age requirements.

This workshop discusses the findings of the conducted research in context of changing needs and resources within society and will engage participants impressions of this three tier approach involving the combined resources of education and health to streamline career pathways and recruitment opportunities from school students and those seeking career enhancement whilst discussing implications for further research and collaborative directions within education, articulation and recruitment in nursing.

THEME: LEADING AND/OR RESPONDING IN TURBULENT
        TIMES

MOVING AND SHAKING: MANAGING A LARGE VET COLLEGE THROUGH UNCERTAIN TIMES

Carmel Ellis-Gulli[1], *Rosalind Carter*[2]
[1]TAFE NSW, NSW
[2]University of Technology Sydney, NSW

Discussion in recent vocational education forums indicates a changing Australian VET landscape where VET Institutions are more actively integrating commercial business operations with vocational training. The roles of VET leaders are evolving in response to reforms of the national VET sector including regulatory frameworks and new customer expectations. The changing landscape is challenging VET leaders to make connections between new organisational goals and entrenched workplace practices.

This presentation looks at how a large VET college in NSW is responding to the current VET environment. The case study features a series of interviews with a range of senior managers to explore how they manage the relationship between the organisation's strategic direction and the operations of their workplace. The study brings to light a number of issues facing college leaders as they navigate the new vocational 'edu-business' terrain. The case study is framed by concepts of change management and vocational education management practices

THEME: VET AS AN AGENT OF CHANGE

***A RECIPE FOR CHANGE: MANAGING THE LEARNING OF TRAINEE / APPRENTICE CHEFS AT WORK

Richard McDermott, Rosalind Carter
University of Technology Sydney, NSW

The commercial cookery field attracts high numbers of both young apprentices and older worker trainees each year. On-the-job training is a significant component of the chef traineeship/apprenticeship. The requirement for workplaces to provide workplace training is generally well understood by trainee/apprentices and employers. However, what is often less well understood is how supervisors of commercial cookery trainee/apprentices actually create effective and appropriate on-the-job learning opportunities for apprentices. How supervisors address the often diverse needs of learners with the needs of the employer and, at the same time, balance these with the contractual on-the-job training and learning requirements of trainee/apprentices also needs further inquiry to complement current understandings.

This presentation presents preliminary findings from a recent case study exploring trainee/apprentice chef learning in the context of a number of large fine dining restaurants in Sydney. The presentation looks at how supervising chefs create learning opportunities for trainee/apprentice chefs at work and some of the issues influencing the learning relationship between the trainee/apprentice chef and the supervising chef. The study builds on previous work in the fields of traineeship and apprenticeship learning and is framed by workplace and situated learning principles.

INTERACTIVE SESSION

TECHNOLOGIES FOR IMPROVED TEACHING AND LEARNING OUTCOMES FOR APPRENTICES AND TRAINEES IN TURBULENT TIMES

Donna Leonard[1], Sandra Cotton[2]
[1]Victoria College, VIC
[2]Swan TAFE, WA

The presentation is based on research conducted by a member of the Community of Practice, sponsored by NCVER into the strategies that contribute to the module completion rate of apprentices and trainees, specifically those with learning disabilities and deficiencies in language and literacy.

During the current turbulent times of a skill shortage in economic prosperity or equally in employment downturn, State, Territory and Commonwealth governments, have implemented a range of measures to address the country's skills needs by strengthening the apprenticeship system and address industry's need for a higher level of knowledge and skill. The objective of this presentation is to identify teaching and learning factors that address attrition and increase the module completion rates of apprentices and trainees, specifically with learning disabilities, and apply to all apprentices and trainees.

One such initiative has been funded by Skills Victoria at Victoria University. The pilot programme, one of three in Victoria, has been funded to identify and address systemic and institutional factors that can restrict and make an impact on completion of qualifications by young people in a Vocational Education and Training setting. Funded from July 2009, a progress report from the project officer will lend insight into the type and nature of teaching and learning strategies employed and any early indications of success.

Apprentices and trainees identified a range of strategies during the study and which will be presented in this forum. However, the literature and research indicate that technologies assisting learning, used widely in higher education are under used within VET.

The presentation will include a detailed analysis of some accessible and portable technologies that can assist trainees and apprentices with their studies. Freeware that would aid literacy such as D Speech, Top OCR, VU Bar, Power Reader and Hot Notes will be demonstrated and discussed as valuable and effective learning tools.

It is anticipated that the forum will be an impetus for change and provide a basis to extend the strategies with VET system.

INTERACTIVE SESSION

VET EDUCATORS: VOICES FROM THE STORM

Lisa Takerei
University of Auckland, New Zealand

Industry demands, social and community interests, an increase in youth unemployment and economic requirements merge to become a part of a complex interplay that surrounds the field of vocational education and training. Recent calls for a vocational education system that provides value for money to the taxpayer and meets the needs of industry has launched renewed debate and increased the focus on vocational education. Teaching and learning is progressively scrutinized, issues of assessment, quality and evaluation are in the spotlight. Many challenges face vocational education in the modern era; most essentially notions of purpose and identity.

As debates open, and the position and positioning of vocational education in New Zealand is considered, the voice of educators and those 'at the coal-face' remain in the background. Notions of the purpose of vocational education from the perspective of those most deeply involved are lost in the foray.

This presentation explores the background for a small pilot study that considers notions of vocational education as perceived by educators in VET. Of particular interest are those involved in trade and pre-trade programmes? The pilot study intends to explore responses from educators in terms of notions of vocational education; its purpose and in terms of students, curriculum and practice. The purpose of the study is to explore some of the conceptualizations of VET and VET practice. The study seeks to unravel the identity of VET and within VET taking into account the educational context of students, curriculum and practice.

This presentation explores the idea that fragmented notions of identity within VET have resulted in a silent space within the debate around which issues of ownership and control take place. Such a space might be filled with legitimate perspectives (Habermas, 1984) that contribute to a notion of VET for the new era.

The presentation considers the challenges for the construction of identity for VET and within VET while reflecting on the theme for the 2010 AVETRA conference, Leading and Responding in Turbulent Times.

THEME: VET AS AN AGENT OF CHANGE

***NEGOTIATING LEARNING AND WORK: CLARIFYING WORKERS' PERSONAL PARTICIPATIVE PRACTICES

Ray Smith
Griffith University, Brisbane, QLD

In recent years, workplace learning research has brought the person, the subject, of the worker to the centre of work learning theory in efforts to understand individuals' contributions to the social practice of vocational learning. A key term that emerges from this subject centred approach to learning theory is 'negotiation'. This term is often used to capture the interactivity of the vocational learner and the context of their participation as relational and interdependent (Billett 2008).

This presentation suggests that the term negotiation is insufficiently understood in socio-cultural constructivist perspectives of work learning and needs to be elaborated more fully to support understandings of workers' contributions to their learning practices. Fundamental to this elaboration is the conception of vocational learners as negotiators who manage the control and conduct of their work participation through sets of values that are transacted as working and learning practices. These transactions may be viewed not so much as bargaining or deal making that bring worker and workplace together in agreement and collaboration. Rather, these transactions may be viewed as continuing processes of creating and discovering mutualities that unite worker and workplace as sites of personal development and work practice change. Understanding workers as negotiators who generate value for themselves and their work, enables their participation and learning to be seen as negotiated practice, emergent as both process and product of the self-managed transactions in which they engage. From an examination of qualitative data collected with a variety of workers engaged in work based VET programmes, the presentation seeks to explore how such understandings may offer ways of conceptualising workplace learning as a transactive process that realises worker and workplace as consonant. In this way the presentation helps clarify how the personal participative practices of workers can be understood more fully within the subject centred approach to vocational learning.

THEME: VET AS AN AGENT OF CHANGE

***DEVELOPING AN EFFECTIVE MODEL FOR DELIVERY AND ASSESSMENT FOR VOCATIONAL EDUCATION AND TRAINING (VET) IN COMMUNITY SERVICES

Kate Johnson
Hunter Institute TAFE NSW, NSW

This presentation targets practical applications for Vocational Education and Training (VET) teachers practicing in the area of Community Services around the theme of VET as an agent of change. The presentation is a result of an action research project conducted to develop a model to reflect 21st Century directions for VET practice in Australia for the Diploma of Community Welfare Work. The research found that specific aspects of delivery and assessment of the course could be improved. The presentation gives an outline of the delivery and assessment processes developed to incorporate:

- The workplace as the primary site for learning, skill development and assessment;
- Authentic learning tasks as a basis for learning; and
- Peer learning.

This presentation outlines the process whereby groups of students were placed within industry projects in order to achieve eight units of competence broadly based around community development. It also outlines delivery and assessment methods, which were designed around the units of competence and around the particular needs of the industry projects. The presentation outlines a number of findings arising from the research project.

THEME: BEYOND TURBULENCE: OTHER ISSUES AND PERSPECTIVES

***DRYING AND PERCEPTIONS OF CLIMATE CHANGE: INSIGHTS FROM A RIVERINA SITE IN THE SOUTHERN MURRAY-DARLING BASIN

Barry Golding
University of Ballarat, VIC

This presentation is based on an analysis of interview data about learning to cope with drier times in the southern Murray-Darling Basin in Australia. Its specific focus is about whether the protracted drying might be related to climate change, based on adult interviewee perceptions in one site in the New South Wales Riverina, The data were collected in 2009 as part of a larger, collaborative, four-site *Learning to be drier* project. The Riverina site study, from which the data analysed here derive, examined transcript evidence from Hay and Booligal, on the Murrumbidgee and Lachlan Rivers respectively. It looked at how adults in these river-dependent communities have learned to make sense of and cope with significantly diminished rainfall, lower river flows and less water allocations in the past decade. The aim of this particular presentation is to investigate how (and whether) adults think about the causes of drier times, in particular about climate change. The presentation raises questions about whether lifelong and lifewide mechanisms and processes post-school, particularly in rural, irrigation-dependent communities, are able to properly prepare, train and educate adults to deal with the complex, insidious and often debilitating risks and consequences of a predicted warmer and drier climate associated with climate change. It concludes that new mechanisms and models of learning are required to help adults in Australia to understand, bear the risks and mitigate the impacts of predicted climate change and further drying of the Basin. It argues that radically new ways of learning are required to reach and properly inform the most climate-sensitive sector, agriculture, to make an informed choice about the risks of 'staying on the land' (or not).

THEME: BEYOND TURBULENCE: OTHER ISSUES AND PERSPECTIVES

***LEARNING AT THE END OF THE RAINBOW A STUDY OF COMMUNITY LEARNING AVAILABILITY AND OUTCOMES FOR OLDER MEN IN AN AUSTRALIAN REGIONAL COMMUNITY

Barry Golding
University of Ballarat, VIC

This presentation uses qualitative interview data about learning by older men (over 50 years) collected in 2009 from nine community-based organisations in a regional city in New South Wales. It sets out to identify the learning experienced and available in community settings, to reflect on how adult and community education (ACE) in Australia might be more broadly defined, understood and valued in ways that is more inclusive of older men. The qualitative data from this study were collected from on-site interviews with older men in diverse community-based organisations including ACE, few of which are dedicated learning organisations. Older men's learning intentions and outcomes from these less formal organisations are shown to be rich, lifelong, lifewide, colourful and complex. Many older men who are experiencing turbulent and difficult times within or beyond their paid working lives tap into and benefit from the many spectra of community learning as a way of staying well, happy, active and connected. It suggests that the Australian adult and community education sector, if more broadly recognized and defined, has important roles other than as vocational outreach for the VET (vocational education and training) sector.

THEME: VET AS AN AGENT OF CHANGE

THE GLUE OF THE COMPETENCIES? RESEARCHING THE ROLE OF 'VOCATIONAL MEANING PERSPECTIVES' IN VET

Steven Hodge
Deakin University, SA

Competency-based training has been criticised for entailing a fragmented curriculum. In the light of this criticism a good question is how these fragments cohere into a basis for competent work practice. This question is explored in this presentation, which draws on recent research into transformative learning in the context of vocational education and training (VET). Mezirow's (1991) concept of 'meaning perspectives' – broad psychological structures that undergo change in transformative learning – is used to interpret experiences reported by learners in case studies of learning in VET programmes. Participants in this research were found to possess or develop meaning perspectives on work roles which influenced the way curriculum was received. These perspectives appear to bind personal elements of identity, values and motivation with the diverse content of formal learning programmes and work experience. This presentation considers the proposition that vocational meaning perspectives come into play in VET learning and function like a unifying 'glue' that may counteract any fragmenting effects of a competency-based curriculum.

THEME: VET AS AN AGENT OF CHANGE

ADULT LITERACY ACHIEVEMENT: ITS CORRELATES AND CONSEQUENCES

David Curtis
NCVER, SA

We use data from the 2006 Adult Literacy and Life Skills (ALLS) survey to examine individual characteristics associated with variation in adult literacy achievement and in the employment status and wages that are associated with literacy achievement.

Low adult literacy achievement is associated with a variety of poor labour force and other outcomes. Individuals with poor literacy are more likely than those with average literacy skills to be out of the labour force or unemployed, and if they are employed are likely to be in less skilled occupations and to receive lower wages.

Low levels of parental education are associated with low educational attainment and this, in turn, is associated with low literacy achievement. Having a language other than English as a first or home language is associated with low literacy levels. There also appears to be a reciprocal relationship between literacy achievement and employment, with higher literacy leading to more favourable employment outcomes, but also with experience of employment leading to more favourable literacy outcomes. These findings may inform policy on the allocation of resources to adult literacy development programmes.

THEME: BEYOND TURBULENCES: OTHER ISSUES AND PERSPECTIVES

EARLY POST-SCHOOL OUTCOMES OF INDIGENOUS YOUNG PEOPLE: THE ROLE OF LITERACY AND NUMERACY

Nhi Nguyen
NCVER, SA

Closing the gap in outcomes between Indigenous and non-Indigenous people is an important Australian social and economic issue. Raising the literacy and numeracy levels of Indigenous youth is one possible strategy in closing this gap.

The Longitudinal Surveys of Australian Youth (LSAY) allows us to assess the extent to which the gap in outcomes between young Indigenous and non-Indigenous Australians is due to Indigenous disadvantage. That is, once we have removed the effect of background characteristics, and literacy and numeracy, does the gap between Indigenous and non-Indigenous young people still remain?

This presentation outlines the key findings from a recent LSAY analysis comparing the gap between Indigenous and non-Indigenous outcomes at school, in post-school study and in employment by literacy and numeracy levels. Improvements in outcomes for Indigenous young people over the last decade are also explored.

The results show that while there have been significant improvements in Indigenous outcomes over time, the outcomes for non-Indigenous youth have also improved. Despite these improvements, the research shows that the gap still remains, and in some areas, such as university participation, the gap has actually widened.

Higher levels of literacy and numeracy help to improve the outcomes for Indigenous youth. However, increased literacy and numeracy is still not the complete answer in helping to close the gap between Indigenous and non-Indigenous young people, particularly in the outcome of undertaking higher level post-school education. Young Indigenous Australians face other disadvantages, such as access to post-school education, that subsequently affect their outcomes beyond literacy and numeracy ability.

THEME: BEYOND TURBULENCES: OTHER ISSUES AND PERSPECTIVES

AN INVESTIGATION OF TAFE EFFICIENCY

Peter Fieger
NCVER, SA

This presentation summarises the findings of a project investigating the relative efficiency of TAFE institutes across Australia. The presentation uses Data Envelopment Analysis (DEA) to derive efficiency scores and regression modelling to identify factors that are predictors of efficiency. The presentation finds that overall relative efficiency is quite high. There are economies of scales issues however in that small institutes tend to be relatively less efficient. Modelling of the data suggests that remoteness is the major predictor of efficiency with the analysis finding a strong negative relationship between the two.

THEME: CHANGE AND TRANSFORMATIONS:
PERSPECTIVES ON TURBULENT TIMES

***RAISING PARTICIPATION RATES IN POST-COMPULSORY EDUCATION: PERSPECTIVES FROM A REGIONAL PROJECT

Barbara Cram
University of Canberra, ACT

The Council of Australian Governments (COAG 2009) and the Review of Australian Higher Education (2008) have established targets which propose that 90 percent of Australian 20-24 year olds will have attained a Year 12 or equivalent qualification by 2015, and 40 percent of 25-34 year olds will hold a Bachelor degree or above by 2025. These targets are significantly higher than current rates of participation and achievement in post-compulsory education in Australia.

The Skills Australia position paper *Foundations for the Future* (2009) proposes an education and training framework that builds a sustainable skills base through integrated national systems. The under-representation of Indigenous students, rural and remote students and people from low socio-economic backgrounds in further and higher education, however, highlights the inequalities of existing provision. As a component of a Diversity and Structural Adjustment Fund (DEEWR) project, the author is carrying out research that explores sustainable educational pathways that can enhance participation in further and higher education for rural residents of the South-East region of NSW, many of whom belong to disadvantaged groups.

This presentation illustrates disparities in the provision of vocational and higher education programmes in seven regional towns. Through a series of community forums, the author distinguishes a number of barriers to post-compulsory education participation in these towns – including geographic isolation, low high school retention rates, limited educational pathways, market-driven policies and sectoral separation. Models to support the delivery of coherent, accessible educational programmes in regional towns are presented.

THEME: CHANGE AND TRANSFORMATIONS:
PERSPECTIVES ON TURBULENT TIMES

***CHANGE AND TRANSFORMATION IN STUDENT TRANSFER FROM AUSTRALIAN VOCATIONAL TO HIGHER EDUCATION

Gavin Moodie
Griffith University, QLD,

This presentation reports an examination of a special higher education statistical report on students admitted in 2008 to higher education institutions on the basis of a vocational education and training award programme by higher education institution, field of education and socio economic status. It finds that public universities admitted a higher proportion of students on the basis of a vocational education qualification than private universities and colleges. While TAFE institutes admitted a reasonably high 19% of their higher education students on the basis of a vocational education and training qualification, this was much less than the proportion of their higher education students they admitted on the basis of secondary education (54%), and even less than the proportion of students they admitted on the basis of mature age qualification (20%). This suggests that there is scope for TAFE institutes to strengthen their internal ladders of educational opportunity.

Vocational education transfers were most important in the higher education fields of nursing (22% of commencing students), education (13%) and information technology (12%). Upward transfers were least important in the natural and physical sciences (3.5%) and engineering and related technologies (6%). Some 20% of vocational education transfers were from a low socio economic status background, but nursing (24%) and education (22%) provided more opportunities for students from a low socio economic status background. Conversely, fewer opportunities are provided in architecture and building (12%) and the creative arts (14%).

There are considerable variations in the proportions of students higher education institutions admit on the basis of vocational qualifications, even in a relatively homogenous field such as nursing. Some of this variation may be explained by different treatment of admissions data, but much remains unexplained.

THEME: BEYOND TURBULENCE: OTHER ISSUES AND PERSPECTIVES

ONLINE COMMUNITIES OF PRACTICE: BOON OR BURDEN TO VET PRACTITIONERS

Priscilla Shorne
West Coast TAFE, WA

There is a divided response to the use of online communities of practice in the VET sector. On one hand, many practitioners pay lip service to the concept and profess to think they are a great idea but rarely use them. The commonly known one percent rule states that out of every 100 people who subscribe to an online site, only one person becomes really involved in creating content while another ten percent may participate occasionally. The remaining 89 percent are readers and watchers or "lurkers" as they are known. This thesis seems to have emerged in 2006 with an article in The Guardian Weekly July 20 discussing the phenomenon.

This presentation investigates a community of practice established by practitioners of Instructional Intelligence in VET in WA. This is the second of three which has been established. The first has vanished, this one limps along and current students have their own Google group which does not seem to be any more successful. Whilst graduates of the Instructional Intelligence workshops are keen to practice their craft and to meet up in person to discuss it, so far they have been reluctant to use the online communities of practice that have been established. At a recent meeting, attendees reaffirmed their support of this online group while admitting that they rarely used it. The question is what is happening here? Why support a site that you do not use? Through a series of interviews with members and analysis of records, it is hoped that some answers might be found.

THEME: VET AS AN AGENT OF CHANGE

NOTES FROM THE SOUTH PACIFIC: A RESEARCH PROPOSAL DISCUSSION PAPER ON PROFESSIONAL VOCATIONAL EDUCATION AND TRAINING (VET) TEACHING PRACTICE AT THE AUSTRALIA-PACIFIC TECHNICAL COLLEGE

Anthony Bailey
Box Hill Institute, VIC

The Australia-Pacific Technical College (APTC) is an education aid programme in the Pacific region and its purpose is to build the skills base of workers in Pacific Island Forum member countries in targeted industry sectors. The APTC has been variously described as "…an example of regionalism and an experiment in innovation" (Schofield et al. 2009) and "…at the top end of the regional vocational skills supply chain".[1] The APTC School of Tourism and Hospitality and the School of Health and Community Services are managed by Box Hill Institute and deliver Australian vocational education and training programmes at Certificate III, Certificate IV and Diploma level in three campus countries – Fiji, Samoa and Vanuatu; with additional project work in Kiribati and Tonga.

The qualitative enquiry described in this research proposal discussion presentation will examine professional vocational education and training teaching (VET) practice at the APTC and document how faculty members have adapted their professional practice into educational approaches responsive to the cultural environments of the Pacific. A qualitative methodology will be employed to show the ways in which the faculty members prepared themselves professionally for vocational education and training teaching assignments and how they view themselves as faculty members working in an aid programme based upon a vocational education and training strategy of skills development and labour mobility. The central concern of this presentation is to consider how faculty members manage the role of professional VET teacher working in an aid development context.

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[1] http://www.ausaid.gov.au/country/pacific/education.cfm accessed 7 January 2010.

THEME: VET POLICY LEADERSHIP IN TURBULENT TIMES

RETHINKING EQUITY IN TERTIARY EDUCATION – WHY WE NEED TO THINK AS ONE SECTOR AND NOT TWO

Leesa Wheelahan
University of Melbourne, VIC

Equity policy in Australian tertiary education is differentiated by educational sector, with the higher education and vocational education and training sectors having different policies, and in some cases, different definitions of equity groups. This is problematic because pathways from VET to higher education are meant to act as an equity mechanism by providing students from disadvantaged backgrounds with access to higher education. This presentation examines equity policies and definitions in both sectors, and it examines data on student pathways within VET and between VET and higher education. It finds that, apart from students with disabilities, students from disadvantaged backgrounds are over-represented in VET and under-represented in higher education. However, students from disadvantaged backgrounds are over-represented in lower-level VET qualifications and under-represented in higher-level qualifications, particularly in diplomas and advanced diplomas. This matters because diplomas are the 'transition' qualification which VET students use as the basis for admission to higher education. The presentation argues that the diploma is the key qualification for equity policy in *both* VET and higher education. Rather than separate VET and higher education equity policies and separate sectoral policies that mean pathways are of some importance only 'at the borders', a *tertiary* education policy framework will be needed that considers equity outcomes and pathways within and between sectors and places these outcomes as key concerns of both sectors.

The presentation first problematises the extent to which pathways are able to act as a mechanism to support students from disadvantaged backgrounds to access higher level studies. Second, reasons why we need to consider equity from a post-compulsory or tertiary education perspective are presented, and it argues that the diploma is the key qualification for pathways and thus for equity policy. This is followed by an analysis of the relative position of equity groups in VET. Finally, the presentation considers the implications for equity policy.

THEME: VET AS AN AGENT OF CHANGE

VOCATIONAL EDUCATION IN TURBULENT TIMES: A NEW PLACE FOR GENDER?

Edmée OLLAGNIER
University of Geneva, Switzerland

For historical and societal reasons we will shortly remind, in Switzerland as in many developed countries, boys move towards much more professional fields than girls. For almost twenty years, girls start to get involved in non-traditional sectors, but they still can be perceived as pioneers, as well as boys starting to enter in feminine professional educational programmes. Our purpose is to analyse, through the research made from our Swiss students' writings and involved in a course on gender in education and training, how the obstacles to such choices have changed from the seventies till now.

We will consider the evolutions we found (Ollagnier, 2009) and explain that the components of the situation which could be considered as worse during a period of turbulent times might also constitute new opportunities for both girls and boys. Through our research, we perceive that during those 30 years, some reasons of gender choices are unchanged and based on traditional stereotypes about occupations and jobs. But we also find new attitudes we will develop, of girls and young women entering in male sectors of vocational education, as well as new arguments from boys and young men entering in female sectors.

As a vector of explanation of this situation, we will show how the trainers' behaviours and believes play a major role and how programmes of training of trainers involving gender teaching can play a further role in the classrooms. To expand the debate, we will refer to similar reports discussed within the ESREA gender network (Ostrouch & Ollagnier, 2008) with researchers involved on gender and education questions all over Europe.

THEME: VET AS AN AGENT OF CHANGE

STUDENT ROVERS: DO STUDENTS EMPLOYED TO 'HELP OTHER STUDENTS LEARN' ALSO LEARN TO WORK?

Geri Pancini, *Rob McCormack*, *Dan Tout*
Victoria University, VIC

This presentation will describe the findings of research on a student mentoring programme based in three Learning Commons at Victoria University in which students are employed to provide just-in-time help to other students grappling with the technologies, information systems and the conventions of academic study. The question addressed by this research is: Does this programme, although focused on student learning, also enhance the workplace skills and attributes of the participants? The findings will be based on interviews with current students as well as past participants who have completed their studies and are now in the workforce.

THEME: BEYOND TURBULENCE: OTHER ISSUES AND PERSPECTIVES

***BUILDING INNOVATION CAPACITY: THE ROLE OF HUMAN CAPITAL FORMATION IN ENTERPRISES

Andy Smith[1], Jerry Courvisanos[1], Jackie Tuck[1], Steve McEachern[2]
[1]University of Ballarat, VIC
[2]ANU, VIC

This presentation describes a project which seeks to identify the role of human capital formation in promoting innovation in Australian enterprises and the ways in which enterprises can improve their human resource management and learning and development practices to improve their innovation performance. There are a number of factors that affect enterprises' ability to innovate. These include internal factors such as the ability to detect technological changes in the environment, the development of core competencies from which innovation can develop and external factors such as the maturity of the market which the enterprise serves and the impact of government policy to stimulate innovation. A range of studies have suggested that human factors within the enterprise are critical to innovation. Thus the ability of enterprises to innovate depends on the effective management of human resources and, in particular, the learning and development practices that enable enterprises to increase the skills of workers to innovate (human capital formation). Studies in Denmark and Spain have shown that better human resource management and learning and development practices increase enterprise innovation. However, these studies have not established exactly what practices enterprises need to put in place to improve their "innovation capacity".

THEME: LEADING AND/OR RESPONDING IN TURBULENT
TIMES

***EMPLOYMENT BASED TRAINING AND THE NATIONAL TRAINING FRAMEWORK

John Pardy¹, Lina Robinson²
¹Monash University, VIC
²Service Skills, VIC

This presentation presents two case studies of employment-based learning and examines the training provided to employees in enterprises and its relationship to the National Training Framework (NTF). Enterprise Registered Training Organisations (RTO), are the 'third force' in VET provision in Australia after public and private providers. Enterprise RTOs are engaged in VET provision with their own workforces in areas that relate to their immediate business and workforce needs. While many enterprises in Australian engage in the training and development of their workforce this does not in all cases result in formal recognition.

Enterprise provision of employment-based learning in Australia is diverse yet not widely understood. These two case studies of VET based retail training are presented to illustrate the ways in which enterprises engage in training and development of their workforce and sheds light on some of the uses and limits of the NTF. These case studies provide insights into enterprise training and critically assess the role of the NTF in supporting principles of workforce development as understood and implemented by these two enterprises.

THEME: CHANGE AND TRANSFORMATIONS:
PERSPECTIVES ON TURBULENT TIMES

***BUILDING VET RESEARCH CAPACITY THROUGH MENTORING: ONE SMALL STEP FOR NEW RESEARCHERS, ONE GIANT LEAP FOR THE VET RESEARCH COMMUNITY

Llandis Barratt-Pugh
Edith Cowan University, WA

In a turbulent environment where VET programmes are often subject discontinuous funding, the NCVER has funded a three-year programme of initiatives to build VET research capacity. The programme includes the provision of mentoring support for new VET researchers undertaking an initial research project. This presentation reviews the initial dilemmas and progress of mentors and researchers, bridging geographical and cognitive distances, through interviews and interactive discussions, as they establish a new VET researcher pathway through an action research approach. Finally the presentation provides some key guidelines for developing VET research mentoring schemes that are emerging from the first two years of these critical relationships. Guidelines that are being used to develop new VET researchers to change and transform future VET research landscapes.

THEME: CHANGE AND TRANSFORMATIONS:
PERSPECTIVES ON TURBULENT TIMES

***TEACHERS PERSPECTIVES ON SURVIVING THE IMPLEMENTATION OF GOVERNMENT POLICIES OF VOCATIONAL EDUCATION AND TRAINING (VET) REFORM

Patricia Bradley
VIC

This presentation aims to discuss findings from an ethnographic study. The purpose of this study was to map the professional development trajectories and viewpoints of 15 colleagues (14 trade teachers and one theory teacher) working together in a TAFE department and to explore issues, concerns and assumptions about change in their working lives. They had endured major pedagogical and ideological changes and yet carry on.

Initially, it appeared that diversity in teaching subjects; roles; employment categories and adopting an attitude that government intrusion is unavoidable were the keys to surviving. Outwardly they appear to comply with government directives to transform vocational education and training. However, there is evidence of teacher rebellion when ensconced in their domain, their classroom. Using their professional judgement they continue to apply teaching methods that have proven to be successful for their students to acquire a high standard of trade skills that reflect positively on themselves, when observed by their industry.

The teachers held many different assumptions and expectations of the role of manager and conversely it could be argued that managers held negative assumptions about the professional judgement of their teachers and positive assumptions about government policies.

Arguably, there appears to be a need to bridge a strategic gap between the micro, realistic view of the VET teacher's day-to-day lived experience and practice and the macro, idealistic view of government, their policy makers and the managers of their agencies. I believe that rather than a gap there is a discrepancy between their views. To borrow from Gramsci's (1971) concept of hegemony, as relating to domination and power, I believe that what is happening is hegemony at the macro, or government level and cultural hegemony at the micro, or VET department level. Management are domineering by coercing teachers to consent to implementing the National Training Packages and the Australian Quality Training Framework (AQTF) standards.
 Rather than seeking a bridge, there is an antidote or counter action to this situation. The solution is for VET teachers to retain their single-minded, realistic attitude based on a sense of ambition to achieve positive outcomes for their students and taking whatever actions they require to fulfilling their professional development needs and achieving their goals. My research identified that this is happening.

THEME: BEYOND TURBULENCE: OTHER ISSUES AND PERSPECTIVES

THE FUTURE'S ROSIE: INITIATIVES AND PATHWAYS FOR TRADESWOMEN IN THE UNITED STATES OF AMERICA – AN AUSTRALIAN PERSPECTIVE

Fiona Shewring
Illawarra Institute TAFE NSW. NSW

The question asked by the author was *how can we effect change and enable more women to enter the building and construction trades?* The answer to this question was a proposal to visit a number of organisations and events in the United States of America (USA) during a month of research funded by the International travel scholarship from National Association of Women in Construction. The USA was chosen as a research venue as, to date, more change has been effected in America and the society is similar to Australia. By using research into current American avenues for women into the trades and a survey of tradeswomen with reports on the findings it is planned to create a strategic plan appropriate for the Australian building and construction industry. The research was conducted during April and May 2009. The States visited were Georgia, California, Oregon and briefly Washington, with the intention of experiencing quite different ethnicity and ways of life as well as geographic locations.

A number of different organisations were visited including unions, support groups, universities and training programmes. A trade fair for women and girls and one for both genders plus a tradeswomen conference were attended during the month's research. The unions visited included International Brotherhood of Electrical Workers (IBEW), the Carpenters Union and the International Painters and Allied Trades Union (IPAT). There are a large number of support groups for women in trades in America and the support groups visited by the author were National Association of Women of Colour in Construction (NAWCC), Women In Non Traditional Employment Roles (WINTER), Oregon Tradeswomen and Sisters in the Building Trades.

THEME: VET AS AN AGENT OF CHANGE

***IS TAILORING SCENARIOS TO LEARNERS NEEDS EFFECTIVE IN A VIRTUAL ENVIRONMENT?

Penny Neuendorf
Canberra Institute of Technology, ACT

This presentation discusses the findings of the pilot study of the Canberra Institute of Technology (CIT), Virtual Worlds in Health Education, project. This project was part of the Targeting Skills Needs in Regions (TSNR) initiative funded by the Council of Australian Governments (COAG). CIT have been working with ACT Health, Charles Darwin University, Northern Territory and Gippsland TAFE, Victoria to develop this virtual world environment and scenario-based role plays to engage a wide variety of learners.

From this research CIT has constructed a framework for teachers to develop scenario-based role plays in a virtual world environment and has validated the use of virtual worlds as part of a blended learning approach to teaching communication skills. The research focuses on three different learning groups: Indigenous students (Community Services and Health areas), Community Services students and Allied Health Assistant students. Scenarios have been tailored for each group based on advice from industry experts and the project reference group.

This research employed a mixed method research methodology, and used a triangulation process to analyse and validate data. As Triangulation tests the consistency of findings obtained through different instruments (Sydenstricker-Neto, 1997) was used to corroborate the evidence to support the claims and findings. Collection methods include questionnaires, observation, group interviews and journal entries. Research results indicate that participants enjoyed the activities and 80% of participants would recommend using virtual worlds to learn and practice communication skills in the workplace.

THEME: VET AS AN AGENT OF CHANGE

***CLIMATE CHANGE IN THE VICTORIAN ALPS: CAN VET BE A CHANGE AGENT?

Lauri Grace[1], Annette Foley[2]
[1]*Deakin University, VIC*
[2]*University of Ballarat, VIC*

Of all the factors contributing to turbulent times in Australia, climate change is one that offers both challenges and opportunities for VET. In a time when the response to water availability is subject to 'extensive debate and policy attention', our presentation explores what adults living and working in the Alpine region of Victoria understand about the changes to water availability, and what they have learned about adapting to significant climatic changes in their local area. Interviews were conducted in the towns of Bright, Mount Beauty and Albury, with participants from across the Alpine region. Our study found evidence of a strong understanding of the direct impact of climate change on participants' local community area, and a keen desire to learn about adaptation to change. In addition to an identified need for more information around climate change issues and projected impacts in general, participants saw practical hands-on water education strategies as an important way to educate people to help themselves. Conversations about where or how people learned to adapt to change were broad ranging, and clearly connected to the participants' backgrounds, livelihoods or where they were situated. This raised the question of what responses VET might develop to address these identified learning needs. Major local industries of tourism, agriculture, water harvesting and land care are all covered by national Training Packages that include industry-specific units of competence to support learning to live and work in an environmentally sustainable way. In addition, the national Employability Skills framework offers opportunities to build climate change awareness and adaptation into units of competency where they may not be explicitly incorporated. Our presentation will outline the opportunities for VET to act as a change agent in this and other Australian communities impacted by climate change.

THEME: BEYOND TURBULENCE: OTHER ISSUES AND PERSPECTIVES

BRACING FOR CHANGE – AUSTRALIA'S INTERNATIONAL VET SECTOR

Rachel Colaso[1], Rebecca Biazos[2]
[1]International Education Consultant
[2]Bond University, QLD

Demand for Australia's vocational education and training system is at an all time high. International students are filling places in Australian VET institutions at a rapid pace. Offshore partners and governments are also seeking Australian VET sector expertise in capacity building and skills development.

However 2009 marked a turning point in Australia's international education export industry. In 2008 the industry surpassed tourism as Australia's 3rd largest export however this growth masked underlying issues in the sustainability of the international education industry in Australia.

This session will explore, from a VET perspective, the growth of the international education industry, investigate the underlying causes the current crisis and review the response from stakeholders (government industry and providers). With a focus on dealing with change and turbulent times in the industry the session will provide a forward look how the industry can protect Australia's position as the most well known and sought after VET system in the world.

THEME: VET POLICY LEADERSHIP IN TURBULENT TIMES

***THE ENACTED LEARNER IDENTITIES FRAMEWORK: THE POTENTIAL TO IMPROVE VET DELIVERY

Ruth Wallace
Charles Darwin University, NT

Learning is a social process, informed by social interactions that are informed by place, time, language, culture and context. Learner identities are socially informed and connected to learners' communities based in school, peer, family, local and global contexts. Learner identity has been shown to have an impact on the ways disenfranchised learners engage with formal education. A recent study identified and typified participant learner identities in order to provide a framework for describing learner identities by adapting educational institutions and experiences to support the development of empowered learner identities. The four broad groupings of learner identity are described as resistant, persistent, transitional and enacted. This presentation reports on this research and the potential of the learner identity framework to evaluate and refine learning approaches. Finally, the presentation discusses each learner profile identified in the study to understand and respond to the decisions of learners around engagement and disengagement and suggests the implications for educational policy

THEME: CHANGE AND TRANSFORMATIONS:
PERSPECTIVES ON TURBULENT TIMES

***LEARNING PARTNERSHIPS FOR SUCCESS

Ruth Wallace, Alicia Boyle
Charles Darwin University, NT

A review of the past two decades of research related to Indigenous vocational education and training (VET) in Australian contexts identified the limited degree of systemic change in Indigenous workforce outcomes. Our review of the research, did however, identify a range of projects and examples of training design and pedagogy that did have a positive impact on workforce outcomes. Making systemic and sustainable changes in Indigenous workforce and training outcomes is based on learning from the examples of good practice and developing a vision for the whole learning continuum. This learning continuum addresses systemic issues while simultaneously retaining the flexibility to be contextualized and led locally.

This presentation reports on a multiple case study analysis that explored the various elements in the continuum of learning partnerships. Each project focused on different elements including community engagement, governance, cultural protocols, use of technology, embedded literacy and numeracy, enterprise development and reporting benchmarks. The presentation identifies the concepts that underpin a sustainable learning partnership across the learning continuum and the aspects of policy, evaluation and funding that need consideration for sustainable and scalable VET learning partnerships to be realised in Australian Indigenous contexts.

THEME: VET AS AN AGENT OF CHANGE

TRAINING AND SKILL RECOGNITION FRAMEWORKS THAT ENGAGE INDIGENOUS WORKFORCES IN BIOSECURITY MANAGEMENT

Ruth Wallace
Charles Darwin University, NT

Community management of biosecurity in Northern Australia has long been the domain of Indigenous people who are connected through culture and tradition to the land and sea. Approaches that develop effective responses to biosecurity threats, particularly across vast, sparsely populated areas are essentially connected to respectful partnerships with local communities and their members. Developing an approach to community management of plant biosecurity that recognises the expertise and commitment people have to biosecurity can be supported by collaboratively develop a training and skill recognition framework. This framework can explicitly endorse community knowledge and skill sets that focus on identification, intervention, management and eradication of plant biosecurity. The content would be developed through a sustainable 'patchwork of enterprise' development and training development opportunities in regional and difficult contexts integrated into existing and developing structures. By explicitly recognizing and endorsing local knowledge and skills, connections to policy level descriptions and support can be developed that ultimately improve outcomes for communities' economic, cultural, social and economic futures

This presentation discusses the partnerships that bridge diverse knowledge systems and their underlying perspectives as they relate to the community management of plant biosecurity conducted with remote Indigenous people living and working in Northern Australia. Partnerships that support biosecurity can also provide sustainable livelihoods in regional and remote communities. These partnerships are discussed in terms of the role of VET in developing Indigenous workforces who can manage biosecurity while also ensuring the social, cultural and economic and environmental futures of their communities. These partnerships have at their core, sound processes and structures to share, create and recognize emergent and local knowledge. In particular, this presentation discusses not only the issues around managing knowledge in cross cultural and remote areas but how to enact that knowledge for change.

THEME: CHANGE AND TRANSFORMATIONS:
PERSPECTIVES ON TURBULENT TIMES

THE RELATIONSHIP BETWEEN MULTIMEDIA ASSESSMENT AND DEEP/SURFACE LEARNING - CHANGE OR NO CHANGE: LESSONS LEARNT IN THE TAFE CLASSROOM

Simon Hamm
William Angliss Institute of TAFE, VIC

This presentation reports on a small scale study that challenges the assertion that multimedia teaching and assessment, as a tool for change in the learning space, encourages richer, more creative and deeper level of learning environment than 'conventional' teaching and learning methods. Thirteen Diploma of Event Management students from William Angliss TAFE who had completed one type of multimedia activity defined as a digital-audio-video assessment (DAVA) participated in the study. Each completed the Biggs Study Process Questionnaire to evaluate their deep or surface learning preference. Each participant was then interviewed to elicit their self-reported preferred approach to learning and their experience in completing the digital-audio-visual assessment.

The study finds that, the DAVA does not restrict, inhibit or negatively alter the participants' learning preference as predicted by the Biggs Study Process Questionnaire. Where the results of the Biggs Study Process Questionnaire predicts a strong preference to either deep or surface learning, the participant is most likely to adopt this predicted approach in completing the digital-audio-visual assessment. Participants that have a less definitive or more flexible learning preference will adopt a learning approach that most suits the participant's motives and circumstances.

THEME: VET AS AN AGENT OF CHANGE

ENHANCING THE RETENTION OF YOUNG PEOPLE TO YEAR 12, ESPECIALLY THROUGH VOCATIONAL SKILLS

Rose Lewanski, *Berwyn Clayton*, *Geri Pancini*, *Stefan Schutt*
Victoria University, VIC

When the Council of Australian Governments (COAG) met in Hobart on 30th April 2009, it proposed a range of education and training initiatives designed to address rising unemployment – an outcome of the economic downturn. The *Compact with Young Australians* announced at that time is intended to provide Australia's youth with access to education and training places. The Compact, through its National Youth Participation Requirement, makes participation in education, training or employment compulsory for all young people until they reach the age of 17 years. In addition it sets a target of 90 per cent Year 12 or equivalent attainment for the next decade. Retention to Year 12 and successful transition to work or further study for young Australians has become, therefore, a key policy for all Australian governments. The challenge for schools and TAFE institutes is to develop and sustain vocational programmes and retention/ transition strategies that engage, support, encourage and excite young people sufficiently to build the skills they require to complete Year 12 or its equivalent and move on to work or further study.

This presentation reports on the early stages of a research project being undertaken for TAFE Directors Australia and the Australian College of Educators. Funded by the Department of Education, Employment and Workplace Relations, the project is seeking to develop case studies of innovative programmes in youth retention and transition conducted by secondary schools operating independently and/ or in partnership with TAFE Institutes and vocational colleges based in TAFE Institutes. These case studies will be benchmarked against an evaluative framework developed using criteria drawn from research on youth retention and transition in Australia and internationally.

THEME: BEYOND TURBULENCE: OTHER ISSUES AND PERSPECTIVES

***EXAMINING HISTORICAL NARRATIVES AROUND 'HANDS ON' LEARNING AND INDUSTRIAL EDUCATION

Mike Brown
University of Ballarat, VIC

This presentation briefly reviews historical narratives of 'hands on' learning and Industrial Education as presented by Anderson (1926) and Bennett (1926 & 1937). It is suggested that precedents for some of the contemporary debates in curriculum and pedagogy within Australian Vocational Education and Training have deep roots and their seeds and branches can be found in these historical narratives. For example, in recent years there has been discussion around the development and use of training packages. Training packages are text based specifications of vocational qualifications and as such some VET practitioners and researchers have questioned their effectiveness and whether they constitute a new form of curriculum. This presentation specifically focuses on three historical attempts at documenting 'the mysteries of the trade'. Each is presented as a vignette contextualised through significant events of the time. These are, (1) Moxon's treatise of 1683, 'The Doctrine of Handy Works; (2) Diderot's 'Encyclopedie' of 1751, an enlightenment project undertaken in France, that amongst other things documents the trades and industry of the time; and (3) the Russian system of instruction which involves systematic approaches to mechanical instruction in the trades and industry as developed by Della Vos at the Imperial Technical School in Moscow. It is suggested that together these examples stand as ancestors to more contemporary attempts to document trades and occupations as the basis for education and training.

THEME: LEADING AND/OR RESPONDING IN TURBULENT TIMES

TEACHER LEADERSHIP IN VET

Jennifer Davids
Southbank Institute of Technology, QLD

Change is a constant and volatile feature of the VET sector; in fact, it is 'a sector that needs saving through effective leadership' (Kelly et al. 2005 p.6). In 2005, the role of Lead Vocational Teacher (LVT) in TAFE Queensland was created. In return for extra pay, LVTs perform extra duties commensurate with their skills and experience. There are currently 983 LVTs (DETA 2008) employed in TAFE Queensland and as yet, the role remains ill-defined.

The name Lead Vocational Teacher itself implies leadership in teaching and in fact teachers are expected to take a leading role in the development of product, business partnerships and teaching and assessment practices. Much has been written on the nature of leadership in the school and higher education sectors. However, little is known about teacher leadership in the VET sector. Questions remain as to 'the place of leadership in less exalted positions—in the "engine room" of educational change' (Simkins 2005, p.16) and the influence exercised by all staff, not solely senior leaders, on the culture and direction of an organisation (Lumby 2003, p.284). The lack of substantive power exercised by teachers has meant that there is a paucity of research into the role of teacher leadership, particularly in VET.

As the first stage of doctoral research, a series of focus groups was held to explore the way in which the LVT role is currently being deployed within various TAFE Queensland institutes. Lead Vocational Teachers were asked to discuss their current duties and functions, teacher leadership in VET and the potential of the Lead Vocational Teacher role. This presentation presents the findings of the research and examines the role that LVTs can play in influencing the direction and development of a TAFE organisation.

Abstract #76.00
Concurrent Session 5C
Friday, 9 April 2010
1110 - 1140 hours

THEME: BEYOND TURBULENCE: OTHER ISSUES AND PERSPECTIVES

PATHWAYS AND POSSIBILITIES: EXPLORING THE LINK BETWEEN QUALIFICATIONS AND INDUSTRIES

Jenny Connor
Industry Training Federation, New Zealand

New Zealand's Industry Training Organisations (ITOs) are charged in the Industry Training Act 1992 with analysing and defining the skill needs of their industry. To do this effectively, ITOs need to understand the level of alignment between qualifications and the skills required by industries.

It is often assumed that there is a close relationship between qualifications, particularly those that are vocational, and the industries in which people work. This presentation uses data from the 2006 New Zealand Census of Population and Dwellings (Census) to explore this assumption by examining the relationship between the field of study of people's highest qualification and the industry in which people work.

The assumption is explored in two complementary ways. Firstly, we look at things from the **industry point of view** by examining industries to show the field of study of qualifications held by people in the industry. These fields are classified into four broad groups: those core to the industry, those related, those that give individuals generic skills applicable across all industries, and those unrelated to the industry. Secondly, we look at things from a **worker/student point of view** by examining fields of study to show which industries people with particular qualifications work in. This information is analysed to examine if workers with a given qualification are concentrated in specific industries.

These two complementary pieces of analysis create a picture of the types of skill in an industry and where people undertaking training in particular areas are likely to work in the future. This information can be used to better match the supply of tertiary education and training to industry demand.

Abstract #79.00
Concurrent Session 2D
Thursday, 8 April 2010
1515 - 1545 hours

THEME: VET AS AN AGENT OF CHANGE

THEORIES OF THE GAP: SIMULATION AND SEDUCTION IN COMPETENCE BASED TRAINING

David McLean,
Kangan Institute, VIC

This presentation uses the theoretical writings of Jean Baudrillard to analyse the textual simulation and replication of workplace skills and knowledge into Training Packages and their associated Units of Competence. Training Packages provide Australia with a repository of nationally recognised qualifications where diversity is represented by many different types of work and professions, yet all Training Package qualifications emanate from a single template, authoring guide and conceptual form for reproduction. Training Package qualifications become simulations of real skills and events, analysed, miniaturised then recorded systematically within a replicable system of documentation for mass distribution. The system that creates Training Packages is engineered to produce a 'gap' between the content of a Unit of Competence and the instruction, delivery and assessment methodology that must be produced to activate the Unit. It is the gap, the space between the simulation and its usage, where training and assessment methods are developed to enable Units of competence to be effective. This is the work that VET practitioners do to enable a national system of vocational qualifications to exist, where educators can conceive and construct the contextual variety of delivery options that Training Packages require to function. The process of unpacking and delivery of Training Packages is the flipside of simulation; this process relates to Baudrillard's theory of seduction, where the mechanistic and the replicable are made desirable. The process of simulation and the act of seduction describe the work that VET practitioners do; they close the gap and convert lists of outcomes into curriculum content for the engagement of their students.

THEME: VET AS AN AGENT OF CHANGE

***GAMES - WHAT ARE THEY GOOD FOR?

Mark O'Rourke
Victoria University, VIC

Apprentices learn practical skills best through hands-on activity. How can technology be used to enhance learning for this cohort? Can the fundamental principles and knowledge essential to trade practice be effectively communicated through computer interaction? This study presents initial findings from the research, production and application of a Vocational Training computer game being used to deliver competency-based training of Occupational Health and Safety and planning competencies in the Engineering sector. The research indicates that the Vocational Training game is more effective in addressing vocational learning outcomes than traditional text-based resources. Participants for the research were apprentices from the Faculty of Technical and Trades Innovation at Victoria University. The VET game addresses elements and performance criteria for Units of Competency at Certificate and Diploma level from MEM05: Metal and Engineering Training Package. The project is a collaboration between the Work-based Education Research Centre, the Faculty of Technical and Trade Innovation, and the School of Creative Industries at Victoria University, Melbourne, Australia. The study focuses on the design and development of immersive educational environments and assesses identified learning outcomes through the application of games technologies.

THEME: VET AS AN AGENT OF CHANGE

***THE CERTIFICATE IV IN TAA: HOW IS IT VALUED BY EARLY CAREER VET PRACTITIONERS?

Cathy Down, Wendy De Luca, Paul Galloway
Charles Sturt University

The TAA40104 Certificate IV in Training and Assessment (CIVTAA) is accepted in all Australian States and Territories as a minimum qualification for teachers, trainers and assessors. As it is now five years since the TAA04 Training Package was endorsed, it is timely to look at the benefits and the issues associated with the TAA40104 qualification.

This presentation reports on a research study conducted by Charles Sturt University staff on the experiences and values of a sample of its vocational education and training (VET) students in obtaining their Certificate IV in TAA externally from the university. In this research, student reflections on their experience in obtaining the Certificate IV qualification and the values they place on it have been analysed with the assistance of NVivo software. So far, 46 reflections have been coded, collated and analysed for correlations and patterns. As a result of the analysis, benefits and issues have been identified and these will be discussed within this presentation.

THEME: LEADING AND/OR RESPONDING IN TURBULENT
TIMES

***WORKFORCE DEVELOPMENT FOR THE HAIR AND BEAUTY INDUSTRY

Ros Brennan Kemmis, Sharyn Ahern
Charles Sturt University

This presentation presents the research findings from two focus groups and two case studies that explore the issue of workforce development for VET educators who work in the Hair and Beauty Industry. This research forms part of a larger research project funded in 2009 by Service Skills Australia: "New Deal" Project – 'Workforce Development for the Service Industries VET Practitioners'. Two focus groups were conducted to gain a variety of perspectives on the issues facing the industry. Two case studies were then carried out.

These case studies will present different models of the way in which VET providers can respond to rapidly changing industry demands and they explore issues related to themes within the larger Service Skills Project. These themes include: the desirable attributes of the VET practitioner, organisational leadership, responding to the needs of students, industry partnerships, the development of pedagogical capabilities and the importance of the affective and emotional dimensions of work. A number of these findings are applicable across all industry sectors.

THEME: CHANGE AND TRANSFORMATIONS:
PERSPECTIVES ON TURBULENT TIMES

***LIFE IN AMAZE OF DOCUMENTS: VICTORIAN SKILLS REFORM AND THE TRAIL OF TEXTS

David McLean
Kangan Institute, VIC

This paper is part of a larger Institutional Ethnography centred on the workplace implementation of 'Skills Reform' in the Australian state of Victoria. Skills Reform is the policy developed by the Victorian State Government that defines wide ranging reformation of the Victorian vocational education and training (VET) sector. Extensive changes are being made to: course funding models, access to qualifications, fee support, capital investment, VET teacher recruitment and the creation of a fully open and contestable training market. New enrolment procedures for students commencing Diploma and Advanced Diploma courses are the first aspect of Skills Reform to be implemented by most VET providers. The initial changes to course eligibility may seem minor in the full scope of the policy but they have in fact, triggered major transformation in enrolment procedures, institute budgeting, student recruitment strategies, result reporting, record keeping, procedural documentation and marketing plans. This presentation traces the 'secondary texts' that are generated from Skills Reform policy to reshape the way work is done within the Victorian TAFE sector. From a single document that outlines the policy direction of the Victorian government, a cascade of texts are produced as policy is designed within government and then applied within individual institutes, eventually manifesting itself in a new and complex set of ruling relations for management, teachers and students.

THEME: LEADING AND/OR RESPONDING IN TURBULENT TIMES

***VET SIDE STORY

TAFE PRACTITIONERS AND THE AQTF 2007: KEY ISSUES OF RELEVANCE AND MANAGEMENT SUPPORT

Diana Purcell
Central Institute of Technology, WA

Although the past decade has seen an increasing inclusion of vocational education and training (VET) in research and scholarly discourse, there is a paucity of comprehensive data on the practices of, and influences on, VET practitioners. The majority of 'national' research has been conducted along the eastern seaboard states and in South Australia. The Western Australian (WA) VET sector remains largely unexplored. This presentation presents some of the findings of a quantitative survey of 269 VET practitioners throughout WA which highlighted the pivotal role of management support for practitioners. Path analysis clearly identified strong and positive relationships between management support and (i) practitioners' perception of the relevance of the AQTF to their own practice; (ii) the value that practitioners attributed to professional development activities, and (iii) their adaptation to sector changes. There was also a strong but negative relationship between management support and practitioners' experiences of stress.

THEME: VET AS AN AGENT OF CHANGE

WHAT DO EDUCATORS AND TRAINERS NEED TO KNOW? EXPLORING LLN QUALIFICATIONS FOR VOCATIONAL EDUCATORS AND TRAINERS

Sue Shore[1], Keiko Yasukawa[2]
[1]University of South Australia, SA
[2]University of Technology, NSW

The current COAG framework adopts a "cross-sectoral approach to workforce development and participation, [and] has given more diverse bureaucrats and departmental sections a reason to think about foundation skills and their role in the national VET system" (Roberts 2009). These developments mirror the enthusiastic policy activity of the early 1990s when Australia's Language: the Australian language and literacy policy (DEET 1991) prompted integration of literacy and numeracy into the very products and practices of the vocational training sector. Then, as now, an emphasis on literacy and numeracy prompts a new awareness of the extent to which literacy and numeracy practices are embedded in learning for work and life. The recently released NQC/COAG final report VET products for the 21st century (NQC 2009, 17) recommends "that language, literacy and numeracy [LLN] requirements are made more explicit in the development of occupational and foundation qualifications". Our presentation contributes to the conference stream VET as an agent of change: Curriculum, teaching and learning. Language and literacy are inseparable from foundation skills driving COAG participation and productivity agendas. In this presentation we explore the tension between identifying where and how LLN skills and knowledge are embedded in or underpin vocational skills and the preparation of educators/trainers to build LLN skills within a broader programme of vocational learning. Specifically we ask what kind of LLN qualifications will support vocational learning, and how those qualifications might prepare educators and trainers to skill workers for the 21st century. We believe these are largely underdeveloped conversations in a cultural climate that continues to position vocational learning as primarily a 'cognitive' activity (NQC 2009 17), and so an exercise that obscures struggles experienced by workers (and educators) as they engage in complex LLN practices associated with work and life.

THEME: CHANGE AND TRANSFORMATIONS:
PERSPECTIVES ON TURBULENT TIMES

EMPOWERING VET LECTURERS TO CREATE AND SUSTAIN CHANGE IN THEIR TEACHING AND LEARNING PRACTICES

Esther Fink, Helen Wozniak, Sue Tucker
Charles Darwin University, NT

Today's industry and today's students call for a modern and flexible approach to teaching and learning practices. This can be a real challenge for VET staff, who quite often does not possess the necessary skills to develop a flexible delivery approach and frequently resist change. VET managers are allies in a change coalition – they mostly are open to a different approach to teaching and learning, but find themselves unable to bring about change on their own.

Since 2007 Charles Darwin University set up a modular programme for development of staff capabilities to continuously improve the quality of competency based training and assessment in VET.

Drawing on the evaluations and change agent research undertaken following this programme as well as face-to-face meetings with VET lecturers and managers two educational designers in the Academic Development Team developed an additional professional development module to introduce new VET staff to flexible delivery at CDU in order to soften resistance to change within the VET teams at CDU.

The module consists of face-to-face sessions and e-learning for new VET lecturers paired with peer support within and between VET teams to bring about a transformation of delivery. It is designed for induction of new VET lecturers to teach VET courses in terms of the change agent role.

New VET lecturers can experience flexible delivery in a student role, expand their knowledge of development and delivery of training in an institutional setting and become familiar with the university's e-learning system *Learnline* before taking on a flexible teaching role. It gives them an opportunity to find out how flexible delivery can work for them and how it can be implemented in their teaching. Lecturers who are comfortable with flexible delivery can then act as an agent of change in their respective VET teams to create a rippling effect.

THEME: INTERACTIVE SESSIONS

SEEN BUT NOT HEARD: UNDEREMPLOYED WOMEN AND VET POLICY TODAY

Kimberley Turner-Zeller, *Annette Bonnici*
Women In Adult & Vocational Education, NSW

Women's entry into the workforce has been the single greatest shift in the Australian labour market in the last 30 years. Women remain underemployed. They are more like than men to have significant breaks in employment due to their caring roles in families. When they are out of the workforce they are less likely to access government services which lead to an under-reporting of the true level of women's unemployment.

This presentation examines the current state of play in Australia for women in their participation in the workforce and their participation in vocational education and training. The research involved a revision of existing policies and research undertaken by Women in Adult and Vocational Education (WAVE) including past studies in 2005 and 2007, as well as international and national research, policy directions and data trends relevant to women and vocational education and training. Furthermore it incorporates response to an email survey distributed throughout the four national women's alliances, to various stakeholders, practitioners and women's networks. Undertaken between May and August 2009 the project focussed on an analysis of the sifts in the international and national context for VET provision, and in particular, the Rudd Government's shift in approach towards VET reform, skills development, national building in response to the global recession and green skills for a low carbon economy.

This presentation will provide a set of recommendations for COAG and MCTEE, as well as the National VET Equity Advisory Council (NVEAC) on how best to ensure VET reform is gender inclusive as it moves forward to provide high-level advice on matters relevant to improving the participation in VET and achievement of students from equity groups in VET. The target audience for this round table discussion is anyone involved in VET, including policy advisors, and policy makers. The anticipated outcome is to promote discussion, awareness of the issue, refinement of the recommendations and ideas on directions from this point in the discussion.

THEME: LEADING AND/OR RESPONDING IN
TURBULENT TIMES

***A MODEL OF PROFESSIONAL DEVELOPMENT DELIVERY FOR VET TEACHERS BY VET TEACHERS: AN EVALUATION

Jo Balatti¹, Martha Goldman², Phil Harrison², Bob Elliott³,
Gillian Smith³, Meredith Jackson⁰
¹James Cook University, QLD
²Tropical North Queensland Institute of TAFE, QLD
³Southern Queensland Institute of TAFE, QLD
⁰Wide Bay Institute of TAFE, QLD

Professional development (PD) can be costly with the outcomes often difficult to measure and sometimes, even intangible. Training and education organisations are seeking new ways of responding to the challenge of developing the expertise of their teachers to teach effectively in times characterised by changing student profiles and changing government and community expectations and demands. This presentation reports on an 18 month long action research project involving three Queensland TAFE institutes that trialled a grassroots PD model. Three features characterised the model; the PD was planned, prepared and delivered by teachers for teachers. The project included a formal evaluation of the trials. This presentation explains the rationale for this model to PD delivery and reports on the results of its implementation. It discusses how and why the model evolved in different ways in the three sites and it analyses the strengths and weaknesses of such an approach to delivering professional development in TAFE institutes. The presentation concludes with some insights that the trial offered on how PD fits or can fit in the organisational life of 21st century TAFE institutes

THEME: VET AS AN AGENT OF CHANGE

STRUCTURING ASSESSMENT IN NEW ZEALAND WORKPLACES

Karen Vaughan¹, Marie Cameron¹, Nicholas Huntington²
¹New Zealand Council for Educational Research, New Zealand
²Industry Training Federation, New Zealand

The workplace has long been recognised as a learning environment. As well as the apprenticeship model that long dominated approaches to training in the traditional 'trades', institution-based programmes in both these sectors and for many professional occupations (such as health and teaching professions) use workplace-based components. In New Zealand's tertiary education system, workplace learning is a particularly prominent part of the industry training sector. Research by the Industry Training Federation suggests that almost half of an average ITO's programmes involve a mix of on-job and off-job (classroom-based) learning, and in over 40% all learning occurs on-job.

Despite the use of workplace-based approaches to learning, however, there has been relatively little examination of the distinctive nature of formalised workplace learning when compared to analysis of classroom-based learning.

In New Zealand's industry training system, workplace assessors – the people responsible for assessing a trainee's competence against established standards – play a key role in learning. As well as the contribution of assessment itself to a trainee's learning, many assessors – particularly in smaller enterprises – possess additional roles such as providing mentoring, peer education, and similar training activities.

While New Zealand's national qualifications body has minimum quality standards for assessors themselves, ITOs use a variety of approaches to what could be termed workplace assessment structures: the systems and processes that allow for effective workplace assessment to take place. This presentation discusses approaches used by ITOs to workplace assessment, presents common issues and barriers faced across these different structures, and identifies notable gaps in knowledge and areas for further exploration.

THEME: BEYOND TURBULENCE: OTHER ISSUES AND PERSPECTIVES

***MATURE-AGED CONSTRUCTION MALE WORKER IDENTITIES IN TURBULENT TIMES

Ann Kelly, *Ian James*
Griffith University, QLD

This presentation addresses the attitudes towards training of three mature-aged construction workers elicited through the posing of a series of questions. The narratives that resulted were considered through the lens of vocational identity and specifically through the themes of training as a challenge, a possible means of procuring alternative forms of work, and as an irrelevance. The understanding of occupational identity used in this presentation differs from more 'essentialist' approaches to identity formation research that is based on either of structuralism or individual agency. Rather, we show that the study participants work in both active and passive ways to fashion vocational identities for themselves that are constantly re-storied within the evolving structures of individual workplaces and the broader globalised economy in which those workplaces are situated. It is these stories about training, told at a particular time by each of the workers to the interviewees, which are the focus of this presentation.

THEME: VET AS AN AGENT OF CHANGE

THE DOUBLE HEURISTIC METHOD (DHM) – PERSPECTIVES ON HOW TEACHERS DEAL WITH AN ALTERNATIVE MODEL FOR TEACHING IN THE VET SECTOR

Homi Azemikhah
University of Adelaide, SA

This presentation reports on a PhD research project that is designed to investigate the perspectives of VET practitioners on the application of Double Heuristic Method (DHM) (Azemikhah, 2005b) for the teaching of the Units of Competency of the Training Packages. A qualitative approach within the Interpretivism Paradigm is used. While the epistemology informing the research project is that of Constructionism, the focus on how VET teachers deal with DHM necessitated the use of a hybrid form of Grounded Theory as the methodology that is shaped by the conceptual framework of Symbolic Interactionism (Blumer, 1969). During 2009, a professional development (PD) programme, for the participant VET teachers, was designed and delivered. This PD programme engaged participating teachers in the development of relevant heuristics for the unit of competency of their choice.

Semi-structured interviewing has been used as the method of data collection. While the data collection is still in progress, the analysis of data has commenced. Research findings, so far, support the DHM framework as a necessary component of teaching in the Training Packages context. The data analysis, so far, confirms DHM as a robust pedagogical approach that is appropriate for inclusion in Certificate IV in Training and Assessment. Whilst experienced teachers are reporting that they are using DHM for a particular purpose, they recommend its use as an important component of learning for the beginning teachers who are engaged in the study of Certificate IV in Training and Assessment (TAA). It is anticipated that further data collection and analysis will reveal significant pedagogical findings for the vocational sector, in the context of Training Packages.

THEME: VET AS AN AGENT OF CHANGE

WORK INTEGRATED LEARNING: AN INDUSTRY PARTNERS' PERSPECTIVE

Jude Smith[1], Ray Smith[2]
[1]Queensland University of Technology, QLD
[2]Griffith University, QLD

In recent years the Australian tertiary education sector may be said to be undergoing a vocational transformation. Vocationalism, that is, an emphasis on learning directed at work related outcomes is increasingly shaping the nature of tertiary education. This presentation reports some findings to date of a project that seeks to identify the key issues faced by students, industry and university partners engaged in the provision of WIL within an undergraduate programme offered by the Creative Industries faculty of a major metropolitan university. Here, those findings are focussed on some of the motivations and concerns of the industry partners who make their workplaces available for student internships. Businesses are not universities and do not perceive of themselves as primarily learning institutions. However, their perspectives of work integrated learning and their contributions to it need to understand more fully at practical and conceptual levels of learning provision. This presentation and the findings presented here suggest that the diversity of industry partner motivations and concerns contributing to WIL provision requires that universities understand and appreciate those partners as contributors with them to a culture of learning provision and support. These industry partner contribution need to be understood as valuing work as learning, not work as something that needs to be integrated with learning to make that learning more authentic and thereby more vocational.

THEME: BEYOND TURBULENCE: OTHER ISSUES AND PERSPECTIVES

INDIA'S VOCATIONAL TRAINING SYSTEM

Greg McMillan
HTA Inc., QLD

The India education system is similar to Australia in that it is a tiered system of education encompassing primary and secondary equivalents and a number of vocational skills pathway options. Beyond this are higher education Colleges, Polytechnics and Universities that provide for diploma, undergraduate and postgraduate qualifications. Many institutes are Government owned however there is also a strong private provider market along with a number of corporate owned training centres. Some corporate training centres engage with the formal accreditation structure developing in India, while others currently remain outside of this framework for a range of reasons. In a general sense the current situation in India seems reflective of the Australia situation before the AQF and AQTF frameworks were implemented that formally accredited certificates and diplomas as awarded qualifications. Although India's current system is more complex given the volume of population, diversity of public and private providers and quantum of less educated or unskilled individuals that require education and training. Notwithstanding this complexity, based upon the experiences of the author during the execution of an Australian Endeavour Executive Award, this presentation presents an argument that a number of Indian corporate owned training centres deliver vocational training to a level that would meet Australian qualification accreditations standards.

THEME: CHANGE AND TRANSFORMATIONS:
PERSPECTIVES ON TURBULENT TIMES

SOCIAL INCLUSION: INCLUDING PRACTITIONERS IN INCLUSION POLICY AND PRACTICE

Regan Harding
North Coast TAFE NSW, NSW

In implementing its social inclusion agenda, the Australian Government announced changing the way policies and programmes are designed, developed and coordinated between all levels of government, business and third sector organisations and supporting new ideas or ways of working with disadvantaged or 'equity' groups.

As North Coast TAFE operates in one of Australia's most disadvantaged regions, it has recently sought to reposition its approach to social justice, equity, and social inclusion to ensure that it is better positioned to respond to:

- Closing the gap for Indigenous people on the North Coast
- Place based opportunities through strength based planning and action
- Multiple disadvantage rather than siloed approaches to equity groups
- Community capacity building
- Partnership opportunities – internal and external
- Transitions for TAFE students to higher learning, employment, self employment, and social enterprise.

Through emerging models such as learning partnerships and place-based learning, North Coast TAFE is examining its existing approaches to 'access and equity' so it can become more elastic, resilient and adaptable to the needs and aspirations of communities and individuals. Using a 'strategic conversation' methodology, staff is being brought together to first share thoughts and ideas and secondly turns these ideas into activity, strategy and innovation. This presentation provides initial reflections from VET practitioners as they look at the social inclusion agenda and how they can work together to achieve improved outcomes for learners and communities on the North Coast.

THEME: LEADING AND/OR RESPONDING IN
TURBULENT TIMES

CHALLENGING PARTNERSHIPS FOR LEADERS AND LEADERSHIP AT THE EDUCATION-INDUSTRY INTERFACE IN TURBULENT TIMES

Bobby Harreveld
CQUniversity, QLD

Vocational education and training for young people (15-17years) in their compulsory years of schooling has challenged school-centric conceptions of education and its turbulent relationship with an ever-changing world of work in the twenty-first century. As part of an Australian Research Council Linkage project (2007-2010) into partnerships for the future at the education-work interface, this presentation will present findings from a survey offered to people working at multiple levels across local, district/regional and State learning providers. To help promote Australia's innovation culture and economy, this research is providing new evidence about the conditions and actions favourable to innovation leadership. Findings to date are re-articulating the links between education, training and work via contextualised learning (Author/s, 2009). In this presentation, findings are advancing conceptual knowledge of the leadership capabilities required for multi-level, large-scale, cross-sectoral innovations in non-school-centric innovations in the senior phase of learning (Years 10-12).

Key themes and issues emerging from analysis of interviews, documents and policy texts during the first phase of the study (2007-2008), were used to develop the survey which was administered during the second study phase in 2009. The survey instrument comprises both open questions and Likert scaled responses designed to probe (i) the nature of vocational support for young people being undertaken by diverse learning providers; (ii) the characteristics of partnerships in senior phase learning; (iii) the leaders who make these partnerships work for young people; and (iv) the characteristics of leadership necessary for innovations at this education-work interface. Following an overview of the larger research project, the presentation will present findings from analysis of survey responses. These findings will then be critically analysed in terms of the contextual literature of leadership in vocational education and training and schools. The results of this critical analysis will be used to inform an ongoing theorisation of leadership at the education-work interface with implications for both policy and practice in VET-sector organisations.

THEME: VET AS AN AGENT OF CHANGE

COMPETENCY COMPLETION: AN EXAMINATION OF THE SUCCESSFUL STRATEGIES OF APPRENTICES WITH A LEARNING DISABILITY

Sandra Cotton
Swan TAFE, WA

This presentation will examine the strategies that contribute to the module completion rates of apprentices and trainees, specifically those with learning disabilities and deficiencies in language and literacy. It is anticipated that these underpinning factors will have an influence on the completion and non-completion rates of apprentices and trainees in general.

During the current turbulent times of a skill shortage in economic prosperity or equally in employment downturn, State, Territory and Commonwealth governments, have implemented a range of measures to address the country's skills needs by strengthening the apprenticeship system and addressing industry's need for a higher level of knowledge and skill.

Tackling completion rates has been an ongoing concern for successive governments. This presentation for the Community of Practice, funded by the NCVER, is therefore informed by major studies conducted by National Centre for Vocational and Educational Research (NCVER) and ANTA to determine the factors contributing to completion and non-completion rates of apprentices and trainees. AVETRA participants will be asked to consider the findings collected from 50 apprentices and trainees using questionnaires and a series focus groups conducted with lectures, employers, parents and support staff.

Conference participants will be informed how the research process, using mixed methods- completion of the questionnaire and then focus groups were valuable in gaining an oversight and a more detailed understanding of the factors.

THEME: VET AS AN AGENT OF CHANGE

BRIDGING THE DIVIDE: THE CHALLENGES AND SOLUTIONS AROUND E-ASSESSMENT AS VOICED BY PRACTITIONERS AND AUDITORS

Victor Callan[1], Berwyn Clayton[2]
[1]University of Queensland, QLD
[2]Victoria University, VIC

Assessment that is judged to be valid, reliable, fair and flexible is a key pillar of the Australian Vocational Education and Training (VET) system. Within this system, the Australian Quality Training Framework (AQTF) 2007 is the set of standards which assures nationally consistent, high-quality training and assessment services for the clients of Australia's VET system. The current study is in three parts. First a brief literature review examines some key issues around assessment and e-assessment in particular. The second part of the research involved 42 interviews with auditors, practitioners and others in VET about the challenges and solutions around e-assessment. Interviews revealed shared concerns around the need to maintain a quality VET assessment, and around the central role of assessment. Major challenges are seen around the benefits of on line assessment around flexibility, cost effectiveness and its appeal to younger learners, as against other perceptions that it can be positioned as just a cheap alternative where flexibility will actually reduce quality. Special attention is given to the assessment challenges around on-line quizzes, e-portfolios, and strategies being used to maintain the validity and the authenticity of the assessment. Finally, three case studies are presented that highlight how auditors and practitioners are working together in VET organisations so that we keep getting assessment and e-assessment 'right' for the continued well-being of our VET learners and institutions.

THEME: CHANGE AND TRANSFORMATIONS:
PERSPECTIVES ON TURBULENT TIMES

QUALIFICATION-LED CHANGE PROCESSES AND TURBULENT TIMES: THE UNFOLDING SOUTH AFRICAN STORY…

Ansa Liebenberg, Salim Akoojee
MerSETA, Johannesburg, South Africa

The idea of integration of education and training is as an especially powerful one in post-apartheid South Africa. However, the focus on qualifications, instead of institutions, as the major lever of reform, is not as straightforward as it appears (Young 2001). The notion of transformation and integration is underpinned by issues of redress, access and equality. Integral to this transformative thrust, is the need to include a workplace experience component to be undertaken in terms of qualifications. This was in essence intrinsic to the implementation of the National Qualification Framework (NQF), perceived to be a means by which to achieve seamless articulation between education and training, as well as between occupational, vocational and professional qualification development.

We claim that the notion of qualification-led change has not succeeded and that turbulent economic conditions merely highlight its shortcomings. Although a multitude of qualifications have been developed and registered on the NQF since its implementation, issues about the design of the qualifications (how they are developed) and how the training and assessment against these qualifications materialised, appear to have had a limited impact on access, redress, equality and recognition of workplace experience. Thus is it not surprising that qualification-led change has not effectively translated into real transformation. We suggest that the current political changes may provide opportunities to ensure that a very different and meaningful development path is forged.

THEME: CHANGE AND TRANSFORMATIONS:
PERSPECTIVES ON TURBULENT TIMES

A PANEL OF NEW RESEARCHERS: BUILDING RESEARCH CAPABILITY IN VET - DISCUSSION

Ruth Walker[o], Ann Leske[1], Sandra Cotton[2], Geri Pancini[3], Berwyn Clayton[3], Llandis Barratt-Pugh[a], Cheryle Barker
[o]Kiama Community College, NSW*
[1]Riverina Institute, NSW*
[2]Swan TAFE, WA*
[3]Victoria University, VIC*
[a]Edith Cowan University, WA*
Bendigo Regional Institute of TAFE, VIC

NCVER and AVETRA are committed to building research capacity in the VET sector. NCVER are currently funding three initiatives to foster the development of new researchers through the active practice of completing and presenting their own local VET research projects. The new researchers are supported by a Community of Practice run by VU, and by a Mentoring Network organised by AVETRA that is harnessing the learned research knowledge of senior researchers in the VET research field. The new researchers will discuss their experiences and introduce their projects.

THEME: LEADING AND/OR RESPONDING IN
TURBULENT TIMES

NEW SOLUTIONS TO OLD PROBLEMS - HOW TO ENGAGE VET EDUCATORS TO ACHIEVE A TAA QUALIFICATION TO MEET THEIR INDIVIDUAL NEEDS. *PARTNERING AND COLLABORATION- IBSA, CENGAGE AND BNIT*

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This conference presentation will demonstrate the capacities and leadership of three major VET organisations involved in a three way partnership that demonstrates innovative expertise in dealing with existing and emerging issues and how to reshape answers to problems in VET delivery that will make helpful contributions to policy and practice.
The three way partnership referred to in this presentations been formed between

> ➢ IBSA
> ➢ CENGAGE Learning
> ➢ Brisbane North Institute of TAFE

Innovation & Business Skills Australia (IBSA) is one of eleven Industry Skills Councils. Its mission is to build capability, professionalism and innovative capacity in Australia's workforce through sharp-focused consultation on skill needs in our six industry sectors. IBSA's workforce development products and services reflect real industry skill requirements and are designed to foster innovative thinking and practice
Cengage Learning delivers highly-customized learning solutions for colleges, universities, instructors, students, libraries, government agencies, corporations and professionals around the world. These solutions are delivered through specialized content, applications and services that foster academic excellence and professional development, as well as provide measurable learning outcomes to its customers
Brisbane North Institute of TAFE is one of the largest institutes of its kind in the state with five campuses and numerous delivery points servicing over 30,000 students across Brisbane's north side
This presentation will outline an exciting new collaborative venture feature development and delivery of the CERT IV TAA Qualification. The presentation will highlight that vocational education and training, of any Australian educational sector, is perhaps most subject to change and that transformations as discussed and outlined show the way in dealing with economic and social turbulence that characterize contemporary times. A model will be presented which highlights what is required to provide responses these turbulent times to test and reshape conventional solutions.

THEME: LEADING AND/OR RESPONDING IN
TURBULENT TIMES

***WORKPLACE LEARNING OPPORTUNITIES: A COMPARISON OF YOUNGER AND OLDER WORKERS

Christian Harteis, Maria Schulz
University of Regensburg, Germany

Modern enterprises structure their working organisation in a shape which supports employees developing their individual competencies during daily working life. A positive learning culture can be seen as a crucial prerequisite for that purpose. The concept of learning culture includes all organisational influences on the employees' learning. However, evidence exists that enterprises discriminate older workers as they tend to invest rather younger workers' training and development. This contribution presents an empirical study of an automotive supplier's enterprise. 89 workers of varying age and experience filled a questionnaire on competence supporting working conditions. The findings confirm the assumption that the support for workplace learning decreases with an employee's age.

THEME: LEADING AND/OR RESPONDING IN
TURBULENT TIMES

**DOES EVALUATION INFLUENCE INTER-FIRM
EDUCATION AND TRAINING STRATEGIES?**

Lena Bernhardt
University of Regensburg, Germany

Evaluation attracts increased attraction in departments responsible for the strategic planning of inner-firm Vocational Education and Training (VET) or Human Resource Development (HRD). Serious evaluation can provide information about training impact and success and, hence, should be an important criterion for professional decision-making in this area. This contribution comprises a literature review of eleven empirical studies on the evaluation practice in different European companies. On the one hand, the results indicate that evaluation is an inherent part of inner-firm VET and HRD. However, only little evidence is to be found how seriously evaluation results influence decisions about inner-firm education and training.

THEME: LEADING AND/OR RESPONDING IN
TURBULENT TIMES

**FACING MEDICAL ERRORS DURING MEDICAL
STUDIES**

Esther Beltermann
University of Regensburg, Germany

Medical errors have fatal consequences for patient safety. Hence, developing and keeping a high quality error culture is essential in order to facilitate individual, collective and organisational risk management and to advance one's sense of responsibility.

Already during the study of medicine, it is necessary for students and their tutors to implement and keep an error culture that accepts errors and understands them as a chance for learning as well as for increasing patient safety. The tutors have a crucial role in providing an understanding of facing errors and demonstrate it at the same time.

Therefore, it is aimed to identify the existing error culture in clinical teaching in a German university hospital in general and patterns in handling students' error making in learning situations in particular through a multimodal empirical procedure in order to improve both error culture and patient safety.

THEME: LEADING AND/OR RESPONDING IN
TURBULENT TIMES

ACADEMICS´ COMPETENCE DEVELOPMENT AT THE WORKPLACE

Firat Ceylan
University of Regensburg, Germany

In recent reforms of higher education in Europe a need for more specialised academic work programmes can be observed. Academic work comprises a combination of knowledge and professional skills in scientific, technological and organisational problem solving which are key aspects of knowledge-intensive work. Universities can be considered as knowledge-intensive workplaces. Academics are expected to develop their competences in a self-directed fashion. They are expected to develop expertise in their academic domain as well as expertise in teaching. However, for the development of these academic competences formal, top-down developed training programme are not sufficient enough. The workplace environment itself is also a rich source for learning experiences. This contribution describes a study which develops a forecast of changes in academic work resulting from a four-step Delphi-study. Conclusions for formal training as well as opportunities for workplace learning will be discussed.