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The role of VET teachers in the future

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Introductory Ideas

- The quality of teaching in VET is linked to the success of any VET sector (OECD)
- VET teachers operate across sectors and in a number of guises
- VET teachers often not seen as masters of the discipline or masters of the work of teaching
- This is complex work juggling a range of factors
- Despite the complexity there are few supports to transition successfully
- Qualification pathways to become a teacher/trainer are nil/low level and minimal
- Often not presented as a viable career option and no career/professional pathways



'invisible' work

- Standards
- Skills
- Assessments
- Students/trainees/apprentices
- Industry
- TEOs



The reform of VET in Aotearoa

- An opportunity to
 - Recognise
 - Conceptualise at a national level
 - Professionalise
 - Provide pathways
 - Provide a research base



A role for VET teachers

- Standard setting?
 - Moderation?
 - Development of programmes?
 - Decision making in qualifications and their delivery?
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- Assurance that VET teachers have the expertise to support industry in their goals for a highly skilled workforce



VET teachers

- Have high level skills and knowledge in their discipline
- Learn teaching/training on the job (sometimes) – is this adequate for a role so closely linked to the success of VET
- A well respected role?
- A well paid role?
- Career prospects/progression?



Teaching in VET

- VET teaching is more than the ‘delivery’ of pre-prepared content
- VET teaching is more than the conducting of assessment
- VET teaching requires high level skills and knowledge in the discipline that is being taught
- VET teaching requires skills and knowledge in the discipline of teaching/education/training
- Pedagogical content knowledge is the knowledge and skill associated with the teaching/training methods most suited to the content being taught



Skills and knowledge required

- A strong research base in Australia and Europe
 - Preparation and induction
 - Qualifications
 - Professional learning opportunities
 - Industry currency
 - Evidence based policy and practice
- Professionalisation



Practices that lead to high quality teaching

- Preparation and induction (prior or during the first six months of teaching)
- Qualifications (degree level and tailored to the role/s)
- Continuing professional learning – (research informed)
- Industry currency – (industry release – well monitored)
- Research



A professional association

- A register
 - Standards
 - Development of initial teaching training and education
 - Continuing professional learning and development
 - Development and provision of degree level qualifications
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- Provides:
 - Credibility
 - Cohesion
 - Tailored learning opportunities



Research

Research as part of a VET system

- Pedagogical innovation
- Organisational strategies
- Teaching/training effectiveness
- Programmes for equity
- Transition to the workplace
- Workplace engagement
- Evaluation of policy




A future

High quality VET teaching

- High level input into policy - qualifications development, assessment and moderation
- A valued and worthwhile career choice with a future
- High level formal qualifications that recognizes the uniqueness of VET
- A professional association
- Evidence informed professional learning
- Industry currency
- A research agenda

Conclusion

- VET teaching ‘quality’ is recognized globally as essential to the development of a skilled workforce
- The current environment provides an opportunity to highlight the value of teaching skills and knowledge
- Teachers are vital to a well-developed workforce that is expert/future focussed/creative/innovative and is closely linked to the future economy
- Forthcoming -
“The role of VET teachers in Aotearoa, New Zealand” Springer volume: Innovations in Aotearoa-New Zealand Vocational Education and Training: Bicultural, Work-centred and Technology-enhanced, edited by Selena Chan, Nicholas Huntington.

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- Your questions/thoughts –
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