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

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DECLARATION OF ORIGINALITY

This thesis does not contain material which has been accepted for any other degree in any university. To the best of my knowledge and belief, this thesis contains no material previously published or written by any other person, except where due reference is given in the text.

Signed: .....................................................
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ABSTRACT

Since the 1980s, there has been considerable research into the changing nature of the role and identity of the Technical and Further Education (TAFE) teacher in Australia. However, little research has been conducted with regard to what these changes imply for TAFE teacher education, specifically how the curriculum for this education may need to be revised to accommodate changed teacher roles and identities. This curriculum inquiry aims to investigate how TAFE teachers in the Victorian TAFE system are best prepared to teach. A qualitative case study methodology was employed to explore the skills and knowledge that TAFE teachers require in order to teach in TAFE, as perceived by experienced teachers, neophyte teachers and senior TAFE managers in three Melbourne metropolitan TAFEs. Analysis of a key policy document, the existing nationally mandated minimum teaching qualification, the Certificate IV in Training and Assessment TAE40110, formed part of this case study.

A key finding to emerge from this study is that TAFE teachers are always second careerist and employment decisions are often ‘ad hoc’. This finding is unremarkable given the nature of TAFE teaching which requires the TAFE teacher to be an industry expert or other sector teaching expert prior to commencing TAFE teaching. What is remarkable is the variable teaching preparation that participants report is required to become a TAFE teacher and the role that initial TAFE teacher education curriculum plays in the formation of a specific type of professional identity. This study contends that this ‘ad hoc’ journey to employment and preparation for TAFE teaching, makes for an ‘ad hoc’ journey to becoming a professional TAFE teacher. The Cert IV in Training and Assessment (Cert IV) affords a technicist approach to this preparation and the formation of a TAFE teacher who is an ‘organisational professional’ and ‘work ready’. With this said, this study draws attention to the need for a balance between the practical reality of TAFE teaching and initial TAFE teacher preparation. A balance that affords the development of a TAFE teaching professional that is more than an ‘organisational professional’ and assists with the journey from novice to expert teacher.

This study’s findings include the strengthening of the Cert IV with a greater emphasis on pedagogy and the implementation of features of two conceptual models identified in the literature and the empirical material and proposed for TAFE teacher preparation. Model one sees formal qualifications linked to opportunities for practitioners to meet to discuss their practice and is referred to as the ‘qualifications model’. The second model is one that views learning to be a teacher as inextricably linked to working with an experienced mentor and is referred to as the
‘mentor model’. Both models share features and can be strengthened and adapted for different contexts and cohorts. Together with a reworked Cert IV, I posit that these models for teacher professional development offer a productive start to a discussion of the kind of professional identities that may serve TAFE well into the future.
CHAPTER 1: CONTEXT

INTRODUCTION

In this chapter I present the purpose of the study; the reason for this research; the research questions; a plain short history of Technical and Further Education (TAFE); the background, aim and significance of the study, and the structure of the thesis.

THE PROBLEMATIC AND PURPOSE FOR THE RESEARCH

The Vocational Education and Training (VET) sector in Australia offers opportunities for students to gain qualifications linked to employment opportunities. According to its national regulator, the Australian Skills Quality Authority (ASQA), the sector includes:

[T]echnical and further education (TAFE) institutes, adult and community education providers and agricultural colleges, as well as private providers, community organisations, industry skill centres, and commercial and enterprise training providers. In addition, some universities and schools provide VET. Vocational education and training is provided through a network of eight state and territory governments and the Australian Government, along with industry, public and private training providers that work together to provide nationally consistent training across Australia (ASQA 2013).

The following are the key features of the Australian VET Sector:

- a nationally recognised system that has its own set of standards for VET providers outlined in the VET Quality Framework (VQF)
- a qualifications framework that includes VET qualifications in its scope known as the Australian Qualifications Framework (AQF)
- national standards for training products known as Training Packages
- an industry-led system that determines training outcomes
- a focus on the provision of skills and knowledge specifically for the workplace
VET accredited qualifications may only be delivered by Registered Training Organisations (RTOs) and their trainers and assessors must comply with the National Skills Standards Council (NSSC).  

TAE40110 Certificate IV in Training and Assessment (Cert IV TAE) is the mandated minimum teaching qualification for all those who are engaged in delivering and/or assessing VET-accredited qualifications. This has not always been the situation. TAFE emerged as an educational sector in the mid-1970s following a Commonwealth Government inquiry into technical education. On 5 April 1974, the Australian Committee on Technical and Further Education (ACOTAFE) presented a two-volume report to the Federal Minister for Education. In presenting its conclusions and recommendations, ACOTAFE (1974, p.v) also provided a definition of TAFE:

Technical and further education should be regarded as describing all organised and sustained programs designed to communicate vocationally oriented knowledge and to develop the individual’s understanding and skills. It should include all programs of education with a vocational purpose, other than those financially supported by other Commissions, whether the individual is using the program with employment as a primary aim or with the aim of gaining specialised knowledge or skills for personal enrichment or job improvement. It includes what is usually known as ‘adult education’. It does not include activities which have no direct educational purpose and which are not planned as a systematic sequence.

Since the 1980s in Australia, there has been considerable research into the role and identity of the TAFE teacher (Chappell 1998; Chappell et al. 2006; Clayton 2009; Clayton et al. 2010; Guthrie 2011; Mitchell 2008; Mitchell et al. 2005; Schofield & McDonald 2004; Rice 2004a; Seddon 2008; Smith 2005; Wheelahan & Moodie 2011). Whilst this research continues, it is not necessarily directed at addressing the needs of TAFE teacher education. In the 1980s and early 1990s, initial teacher education for TAFE teachers was a heavily researched topic (Hall et al. 1991; Scarfe 1991). Unlike research into TAFE teacher identity and role, it has not continued with the notable exception of the work undertaken by Mulcahy (2003), Seddon, Penna and Dart (2004), and Smith (2005). Inquiry into initial TAFE teacher education has been subsumed into more general debates concerned with professional development for existing TAFE teachers.

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1 National Skills Standards Council (NSSC) is responsible for national VET standards. ‘The National Skills Standards Council (NSSC) commenced operations on 1 July 2011 as a committee of the Standing Council on Tertiary Education, Skills and Employment (SCOTSE), following the dissolution of the National Quality Council in June 2011.’ Details retrieved from the NSSC website 100413: [http://www.nssc.natese.gov.au/about](http://www.nssc.natese.gov.au/about)

2 This Certificate was originally introduced to equip the large part-time teaching cohort for their teaching roles. With increased regulation within the VET sector, this award has become almost the orthodox entry-level qualification for teaching within TAFE.

3 Scarfe’s literature review outlines major reviews and reports of the 1970s and 1980s into initial TAFE teacher preparation.
Consideration needs to be given to this lack of interest in the quality of initial Australian or Victorian TAFE teacher education and how this education can best be provided.

There is sustained debate and qualitative research in Australia around what constitutes good practice for initial teacher education. However, there is a lack of action arising from this debate and this lack of action was the driver for my research. My inquiry aims to contribute to the body of knowledge surrounding initial TAFE teacher education in Victoria and further the debate concerning how beginning TAFE teachers might be better supported. Currently, in Australia, there is little policy evidence of interest in this debate. Nevertheless, there is a growing disquiet that plays out in discussion around the ‘quality’ of TAFE teaching and what can be done to improve it through workforce development strategies that may or may not include professional teaching standards (Simons & Harris 2008; Wheelahan 2010; Clayton 2010; Guthrie 2011; Wheelahan & Moodie 2011). Yet to be had is the challenging debate regarding the professional standing of TAFE teaching or what knowledges and skills are needed for initial TAFE teacher education. In addition to this knowledge gap, there has been an absence of public debate around what a suitable model for preparing TAFE teachers to teach might look like and who should decide what such a model might look like. My inquiry seeks to address this predicament. As Seddon (2008) identifies, the currently established model of initial teacher education for TAFE teachers, that saw the 1998 Certificate IV in Workplace Training and Assessment BSZ40198 (Cert IV WPT&A) replaced by the 2004 Certificate IV in Training and Assessment TAA40104 (Cert IV TAA), and replaced yet again in 2010 by Certificate IV in Training and Assessment TAE40110 (Cert IV TAE), is virtually unchallenged. Set within the context of VET in the major Australian state of Victoria, my inquiry explores how today’s TAFE teachers can be ‘best’ prepared initially for their teaching work and the role and contribution of the currently established model of initial teacher education in this preparation.

**IMPULSE FOR CONDUCTING THE RESEARCH**

In the late 1990s when I was new to TAFE and fresh from a decade of secondary school teaching and coordinating, I shared a staffroom with experienced teachers who had been at TAFE since the early 1980s. The 1980s were an era when VET largely meant TAFE, but private providers (mainly business colleges and hairdressing schools) were not unknown and the ‘open’ training market as we know it, was only a rumor.
These teachers alerted me to what they perceived to be the unwelcome phenomenon of asking qualified and experienced teachers to ‘requalify’. I was assured this requirement would be a passing fad and something I did not need to concern myself with as I was completing a Master of Education. The idea of an experienced and degree-qualified TAFE teacher being asked to ‘requalify’ or update their teaching qualification by completing a lower level qualification was considered to be unnecessary and insulting. The introduction of this hostily-received professional standard became accepted as it became apparent that it would remain an administrative requirement. Most teachers completed what was to become known as the Certificate IV or Cert IV. It became increasingly difficult to refuse repeated requests made by teaching centre managers to comply with this new qualification standard. By 2000, the Cert IV had become the auditable mandated minimum teaching qualification for VET. From this initial group of TAFE teachers, to my knowledge, only one did not formally complete the Cert IV. This very experienced teacher with a Bachelor of Education, completed in the 1970s, retired from teaching in 2010, having never completed a Cert IV. Instead, he chose to have his teaching supervised by another teacher holding the most current Cert IV.

In 2011, at the commencement of my Institution’s annual Teaching and Learning Symposium, a concerned colleague approached me, keen for professional advice. My role at the TAFE gives me responsibility for the professional development of all teaching staff. This experienced teacher, who taught in hair and beauty programs, was worried about career tenure and progression, and anxious that she did not have the latest Cert IV. As commented above, 2010 saw the introduction of the fourth version of the Cert IV, counting early iterations such as Category I and II in the Cert IV group. This teacher was in one of my teacher education classes when I taught the Cert IV in 2002. This meant that she had completed the first version of Cert IV BSZ40198, and the second version Cert IV TAA40104. She asked me about enrolling in the newest Cert IV, version TAE10. I made a good case for completing instead, the Diploma of VET TAE5110. Despite my suggestion that the higher-level qualification would be of greater professional value to her, she explained her resolve to enrol in the newest Cert IV. This exchange was far from isolated at this time. I received six further requests from teachers to enrol in the Cert IV. This was notable as some of these teachers had only recently completed the Diploma version of the previous Cert IV teaching qualification.

Multiple versions of this example and the misinformed thinking behind such requests continue. I have taken the position that we do not require our teachers to update to the new Cert IV. It has been reported to me that my decision has caused our ‘good quality unit’ to raise concerns with
senior managers around the possible consequence and future compliance issues. To this I answer, that I am confident a strong and reasoned case for 'equivalence' can be made! A point well made by Guthrie and Every (2013) to the National Skills Standard Council (NSSC).

Before teaching at TAFE, I considered myself to be a qualified secondary school teacher. Upon starting teaching at TAFE, I enrolled in a Master of Education to teach adults returning to study or needing assistance with literacy and numeracy. I considered my engagement with post-graduate education essential, as I was moving to a new cohort of learners in a new context. Since graduating, I have always considered myself to be a teacher of some kind, depending on context. I feel this is not so for many industry experts who come to TAFE teaching later in professional life. There is a palpable tension once a new Cert IV is released, and questions arise from experienced teachers, who hold higher than Cert IV level teaching qualifications, about the need to complete the newest iteration, as if their qualifications are not legitimate. It is this concern that causes me to inquire into initial TAFE teacher preparation.

CLEARING DEFINATIONAL GROUND

For the purposes of this study, initial teacher education is taken to be a process that includes a program, course and qualification that prepares teachers for their professional work and provides teaching knowledge, skills and opportunities for teaching observation and supervised practice. The definitional approach espoused by the Victorian Institute of Teaching (VIT) (2013), provided guidance here:

Teachers in Victoria are committed to the learning and wellbeing of the students they teach and make a significant contribution to the communities in which they work. Teachers make a difference. Pre-service teacher education courses prepare graduates for this crucial role in society. These structured programs provide the foundation for future professional practice.

They also provide the critical professional knowledge and skill required for teachers to:

- engage with their colleagues
- contribute to policy and research
- analyse trends and initiatives within education
- contribute to the body of professional knowledge over time.

(VIT 2013)
The terms role and identity are taken to be both complex and social in nature. Here, I follow the work of Cohen (2008 pp.82-83) on teacher professional identity in the United States of America (USA) and position my research into the role and identity of TAFE teachers with respect to it:

Role identities can be formal, such as a parent, a doctor, a teacher, and other roles defined by professional identity, and more informal and momentary such as being a member of a movie audience. Some role identities are more institutionalized and some are more emergent, but all role identities are produced and reproduced as they are negotiated through social interaction. The notion of role identity offers a useful analytic tool for addressing the complexity of teachers’ identity experiences, because it highlights the tension between received expectations and individual negotiation. This is at the heart of teacher identity.

ASSUMPTIONS

My inquiry into initial TAFE teacher preparation involves certain key assumptions around teaching, TAFE teaching and professional practice. In the first instance, I turn to the work of Chappell (1998) on the fluid state of TAFE teacher roles and identity, to provide a background and understanding of the complexities and mixed understanding and usage of these terms in the Australian VET sector and broader community:

For the most part, conceptions of TAFE teacher identity are configured around the idea of professional practice. Teaching is regarded as professional work and teachers are positioned as belonging to a particular professional community, sharing particular characteristics (NBEET 1993, MACTEQT 1994). The characteristics that distinguish professional work from other occupations are generally based on the idea that professions hold a body of specialised knowledge and, given the specialised nature of professional knowledge, society surrenders a degree of control to individual members of professions, who in turn are expected to exercise ethical responsibility and self-regulation in their professional interactions with the public (Winter & Maish, 1991). This leads to the idea that all members of a profession share a common professional identity, based on particular sets of knowledge, ethical practices and underpinning values. Professions are therefore socially constructed as a ‘knowledge elite’ (Etzi-Levi, 1989) based on their monopoly over an area of specialised knowledge.

Following Chappell, I posit that preschool, primary, secondary, university and TAFE teaching is professional, complex work that requires teachers to have specialised skills and knowledge. In other words, I assume that TAFE teaching work is professional work, while acknowledging that the definition of a ‘profession’ and a ‘professional’, as it relates to teaching and teachers, is contentious (Avis et al. 2011; Bathmaker & Avis 2005; Chappell 1995; 1998a; 1998b; Chappell et
al. 2006; Clow 2001; Gleeson 2007; Gleeson & James 2007; Hoyle 1995; Jameson & Hiller 2008; Robertson 2008; Robson 1998; Robson 2006; 2011; Schofield & McDonald 2004; Wheelahan 2011). I also assume and acknowledge that various kinds of teacher professionalism (and by extension, teacher professionals) are claimed to exist (Bathmaker & Avis 2013). While being similar to other kinds of teaching in other educational sectors, I maintain that TAFE teaching, because of its workplace orientation, makes the role of a TAFE teacher a distinctive professional teaching role and one undertaken in a distinctive sector, which is VET (the Fleming Report 1978; the TAFEC Report 1979; Chappell 1995; 1998a; 1998b; Chappell et al. 2005a; Clayton 2010; Clayton et al. 2005b; Gleeson & James 2007; Lucas 2004; 2010; Mitchell et al. 2006; Rice 2004a; Robson 2006; Mitchell 2008; Wheelahan & Moodie, 2011). It is this assumption that is at the heart of my study and that is explored in relation to ‘workplace learning’, drawing on the conceptual theoretical resources of experts in this field namely, Billett (2001; 2007; 2011); Lave and Wenger (1991; 2000); Guile and Griffiths (2001); Beckett and Hager (2002); Lucas (2004; 2010); Illeris (2011). I take into this study the assumption or feeling that TAFE teachers need better preparation for their work. This perspective is based on my own experience and knowledge of TAFE teaching which comprises twenty-three years of experience working in TAFE.

**RESEARCH QUESTIONS**

The purpose of this study is to investigate the nature of initial TAFE teacher education in the Australian State of Victoria and determine methods and models for best preparing teachers for today’s TAFE system. To address this aim, I examine research evidence and empirical responses to the following research questions:

- Accounting for their distinctive roles and identities, how are teachers best prepared to teach in contemporary TAFE?

- What model(s) of teacher preparation best provides for teaching in the Victorian TAFE system today?

This study addresses these questions by firstly reviewing the existing literature for an understanding of: the role and identity of a contemporary TAFE teacher; the current initial teacher preparation for TAFE teachers in Victoria; the efficacy of Cert IV TAE40110 in this regard and possible models for initial TAFE teacher education. It involves a qualitative case study that
investigates the ways teachers are prepared to teach in the contemporary TAFE sector and the take-up of their roles and identities. The study suggests a possible ‘good practice’ conceptual model for initial teacher education for the Victorian TAFE context. The approach adopted aims to offer an interpretation of the role and professional identity of TAFE teachers and gain a deeper understanding of existing practices around the provision of initial TAFE teaching preparation.

BACKGROUND TO THE STUDY: A PLAIN SHORT HISTORY OF TAFE AND TAFE TEACHER EDUCATION

To date, VET is nationally administered and regulated. Under ASQA, the mandated minimum teaching qualification for delivering and assessing its national qualifications is Cert IV TAE40110.

Prior to the 1970s, TAFE was administered by the states. Each state of Australia was allocated annual operating funds to provide technical education. In Victoria, the only students to attend technical schools were those of secondary school age. Students considered not to be ‘academic’ were enrolled in technical schools. These schools finished at fifth form (year 11); and did not offer sixth form (year 12), which was the level necessary for students to apply for university entrance. Students attending technical schools were expected to become apprentices and attend trade schools, some of which were extensions to technical schools. Technical and trade school teachers were trained teachers with registered teaching qualifications at diploma level or above; this arrangement continued until the late 1980s.

In 1979, the Staff Development Subcommittee of the Technical and Further Education Committee (TAFEC) produced a report on teacher education for those working in technical education. The report viewed TAFE teaching as innately different to other kinds of teaching and recommended a new model of TAFE teacher training. This model included both a framework for the development of TAFE teachers, new teaching qualifications and a new provider for TAFE teaching qualifications, the College of Advanced Education (CAE). CAEs had previous experience in preparing teachers to teach in the primary and secondary sectors and TAFEC believed they were well placed to provide the kind of preparation required for this new cohort of TAFE teachers (Goozee 2001).

Similarly, the Fleming Report of 1978 recommended a model for initial teacher preparation for teaching in TAFE (Berry et al. 2007; Chappell et al. 2006; Seddon 2008; Smith 2005). Fleming’s

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4 ASQA established in 2012: ‘ASQA regulates courses and training providers to ensure nationally approved quality standards are met’. For further information see website accessed 090413: http://www.asqa.gov.au/
model involved combining traditional notions of formal and informal learning. Beginning TAFE teachers would complete a two-year TAFE teacher qualification while simultaneously working as a TAFE teacher with both the State and Federal governments funding the relevant TAFE institution to support this training (Scarfe 1991). Victoria adopted this model to develop new teacher skills for the new VET sector. In cooperation with TAFE, the then Hawthorn Institute of Education (now Swinburne University) was established to deliver a workplace-embedded three year Diploma of Teaching (TAFE) for those without a previous degree, and a one year Graduate Diploma of Education (TAFE) for those with a degree (Scarfe 1991).

The demise of this Victorian model for initial TAFE teacher preparation as delivered by the Hawthorn Institute in the 1990s was triggered by a ‘Review of TAFE Teachers’ Training’ in 1985, that supported the model, whilst indicating a need for structured professional development to maintain continued vocational expertise. Additionally, there was a review in 1987 of initial TAFE teacher preparation, conducted nationally by the (then) TAFE National Centre for Research and Development (NCVER), ‘The Continued Education Needs of Academic Staff’ by Mageean (1987), which similarly supported models like that operating in Victoria although it also indicated some concerns regarding the currency of vocational expertise of full-time TAFE teachers. There does not seem to be any evidence in the reviews conducted on initial TAFE teacher preparation that supports the abandonment of the ‘Hawthorn Model’, rather, the model just disappeared. The reasons for this change in TAFE teacher preparation may have included the skill shortages in the 1980s, which meant a shortage in tradespersons available to become TAFE teachers. Another important factor in the change of direction in the preparation of TAFE teachers was the introduction of Competency Based Training (CBT) in the late 1980s. CBT meant that traditional trade education and its underpinning curriculum was re-imagined as outcomes for work tasks in the workplace. This new approach to workplace preparation necessitated a shift in the TAFE teacher role; TAFE teachers were no longer teaching but training and assessing, and referred to as workplace trainers and assessors. In accordance with this new view of how best to prepare for teaching work, a national body with regulative and administrative powers was established, the Australian National Training Authority (ANTA) and strengthened with the introduction and acceptance of a new national industry-led curriculum, Training Packages. This new national curriculum replaced the existing national curriculum, begun in 1981 and overseen by Curriculum

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Projects Steering Group and later the Australian Committee for Training Curriculum (Guthrie 2010).

Public RTOs such as TAFEs were now competing with private RTOs for students and government funds for the provision of VET. These factors, together with globalisation and advanced technology made the 1980s a challenging time. According to Cornford (1999), these challenges that require ‘the creation of a more highly skilled workforce’ must be matched with a highly skilled vocational teacher workforce. Emphasising the findings in Cullen’s (1997) report, Cornford (ibid., p.13) makes the case for government investment in initial TAFE teacher training:

Cullen (1997) has signalled that the production of more highly qualified vocational practitioners is necessary to maintain international competitiveness but there does not seem to be any evidence of clear conceptualisation at federal government level of the issues that need to be addressed, or the policies formulated, to remedy the deficiencies that he has identified. It is not too alarmist to believe that the current fragmented policies in vocational education will lead to a critical shortage of both highly qualified workers and TAFE teachers.

AIMS AND SIGNIFICANCE OF THE STUDY

Initial TAFE teacher education in Victoria today is ‘haphazard’ (Guthrie et al. 2006; Guthrie et al. 2011; Wheelahan 2011). TAFE teachers are not required to have teaching qualifications beyond a Certificate IV; TAFE teachers do not have a professional body; TAFE teaching does not have a set of professional standards and TAFE teachers do not require registration. Altogether, the study aims to augment current understandings with regard to initial TAFE teacher education, through empirical research toward putting forward a framework to inform the future practice of initial teacher education in the Victorian TAFE system. I firstly aim to contribute to the general body of knowledge on contemporary, initial TAFE teaching; secondly, to contribute to the specific body of knowledge on initial TAFE teaching in the Victorian context; and thirdly, to open a space for reconsidering models of initial teacher education for the Victorian TAFE system. In this study I investigate how someone becomes a TAFE teacher in the VET sector, why it is that not having the latest Cert IV makes TAFE teachers and managers feel so anxious, and why TAFE is so compliance driven.

6 All post compulsory accredited Australian qualifications are classified as levels with the Australian Qualifications Framework (AQF). Certificate IV or level 4 in the AQF is two levels below a bachelor qualification and one level above an apprenticeship qualification i.e. Certificate III or level 3. For further information see the AQF website accessed 290413: www.aqf.edu.au/
STRUCTURE OF THE THESIS

Chapter 2: Literature review

In this chapter I review the literature that contributes to understanding the debates around the role and identity of the TAFE teacher and the nature of TAFE teaching. Two main bodies of literature are used: educational policy and educational sociological literature. In the main, attention is given to research conducted in Australia and the United Kingdom (UK). The study also surveys literature on initial teacher education for post-compulsory education and training in the United States community college sector, and New Zealand and Singapore polytechnic institutions.

Chapter 3: Methodology

In this chapter I explain my methodological decision-making and the adoption of an overall interpretivist approach. Attention is given to: the rationale for the choice of a qualitative approach; case study methodology and methods; case study design; the techniques and tools chosen for gathering empirical data; participant recruitment sites; the study’s participants; analysis methods; methodology limitations; consideration of, and the means of addressing, ethical issues arising from this research, and the role of the researcher in the research.

Chapter 4: Identity work: Learning to teach in TAFE

This chapter reports on the investigation undertaken into the development of TAFE teacher identity for Victorian TAFE teachers. It includes key concepts from the literature reviewed and the empirical data gathered from interviews with TAFE participants regarding (i) current teaching work, the knowledge and skills required to undertake this work, and how these shape their professional identity, and (ii) current training in preparation for this work. Specifically, I explore these ideas using information data gathered from twelve neophytes, nine experts and three senior managers.

Chapter 5: Preferred approaches for teaching in TAFE: two models

This chapter further investigates the data gathered in participant interviews, and proposes two broad models for preparing teachers for teaching in TAFE. Model one examines formal qualifications linked to opportunities for practitioners to discuss their practice, and is referred to as the ‘qualifications model’. The second model views work experience as key to understanding the VET system, and is referred to as the ‘mentoring model’.
Chapter 6: Discussion

This chapter discusses themes that emerge from participant interviews, curriculum documents and key concepts in the literature. The themes discussed concern (i) becoming a TAFE teacher (ii) the role and identity formation of a TAFE teacher; (iii) the skills and knowledge required for TAFE teaching and (iv) models that best prepare TAFE teachers for teaching work.

Chapter 7: Conclusion

This final chapter reviews the inquiry. It revisits the research questions with a view to evaluation, and to consider what can be done to contribute to a better understanding of initial TAFE teacher education in the Victorian context and how TAFE teachers can be best prepared for their teaching work in the VET sector.
CHAPTER 2: LITERATURE REVIEW

INTRODUCTION

This chapter presents a review of the existing research evidence on TAFE teaching and its preparation and is guided by the following research questions:

- Accounting for their distinctive 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?

In addressing these questions, this study offers an analysis of the literature that contributes to an understanding of the current debates around TAFE teacher preparation. In so doing, it gives attention to related government policy and to research undertaken in Australia and the UK. Literature from the UK is considered because the Australian vocational education and training system is founded on the UK system. Some reference is also made to the literature from other Organisation for Economic Co-operation and Development (OECD) countries because vocational education and training in these countries is more like than unlike the Australian system and reflects global trends. As Wheelahan (2010, p.33) has it: 'There is much that we can learn from the European and UK examples, while still ensuring that we develop a national system that supports Australia’s needs.'

THE NATURE OF THE TAFE TEACHER

This section considers the literature on contemporary TAFE teacher preparation and the current points of debate. It draws from existing literature on the role and identity of the contemporary TAFE teacher. Such discussions focus on significant contextual change in education, and most particularly, vocational education, with respect to the role and identity of the TAFE teacher and the notion of ‘becoming a TAFE teacher’. This review investigates the significance of terms such

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7 The UK for this study will refer in the main to England. Where there are differences in writing or policy, reference will be made to the individual country.
8 The literature will be reviewed non-specifically and as an aside to the main debates in Australia and the UK.
as role and identity in relation to the educational and professional processes that form part of training people to become TAFE teachers.

**The changing role and identity of the TAFE teacher**

Over the past three decades, there has been significant change in Australian education and most particularly, vocational education, and this has impacted on the role and identity of the TAFE teacher. Chappell (1998a; 1998b) reports that in the past, TAFE teachers (post Kangan⁹) constructed their role and identity to include an equal mix of public servant, industry specialist and liberal educationalist. However, and as I evidence below, ‘new vocationalism’ has meant change to two key roles from this traditional TAFE teacher identity: the roles of public servant and liberal educationalist have been weakened through successive governments’ economic rationalist education policies. Substantiation for this claim will be provided in the sections following. TAFE teachers are required to reconstruct their identity in accordance with a dominant industry-specialist role, a role which is under constant pressure. Specifically, the training institution (or TAFE) presents daily challenges to this role by providing formal learning in a place that is not an authentic industry workplace.

**Neoliberalism**


> In the UK, as in many other countries, learning has become a central concern of government policy-makers. Learning is seen as the key to economic competitiveness, social stability and active citizenship (see e.g. DfEE 1998; DfES, 2002; DTI & DfEE, 2001; Social Exclusion Unit, 1999).

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⁹ This landmark report of the Australian Committee on Technical and Further Education (ACOTAFE) chaired by Myer Kangan, published in 1974, examined needs and priorities in technical and further education and made a series of recommendations, particularly in relation to funding. The report recognised the importance of technical and further education as an integral part of the nation’s education system and saw its primary role as the development of the individual rather than the development of skilled human resources. The full title of this report is ‘TAFE in Australia: report on needs in technical and further education’. NCVER Glossary website accessed 150413:

And, as Clarke (2012, pp.175-6) comments, policy trends ‘reflect the central neoliberal technologies of accountability, competition, marketization, managerialism, and performativity’. Compliant citizens can result from the neoliberal reinforcement of the individual’s right to make their own choices and be responsible for their own lives. Many argue that this has a paradoxical effect, as not all individuals have the means to access the same range of choices, the result of which is ‘no choice at all for those’ with less means (Apple 2004; Au 2011; Bathmaker & Avis 2005; Davies & Bansel 2007; McMaugh et al. 2009; White et al. 2010). Within the parameters of neoliberalism, education tends to be conceived of as a commodity. The winners are those with the means, while the losers are those without, or with fewer means. Apple (2004, p.18) makes this case with reference to education in the USA, UK, New Zealand and Australia.

Let us take as an example of the ways in which all this operates one element of conservative modernization - the neo-liberal claim that the invisible hand of the market will inexorably lead to better schools ... Thus, markets and the guarantee of rewards for effort and merit are to be coupled together to produce “neutral”, yet positive, results. Mechanisms, hence, must be put into place that gives evidence of entrepreneurial efficiency and effectiveness. This coupling of markets and mechanisms for the generation of evidence of performance is exactly what has occurred. Whether it works is open to question.

Ideas that emerge from this thinking suggest that teachers, unknowingly and/or unwittingly, are placed in a reduced role as government agents, in the sense that they are made responsible for enacting government policies by, among other things, preparing students for prescribed national curriculum. This leaves little room for any notion of the professional educator, a point made by Apple (1995, pp.132-133) in relation to the reduced role of a teacher in the USA:

Skills that teachers used to need, that were deemed essential to the craft of working with children - such as curriculum deliberation and planning, designing teaching and curricular strategies for specific groups and individuals based on intimate knowledge of these people - are no longer necessary. With the large-scale influx of pre-packaged material, planning is separated from execution. The planning is done at the level of the production of both the rules for use of the material and the material itself.

Au (2011, p.31), who echoes Apple’s views, argues that teaching in the USA has been so reduced that it is no more than ‘paint-by-numbers’ and ‘a collection of disconnected facts’. Comber and Nixon’s (2009, p.10) research that investigates the impact of the Australian education policy on the work of South Australian teachers, supports these conclusions.

For other teachers, there is a loss of professional autonomy, responsibility and judgment as the work of reporting increasingly is done through a particular software program which curtails what
can be written. The teacher’s work is reorganised and regulated around a new standardised and mediated textual template.

Bathmaker and Avis (2013, p.731) argue that the neoliberal approach adopted by the UK government has seen ‘professionalism imposed from above’ resulting in questions and debates around what kind of teaching professional is required for FE teaching compared to what kind of FE teaching professional is emerging. Furthermore, McMaugh et al. (2009, p.1) note, ‘the accreditation juggernaut’ as evident in the Australian, as well as global education sectors, seems unstoppable.

**New vocationalism**

Because VET has been problematised in economic terms, the sector has been made highly amenable to the economic government technologies of auditing, accounting and centralised management (Barry, Osborne et al. 1996 cited in Zoellner 2012, p.81).

Here, I review evidence of how ‘new vocationalism’, as a form of neoliberalism, plays out in the work of TAFE teachers and impacts on what is, and what should be, the preparation for that work. For Chappell (2003), it is both characteristic of current government VET educational policy and the changes to the professional identity experienced by the TAFE teacher. Explicitly linking economic prosperity and vocational education, it is claimed that new vocationalism has caused TAFE teachers to change their work practices and professional identity (Chappell 1998a; 1998b; 2002a; 2002b; 2003). TAFE institutes require their teachers to have new knowledge and skills and, more significantly for Chappell, to become new TAFE teachers and ‘to do things differently’. In so doing, they are also asked to become ‘different’ teachers, that is, to change their professional identity (Chappell 1998a, p.1). Other research on the role and identity of contemporary TAFE teachers supports this conclusion (Clayton et al. 2004; Harris et al. 2001; Mitchell et al. 2006; Rice 2004a; Sennett 1998). With respect to the role of the contemporary TAFE teacher, Lepani in Diplock (1996, p.58) projected over twenty years ago that:

> Over the next ten years the role of the VET provider will change from the ‘stand and deliver’ classroom based teacher to richer and more diversified roles of facilitator, researcher, consultant, strategic partner, designer, strategist, manager, communicator, career developer, assessor and accreditation specialist.

Other research supports Diplock’s projection that contemporary TAFE teaching is so changed, it is almost unrecognisable from teaching performed in the 1980s and 1990s (Chappell et al. 2002a; 2002b; Chappell & Johnston 2003; Clayton 2010; Clayton et al. 2005; Harris et al. 2001; Mitchell

Harris et al. (2001), Mitchell (2008) and Mitchell et al. (2006) have made lists of the skills, attributes and knowledge required to perform the diverse role of the contemporary VET practitioner. This skill-set inventory includes: coping with the complexities and uncertainties relating to industry skill demands, adhering to increased auditing and compliance rules, completing additional administrative tasks, analysing enterprise skill needs to achieve business outcomes and exercising professional judgement in assessment and delivery. Such a diverse list indicates that the nature of the work that contemporary TAFE teachers do is not fully understood. As Wheelahan (2010, p.16) highlights when commenting on proposed teaching standards for Higher Education, ‘There are no similar [standards or] officially ‘sanctioned’ definitions of teaching or what teachers are required to know or do in VET’. Set within initial teacher education in the Victorian TAFE system, this skill-set inventory is of direct relevance to understanding the role and identity of this study’s participants and the nature of their professional work. The same kinds of listed skills and knowledge are featured by Lucas (2004a; 2004b; 2007a; 2007b; 2010; 2013), Beckett and Hager (2000; 2002), Billett (2001; 2004; 2011), Eraut (2000) and Lave and Wenger (1991). Their research offers ideas about the ‘new thinking’ required for preparing people for work and ‘workplace learning’, ideas I take into my empirical research.

The nature of TAFE teaching work: Professionalism and TAFE teacher preparation

Students are at the centre of TAFE and TAFE teachers are highly skilled professionals working with a diverse range of students, in classrooms, workplaces, online and in the community (AEU Media Release 2012).

This Australian Education Union (AEU) statement describes TAFE teachers and provides an entry point into the current debates around the professional nature of TAFE teacher work in the Victorian context. The AEU’s view of TAFE teachers is not shared by all. Briggs (2006) referring to Chappell’s (2002) research into TAFE teachers makes this point in her research that compares notions of professional identity for Further Education (FE) teachers employed in the Learning and Skills Sector (LSS) in the UK with their assumed counterparts such as TAFE teachers employed in the Australian VET sector. She (p.18) notes:

No Technical and Further Education (TAFE) teacher, workplace trainer, Human Resource Development (HRD) specialist, workplace assessor, facilitator, tutor, training package writer or
I acknowledge that the terms profession, professional and professionalism are contested when referring to or describing teachers’ work (Clow 2001; Derrick 2013; Gleeson & James 2007; Robson 2006; 2011). Debates surround what constitutes a profession and on what basis it is possible to simply put aside or make a distinction between the individuals’ occupational identity and that of a ‘professional educator’. We are reminded here that Dewey (1916) proposed that our vocations (i.e. occupational identities) are not one and one only. Rather, our sense of self and subjectivities likely arises from a range of practices with which we identify. As Robson (2011, p.10) argues, ‘the traditional concept (of an occupation possessing certain fixed, defining characteristics) is unhelpful and lacks credibility’. There is an opportunity to rethink TAFE teacher preparation and to reconsider as ‘professional’ TAFE teaching in the context of these debates. This point, on what it is to be a professional VET teacher is well made by Dickie et al. (2004, p.7):

Professional practice includes expert knowledge of the field, a deep understanding of underlying principles, accumulated experience in the practice of the profession, a familiarity with recent advances in the professional knowledge base, and mastery of the best available techniques and tools.

As stressed by Guthrie et al. (2011), there is renewed, ‘almost unprecedented attention’ to VET teaching quality (p.10). This is evidenced by the proliferation of recent government-funded research into the quality of VET practitioners (Clayton 2009; Clayton et al. 2010; McKenna & Mitchell 2006; Mitchell et al. 2008; Mitchell & Ward 2010; Mitchell & Associates 2010; Wheelahan 2010; Wheelahan & Curtin 2010; Wheelahan & Moodie 2011). As noted, Australian research into the quality of VET practitioners has become a ‘hot issue’ of recent times. This has not always been the case, therefore to provide a sustained perspective as to how TAFE teachers specifically are best prepared, I include the broader FE teacher preparation literature which I maintain offers deeper insight.

Robson (2006) provides a summary of the debates in the UK’s vocational education sector around notions of professionalism and the knowledge and skills required for beginning FE teachers. Writing in the context of school teachers and the different pressures on how their professionalism is constructed, Ball (2003 cited in Lucas et al. 2010, p.11) speaks of ‘a struggle for the teacher’s soul’. Referring to FE teaching in the UK, Derrick (2013, p.269) stresses that ‘the concept of “professionalism” and the meanings of the word “professional” are contested: at different times and in different contexts, they are used in very different, and often contradictory, ways’. FE teachers experience similar kinds of tensions to those experienced by Australian TAFE teachers: a tension between the traditional notion of a profession as ‘a vocation or calling,
especially one that involves some branch of advanced learning' (Oxford Dictionary 1998), and the notion that sees advanced learning or knowledge as a competency, and as related to business and contractual imperatives. Drawing on the work of Sachs (2001; 2003), Mockler (2013, p.40) makes this point in reference to the development and role of professional teaching standards for the Australian school sector:

Sachs (2001, 2003) identifies two dominant discourses of teacher professionalism which at the time she contended were informing different approaches to educational policy and practice, namely managerial and democratic discourses. She argued that these two variants of teacher professionalism were responsible for a significant disconnect between employing authorities and professional associations.

Following similar thinking Bathmaker and Avis (2013) argue that the FE sector is witnessing a government policy reconstruction of FE teacher professionalism that focuses on strengthening ‘organisational’ or ‘governmental’ professionalism and reducing the influence of the other stakeholders in FE teacher professionalism such as professional and/or vocational bodies. As Tummons (2013, p.3) has it, there is a distinction between ‘professionalisation for audit’ and ‘professionalisation for autonomous professionalism’. He (p.2) claims that the professional standards for FE teaching are in line with the former and as such ‘overly instrumental, technicist and undervaluing wider professional development’. For Lucas and Nasta (2010, p.447), it is this dominance of purpose that drives FE teaching standards and weakens the aspirational intent of professional learning. FE type teaching standards have not yet been developed for VET teachers. However, there is discussion on what these standards might be and who might be responsible for their development and implementation. As Wheelahan (2010, p.56) suggests in her report that looks at the quality of VET teaching:

It would be far preferable to have standards developed by the profession for the profession in the same way that many other professions are accountable for developing their standards of practice.

Finally, the late 1990s marks significant UK government interest in FE teacher education, matched with investment, regulation and reforms (Lucas 2010); whether this government interest is useful, warranted, and correctly aligned, is arguable (Avis & Bathmaker 2009; Bathmaker & Avis 2005; 2013; Orr & Simmons 2010). However, what is certain is the level of investment made by the UK government and that not everyone welcomed the increased funding for FE teacher education. Many believe government intervention in FE teacher preparation and the wrong kind of regulation is ‘de-professionalising’ FE teaching (Gleeson & James 2007; Jameson & Hillier 2008;
Lucas 2013; Lucas & Unwin 2009; Lucas et al. 2010; Orr & Simmons 2010). As Bathmaker and Avis (2013; p.731) have it:

Throughout the first decade of the twenty-first century, the reform and reconstruction of professionalism in public service work have been a key goal of governments in countries such as Australia, New Zealand and the UK. This political project includes teachers, and has resulted in extensive debate about the de-professionalisation of teaching (Beck, 2008; Seddon, Henriksson, & Niemeyer, 2010; Whitty, 2000).

**Becoming a TAFE teacher and teacher professionalism**

Becoming a TAFE teacher in Australia is not always a planned career path. Indeed, the nature of TAFE teaching is such that teachers are required to be ‘second careerist’. As Guthrie et al. (2011, p.7) note in their research that explores the distinctive features of initial VET practitioner preparation:

This [defining initial teacher preparation] is not as easy as first appears, as this group comes with a wide range of prior experience not only in their own vocation, but possibly also in teaching and training. They may be employed under varying arrangements, from permanent to casual, and thus have different levels of attachment to the VET sector and to teaching. This may affect the levels of investment they are prepared to make in acquiring their initial teaching qualification.

In her research into the ‘quality’ of VET teaching, Wheelahan (2010, p.12) describes the TAFE workforce as unwieldy and attributes this to the lack of reliable data.

Mlotkowski and Guthrie (2010: 22) report that in 2006 there were roughly equal numbers of male and female TAFE teachers, although more male than female teachers were employed full-time. Almost 47% of TAFE teachers were full-time and almost 49% part-time. This understates the percentage of part-time teachers because the data only report respondents’ main job. Using a different source of data, Nechvoglod et al. (2010: 31) report that in 2008 almost 57% of TAFE teachers were employed on a casual/sessional or temporary/contract basis and around 62% of women teachers were employed on this basis.

Gribble’s (2012) research that aims to understand TAFE teachers working as sessionals or casuals\(^{10}\) supports the belief that TAFE teacher employment is ‘ad hoc’ and often a case of ‘teach and try’ (p.75) or ‘have a go’ (p.254). Accordingly, employment as a sessional teacher is often unplanned, but can be the first step towards becoming a TAFE teacher, to ‘get a foot in the door’ (p.89). Thus, Gribble (p.273) notes that in theory and perception, ‘there is a connective process at

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\(^{10}\) The term sessional, as it applies to TAFE teachers, is commonly used interchangeably with casual teacher. As Gribble (2012) found, TAFE teachers who are working casually generally refer to themselves as a ‘sessional teacher’ (p.224). For the purposes of this study, these terms are taken to mean one and the same thing.
work here partially linking TAFE casual employment with more standard forms of TAFE teaching and non-teaching employment'.

This 'ad hoc' method of becoming a TAFE teacher is not unique to Australia. Indeed, there are striking similarities between FE and TAFE teacher recruitment practices. In the UK, there are 85,000 part-time FE teachers, with, as Jameson and Hillier (2008) note, the FE teacher workforce being characterised as operating at ‘slippery edges’; that is the shape and duration of future employment is unclear and uncertain. Gleeson and James (2007, p.456) refer to this typical FE practice as the ‘long interview’, which features ‘informality, uncertainty and inflexibility’. Lucas et al. (2010) note that an FE teacher often begins teaching after many years of industry experience. Coming from areas of industry such as construction, or hairdressing, an FE teacher trainee tends to be older than trainee teachers in other sectors. Avis et al. (2011, p.124) refer to FE teachers as dual professionals where they are, ‘for example, a professional beautician or plumber whilst at the same time being a FE teacher’.

UK FE teachers are employed on short-term, often part-time contracts that may become long-term and/or full-time. Gleeson and James (2007, p.454) argue this kind of employment practice plays a part in FE teachers’ inability to readily identify FE teaching as professional work, and themselves as members of the teaching profession.

Rachel, who had a successful career in the travel industry, spoke of ‘sliding’ into FE following a divorce and a wish for a fresh start. Once teaching, she gained both the City and Guilds 730 and the Certificate in Education (FE) qualifications through part time study. Even so, she talked of the decision as a ‘pragmatic’ one: ‘It’s not a vocation for me and in fact if I didn’t have children I don’t think I’d be here today’.

Tales of precarious employment conditions and ambivalence around teacher identity are also common for those working as teachers in Australian TAFEs. As one of Gribble’s (2012, p.253) study participants highlights:

In early 2003 I wanted to move into teaching. I was a bit sick of social work … I wanted to do something different. Yes, I got thrown in … I mean I had this discussion at a party. With the person who was the Program Leader – that was my interview.

New TAFE teachers often identify strongly with their vocational profession and regard the teaching of their vocation as something they can do with little or no teacher preparation (Chappell 1998b; Robertson 2008). Guthrie (2010, p.11) notes the disparity between how some teachers
see themselves and their role and identity, when commenting on the diversity of the VET teaching workforce:

The dependence of the sector on a diverse teaching workforce, some of whom see themselves as vocational practitioners who also teach, while others see themselves primarily as teachers, continues to be an issue.

With regard to quality, the impact on TAFE teaching resulting from TAFE employment practices is unclear. The 2011 Australian Workforce Productivity Agency (AWPA)\textsuperscript{11} report, *Skills for Prosperity – a roadmap for vocational education and training* (hereafter referred to as the Skills Australia report), and the 2011 Productivity Commission’s report, *Vocational Education and Training Workforce* (hereafter referred to as the Productivity Commission’s report), highlight the need for VET to encourage industry experts to enter TAFE teaching. These reports claim that casually employing sessional teachers allows for this flow, and facilitates the ‘dual professional’. It is argued that such employment practices provide VET students with teachers who have up-to-date industry knowledge and skills. However, as noted in both reports, the casualisation of the VET workforce poses major challenges in the provision of initial and continuing teacher education. VET teachers who are employed casually are often employed at more than one TAFE. As such, the ‘give it a go’ recruitment strategy may undermine the creation of a dual professional by impeding industry experts from becoming teaching professionals. Jameson and Hillier (2008, p.39) make this point in regard to part-time FE teachers:

By the very nature of their part-timeness, they are not able to participate in team meetings, staff development, or to be on hand to discuss issues in the professional practice of teaching and learning with full-time teachers … They tend to lack appropriate pay, quality support and curriculum training (NATFHE 2001, 2005).

The need for TAFE teachers to be industry experts is uncontested; employment practices are now aligned to attract these people and ‘give it a go’ is accepted practice. The need for TAFE teachers to be teaching professionals however, is not as clearly defined. The notion of ‘dual professional’ and how this can best be achieved needs to be at the centre of the debates around how to prepare TAFE teachers for their work.

How to develop or re-develop the professional identity of TAFE teachers needs to be at the heart of initial TAFE teacher preparation. Currently there is confusion around what the role and identity of TAFE teachers should be; what TAFE teachers should be called is indicative of this confusion.

\textsuperscript{11} AWPA replaced the government agency Skills Australia in 2012 for further information refer the website. Website accessed 190613: \url{http://www.awpa.gov.au/about-us/Pages/default.aspx}
Chappell (2000) claims that the word ‘teacher’ is no longer popular in the context of VET: it has been replaced by terms such as trainer, facilitator, assessor and manager. When referring to TAFE teachers, the notion of a VET practitioner12 and a VET professional is not uncommon, and some argue the preferred term for those teaching in the VET sector (Guthrie 2009; 2010; Guthrie et al. 2011; Mitchell et al. 2006).

Professional identity and what it means for TAFE teachers is both contentious and complicated, and views and positions are many around issues such as what constitutes professional identity and how terms like professional identity and professionalism should be applied to teachers (Avis & Bathmaker 2009; Bathmaker & Avis 2013; Beijaard et al. 2004: 2005; Farnsworth & Higham 2012; Feather 2010; Hoyle & Wallace 2005; Robson 1998; 2002; 2006; 2011; Stronach et al. 2002). For example, Bathmaker and Avis (2013, p.731) maintain that FE teacher professionalism can be viewed from four perspectives: ‘organisational’, ‘occupational’, ‘critical’ and ‘personal’. Drawing on the work of Evetts (2009) they explain ‘organisational professionalism’ as professionalism that ‘is imposed from above’, by employers, managers and government agencies, and involves ‘externalized forms of regulation and accountability’. It is this kind of professionalism they believe that best captures the intent of current government policy and the changing professional practice of FE teachers. Organisational professionalism is contrasted with ‘occupational professionalism’ which, as defined by Evetts (2009), is ‘constructed within occupational groups, incorporating collegial authority’ (Bathmaker & Avis, 2013, p.735). For Bathmaker and Avis occupational professionalism ‘connects to traditional understandings of a profession’ and does not adequately describe or explain FE teacher professionalism, as this type of professionalism relies on a common understanding of what it is to be an occupational expert and what it takes to become such an expert. For Bathmaker and Avis, there is no strong link between being an industry expert and becoming an expert teacher or what Robson (1998; 2006) refers to as the ‘dual professional’. Bathmaker and Avis (p.735) claim that ‘critical professionalism’ which encourages ‘common concern for a more just and fair educational system’ is missing from FE teacher professionalism and the reality of day to day FE teaching. They also claim that ‘personal professionalism’ is a strong feature of (p.736) FE teacher professional development and identity is a notion of ‘personal professionalism’: that is ‘a commitment to students and commitment to the specialist field’. However, they (p.743) do highlight that inherent weakness of ‘personal professionalism’ when at odds with ‘organisational professionalism’ and

12 The term VET practitioner was first used in 2003 by Chappell and Johnston at the University of Technology Sydney and includes TAFE teachers/educators and non-TAFE Registered Training Organisation (RTO) teachers/educators, industry trainers, industry consultants and industry assessors (Mitchell 2008, p.2).
the need for novice teacher to ‘perform and conform’ or ‘follow outbound or peripheral trajectories’. Thus they (p.743) state:

While discourses of personal professionalism are strong they are highly vulnerable to the pressures of organisational professionalism.

Their empirical work focusing on the formation of FE teacher professional identity and the ‘changes to public service professionalism’ provides a new way to view teacher professionalism. They argue that FE teacher education policy in the UK favours the creation of ‘organisational’ and, to a lesser extent, ‘occupational’ professionals over ‘critical and ‘personal’ professionals. Findings from their empirical analyses indicate that FE teachers resort to ‘personal professionalism’ (eg. commitment to students and to their specialist field) in response to managerial discourses of organisational professionalism (p.736). However, while ‘approaches which focus on pedagogic practice can form the basis for challenging the discourses of organisational professionalism’, there remains a ‘pressing need to find ways to enable practitioners to engage critically and reflexively with issues that are important to their practice’ (p.745), in other words, for critical professionalism. Pedagogic practices can be subsumed into the practical realities of day to day teaching and ‘divorced from understandings of the wider social conditions surrounding educational practices’. Understanding teacher professional identity matters as too does understanding teacher professionalism in terms of vocational education. As Cheung (p.377) notes:

Questions such as ‘who am I at this moment?’, ‘what kind of teacher do I want to be’ and ‘how do I see my role as a teacher?’ may be considered indispensable when it comes to teachers developing or understanding their current professional identity.

Cheung (p.375) argues that teacher identity and professionalism are inextricably linked; as such, they are central to my investigation of TAFE teacher preparation.

Teacher identity is a significant issue in education. Studies have shown that the identity of teachers is associated with teachers’ commitment (Ball & Goodson, 1985; Day et al., 2005; Woods, 1981), and when teachers develop satisfaction from their commitment they derive a sense of pride in their professionalism (Nias, 1981).

The impact of TAFE teacher employment practices

I take it that teaching work is professional work and as Derrick (2013, p.277) has it:
[T]eaching is a highly complex job requiring technical knowledge, the highest levels of communication skills, empathy, maturity, intuitive understanding and skills in planning and organisation.

In 1998, the Cert IV in Assessment and Workplace Training (BSZ40198) was endorsed as the first mandated minimum national teaching qualification for the VET sector in Australia. Today’s replacement qualification is the Cert IV in Training and Assessment (TAE40110).\textsuperscript{13} This newest iteration of Cert IV\textsuperscript{14}, like its predecessors, is the qualification that sets the mandated competency standards for VET trainers and assessors as set by the industry-led National Standards and Skills Council (NSSC).\textsuperscript{15}

In 2001, the UK government introduced compulsory teacher qualifications for FE teaching. This was an attempt to overcome a situation in which ‘in 1997 only 40% of all FE teachers (full-time and part-time) had recognized teacher qualifications’ (Lucas 2004), and was considered a practical means of increasing the nation’s economic prosperity through improved FE delivery. Under this new model, all accredited FE teaching qualifications were required to conform to teaching standards developed in 1999, by an employer-led body, the Further Education National Training Organisation (FENTO). Accredited teaching qualifications and standards for FE were initially welcomed by the sector. However, issues around the implementation of the FENTO standards caused sector confusion, and FENTO was eventually replaced in 2007 by a new employer-led body, the sector skills council Lifelong Learning United Kingdom (LLUK), with the FENTO standards in turn being replaced by LLUK teaching standards.\textsuperscript{16} This means that all new FE teachers are required to commence initial teacher training once employed.\textsuperscript{17} This model of

\begin{itemize}
\item Certificate in Teaching in the Lifelong Sector (CTLLS);
\item Diploma in Teaching in the Lifelong Learning Sector (DTLLS);
\item Cert Ed or PGCE within the FE sector.
\end{itemize}

\textsuperscript{13}Cert IV TAE or Cert IV, refers to TAE40110 Certificate IV in Training and Assessment Version 2 released 2012 by the Australian Government: Department of Education, Employment and Workplace Relations

\textsuperscript{14}Cert IV denotes all iterations of the mandated minimum teaching qualification for VET trainers and assessors

\textsuperscript{15}The National Skills Standards Council (NSSC) commenced operations on 1 July 2011 as a committee of the Standing Council on Tertiary Education, Skills and Employment (SCOTSESE). As one of several Standing Councils that report to the Council of Australian Governments (COAG), SCOTSESE is the successor of the Ministerial Council for Tertiary Education and Employment (MCTEE). For further information refer the website. Website accessed 241013: http://www.nssc.natsese.gov.au/policies/determination_for_trainer_and_assessor_competencies


\textsuperscript{17}Since September 2007, all new lecturers entering the FE sector in England and Wales are required to obtain one of the following initial teacher training (ITT) qualifications:
teacher training, that includes simultaneous training and teaching, is referred to as ‘in-service’
teacher training. Orr and Simmons (2010) have investigated the impact of in-service FE teacher
training on the professional development of FE teachers. Their research shows that almost 90% of
all FE teachers complete their initial teacher training once employed as FE teachers. They
report that those teachers who come to FE teaching through the in-service model experience a
tension not felt by those who come to FE after completing pre-service teacher training. This
tension, they argue, is created by the dual roles FE teachers find themselves playing as both
trainee teachers and a working teacher. Furthermore, they claim that this dual identity is
detrimental to the professional development of these new teachers, placing them in a position
where they may be required to make pragmatic employee decisions with the potential to
contradict professional best practice. Orr and Simmons (2010, p.76) argue:

[Al]though most trainees manage the dual roles well and appreciate being able to earn while
training, the tensions between being a teacher and a trainee can lead to expediency and
conservative teaching approaches. This is exacerbated by elision of the administrative elements
of the ITT course and of teaching, so that new teachers learn to cope, above all with the
bureaucracy, rather than to develop their pedagogic practice.

In Australia, data on the percentage of TAFE teachers who hold TAFE teacher qualifications is
available according to state and qualification. However, this data has not been analysed for its
implications and application to the VET workforce. As Guthrie et al. (2011, p.39) note:

Unfortunately, we understand very little about how people move into, out of and within the sector
itself, their level of attachment to it, the nature of the qualifications VET workforce members hold
and when, how and why they acquired them.

Also available is data on employed TAFE teachers’ teaching and vocational qualifications
(Guthrie et al. 2011; Mlotkowski & Guthrie 2010; Wheelahan 2010). However, it must be stressed
that this data is unreliable, as emphasised by Wheelahan (2010, p.12), who, in her attempt to
make sense of the numbers, percentages and levels of teaching qualifications currently held by
the Australian VET teaching workforce, states, ‘it is difficult to make definitive statements’.

With the Australian literature largely silent on the differences, benefits and/or tensions between
TAFE pre-service and in-service teacher training, this study relies on UK research to articulate
tensions relevant to the current situation in Australia. It assumes that TAFE teachers do not enter

Lecturers choose between the diploma, which is a teaching qualification, equal to the PGCE/Cert Ed, or the certificate, depending
on their role. Details of courses can be found on the Graduate Teacher Training Registry (GTTR) n. d. For further information refer
website. Website accessed 091013: http://www.gttr.ac.uk/

18 Refer: Guthrie 2011 Table A7 (p.53) Diploma graduates Student Outcome Survey data.
the profession with a teaching qualification already, an assumption supported by Guthrie et al. (2011) who claim that over 50% of Victoria’s TAFE teachers in sessional, short term or part-time employment and thus begin teaching without having completed a Cert IV. As Guthrie et al. (2011) further highlight, this employment pattern that sees industry experts able to begin teaching without completing the Cert IV, dissuades ‘want to be teachers’ from investing in a further high level teaching qualification and implies that TAFEs do not believe that industry experts need to be teaching experts to become TAFE teachers. Such data, as exists, reveals a mixed array of figures on the types and levels of teaching and vocational qualifications held by TAFE teachers working in the Australian VET sector. Gribble’s (2012) research on the casualisation of the TAFE teacher workforce supports this conclusion. Gribble’s research also supports Guthrie’s (p.25) findings that ‘in terms of headcount, casual teachers represent numerically the largest single group of individual teachers in the Victorian TAFE teacher workforce’. Gribble suggests that the variability of the data on sessional teachers in the VET workforce may be due to the use of the terms sessional and casual, i.e. if teachers are called sessional they may not be counted in the numbers of casual teachers. Wheelahan (2010) draws on the research of Guthrie et al. (2006, p.17) to highlight the likely impact of the ‘ad hoc’ employment pattern of the VET teacher workforce that sees TAFE teaching also operating on its own ‘slippery edges’. As Wheelahan (p.17) concludes:

If current trends continue, a significant proportion of the permanent practitioner workforce will retire in the next 5 to 10 years. Given the core role played by these permanent staff, the potential scale of the exodus could place undue strains on the system.

Francisco (2008) conducted research on the impact of the highly casualised employment conditions of the TAFE workforce. Her research highlights issues with sessional teachers gaining access to a range of professional development opportunities, suggesting that casual VET teachers lack engagement in professional development due to time constraints, both in terms of time paid to participate, and available time due to other work commitments. She warns that these obstacles to professional development opportunities need to be addressed as ‘casual teachers are now the majority of the TAFE workforce’ (p.11). Gribble’s (2012, p.268) research also highlights the lack of professional development and practice opportunities for sessional teachers,

19 Wheelahan (2010) reports that the data around real numbers of part-time and sessional teachers in VET is unreliable, as it relies on data that centres on ‘main job’, but estimates that 57% of the VET workforce is sessional. Nechvoglod et al. (2010:31) report that in 2008 almost 57% of TAFE teachers were employed on a casual/sessional or temporary/contract basis (Wheelahan 2010, p.12).

20 See: Table 4 Commencing enrolments compared with completions by course (Guthrie 2010, p.22).
whom he refers to as ‘ships in the night’. He notes that many sessional teachers report little contact with other teachers and are indeed ‘challenged by some tenured staff about their right to attend staff meetings’ (p.268). He details sessional teacher hostility at not being invited to attend professional development activities, such as a community of practice or feeling invisible when in attendance at professional development events. Gribble’s research drew on 26 Victorian casual TAFE teachers and four middle-level TAFE managers. Drawing on the research of Shorne (2008), Gribble (p.113), explains that sessional teachers are likely to identify as professional teachers engaged in a mode of employment that is casual or ‘professionals who were working as professionals in their casual jobs’. This claim comes from research conducted by Shorne of some 40 sessional teachers from metropolitan Perth.

Qualification structures, competency standards and TAFE teacher professionalism

This section is concerned with identity, professional or not, and how having a teaching qualification connects with this. The relationship between teaching qualifications and the development of professional identity are relevant for initial TAFE teacher preparation, because the mandated competency-based teacher qualification, the Cert IV, remains and outcomes based on behavioural performance, which arguably, the Cert IV underwrote, potentially side-track professional TAFE teacher work. As Mulcahy and Jasman (2003, p.56) note:

The conventional competency model is not designed to support professional work and practice. The most common and fundamental difficulty is that it provides a limited and fragmentary conception of the teacher’s role. Teaching standards that have been developed along conventional competency lines tend to emphasize outcome and performance at the expense of pedagogy and a shared professional knowledge.

Iterations of Cert IV and TAFE teacher work continue to be defined by industry-led competency standards. Robertson (2008) proposes that the Cert IV has been mandated as the minimal teaching qualification for the delivery and assessment of VET qualifications in a bid to de-professionalise VET teaching. Robertson argues that the Cert IV competencies cannot prepare VET practitioners for the professional transformation from novice to expert teacher, and that the competency standards articulated in the various Cert IVs prepare VET practitioners to become technicist practitioners who deliver technicist training. He considers this an intentional aim of industry and governments.

Others, such as Simons and Smith (2008), do not share this perspective of the negative ‘power’ of teaching standards and/or government performance-management of teacher work. Some see
government intervention, such as the introduction of the Cert IV, with its prescriptive performance criteria and standards of competency, to be a step forward in initial TAFE teacher preparation. For example, in Simons and Smith’s (2008) research, which includes a curricular analysis of the first Cert IV introduced in 1998 and replaced in 2004, the point is made that ‘the introduction of a mandated Certificate IV qualification could justifiably be seen as an improvement on the previous situation, where no qualification was mandated’ (p. 24). Thus, Simons and Smith (2008, p.25) claim:

It is not only the content of the qualifications (as represented in the units of competency contained within it), but also their interpretation and implementation by teachers and trainers delivering Certificate IV courses that impact on the understandings that graduates from these courses take into their work as teachers and trainers.

Research on the development and introduction of teaching standards for TAFE was conducted by Mulcahy and Jasman (2003). Their research reports that teaching standards should be used to define the professional learning and development needs of teachers rather than used as tools for measuring teaching performance. As Mulcahy (2003, p.1) states in her research on the development and introduction of teaching standards for TAFE teachers in the Victorian context:

The argument is made that for standard setting initiatives to raise the status of TAFE teaching and strengthen professional practice, their purpose must be to enhance teaching and learning, not effect performance management and business improvement.

Sullivan (1999) claims that ‘professional standards should not be confused with performance measures which serve a different purpose’ (p.151), and argues that ‘professional standards recognize that teaching is a complex profession in which not everything can be measured, categorized and quantified’ (p.150). The Cert IV qualification is underpinned by the notion of competency-based training (CBT) and is built on performance measures. As Smith (2005, p.340) states: ‘CBT is outcomes rather than input-based and therefore is not concerned with how students learn to perform the desired outcomes, but only with the outcomes’.

Mulcahy and Jasman (2003), Mulcahy (1998; 2003), Simons and Smith (2008) and Robertson (2008) argue that the Cert IV does not exclusively underwrite measurement, categorisation and quantification because performance measurements cannot override what the individual brings to the learning. For Jones (2006, p.13), CBT with its performance-based standards and outcomes is a tool VET teachers use to make their professional assessment decisions and notes ‘the assessment judgements made by VET educators are characterised by: preparedness,
collegiality, working to rules, seriousness of purpose, dealing with predicaments and obligations and pragmatism’. Commenting on the introduction of teaching standards for FE teachers in Scotland, McNally et al. (2008, p.292) write that ‘we recognize the limitations of standards and formal courses of professional “development” in their potential to influence how and what people learn and the change that they bring about’. Mulcahy and Jasman argue for TAFE teaching standards that support the ‘career development model which aims to support the recognition of professional expertise and the reward of high standards of professional knowledge and skills’ (p. 27). Similarly Lucas et al. (2012, p.682) argue that professional standards are not easily codified and, relying on Vygotsky (1996), explain:

Standards and regulations are conceptualised as cultural tools specifically designed by their authors – policy makers and regulatory bodies such as LLUK – to cross the boundaries between the contexts inhabited by policy makers and those inhabited by teacher-educators and trainees. As Vygotsky himself recognized there are inherent problems with attempts to capture complex social activities in the form of elaborate codes, such as lists of standards.

Furthermore Lucas et al. (2012, p.683) state that:

[T]he LLUK standards and assessment units make an implicit assumption that it is possible to capture in written statements the richness and complexities involved in the process of teaching. Whilst codification may have some significant advantages in making knowledge transparent and accessible, there is far from common agreement about whether it is possible to capture in this form the fundamental knowledge and practices of professionals operating in complex teaching and learning environments.

Like Lucas (2013), Nasta (2007, p.3) is concerned about the intent and subsequent use of standards for teachers.

Standards that attempt to describe the occupational skills and knowledge required in the discharge of complex professional roles (Enyon & Wall, 2002) often take the form of complex and elaborate specifications. The 1999 FENTO standards and the 2006 draft LLUK standards that will eventually replace them are no exceptions.

The LLUK standards replaced the FENTO Standards in 2008. As Maxwell (2010) and Lucas et al. (2010) note, the new standards with ‘multiple’ assessment activities per standard see industry being firmly in the lead and do not overcome the fundamental concerns raised around the FENTO standards. As Lucas (2013, p.393) notes:

This is not to suggest that standards cannot be useful if used as a guide, allowing for professional interpretation according to different contexts, and to recognise that, like all cultural tools, they are
transformed through mediation. They are not simply transferred from the policy to the pedagogical context, even when more and more specifications are added (Lucas and Nasta 2009).

In Australia, the development and introduction of national VET teaching standards is being considered as a step forward in improving the quality of VET provision.

Finally, the strategy could also complement other work proposed, including the Productivity Commission’s draft recommendation for NCVER to investigate quality teaching determinants and Wheelahan and Moodie’s proposed investigation of standards for VET teacher/trainers (Skills Australia report 2011, p.93).

In 2012, Skills Australia21 published its report (referred to in this study as the Skills Australia report) ‘for the way the Australian vocational education and training (VET) sector is developed, organised and financed’ (p.iii). A key recommendation is for ‘a national VET workforce development strategy’ (p.93). Skills Australia stresses that the VET sector is integral to the economic prosperity of Australia and the report proposes a range of reforms for the sector it refers to as the pivotal ‘adaptive layer’ (p.2). In regard to initial TAFE teacher preparation, the report recognises ‘ongoing concerns about the alleged variable quality’ of TAFE teacher preparation, but recommends the continuance of Cert IV as the entry-level VET teaching qualification (p.87), albeit with provisos such as a more controlled qualification in terms of who may qualify or be registered to deliver the qualification and minor changes to evidence requirements. Skills Australia (2012, p.93) recommends that the Cert IV be part of a bigger strategy for promoting teacher excellence and notes:

We see a national strategy as providing the ‘scaffolding’ for a diversified qualification structure, strong continuing professional development strategies, incentives for achieving broader and deeper qualification levels and driving excellence in teaching and learning.

This significant recommendation opens a space for future discussions around professional VET sector teacher training, a key feature of which may be designing a conceptual framework to develop professional VET teaching standards that allow for ‘second careerists’, that is, the:

Establishment of a qualification structure that supports development of different levels of expertise and specialisation for VET practitioners, but that avoids a mandated ‘one-size-fits-all’

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21 As mentioned previously, Skills Australia was an independent statutory body, providing advice to the Minister for Tertiary Education, Skills, Science and Research on Australia’s current, emerging and future workforce skills needs and workforce development needs. Website accessed 100412: http://www.skillsaustralia.gov.au/index.html

Also mentioned previously, Skills Australia was replaced by the Australian Workforce and Productivity Agency (AWPA) in July 2012. The new AWPA came with an increased scope of activity and in particular the role of overseeing the ‘National Workforce Fund’. A fund with the responsibility for allocating millions of dollars to approved industry and training organisation training collaborations. Website accessed 080613: http://www.awpa.gov.au/publications/Pages/default.aspx
approach, which might discourage industry people from becoming VET practitioners (Skills Australia report 2012, p.94).

However, with the change in Federal Government from Labor to Liberal on 7 September 2013, the influence of this Labor Government established agency may diminish, and with it, recommendations made may be placed on hold or lost.

The current reality for TAFE teachers is that they are considered ‘job ready’ as soon as they complete Cert IV. Teaching standards that have and see a focus on ‘standards as developmental processes’, and not ‘standards as performance outcomes’, are not in focus in the current constructions of TAFE teacher preparation (Mulcahy 1998, p.5).

What can we learn from the standards-led curriculum developments for initial teacher education in the schools sector?

A review of literature on standards-led curriculum from the schools sector affords an understanding of the wider debates surrounding the purpose of standards and their role in the development of teaching knowledge and skills. White (2012) has researched the impact of government policy and externally-managed curriculum on school teacher preparation and professionalism. She maintains that pre-service teacher education has the power to be transformative and plays a significant role in the formation of professional identity (p.87), but only if not overly governed. White’s explanation of the stifling effect of government policy on the process of professional identity is useful, as it can be employed to consider the impact of government policy on the development of TAFE teacher professional identity, which has been a concern of various VET researchers including, Chappell et al. (2002); Chappell and Johnston (2003); Clayton et al. (2005; 2010); Harris et al. (2001); Mitchell (2008); Mitchell et al. (2006); Rice (2004a; 2004b); Seddon 2004 and Wheelahan and Moodie (2011).

White et al. (2010) provide examples of both the intended and unintended consequences for pre-service teacher education of government policy decisions that create qangos,\(^{22}\) such as the Victorian Institute of Teaching (VIT), which ‘manage(s) to steer the agenda from a distance’ (p.91). White et al. (p.185) elaborate and stress the controlling impact of standards and compliance requirements on a teacher’s autonomy and professional practice:

\(^{22}\) Victorian Institute of teaching (VIT), a qango established by an Act of Parliament to devise and implement standards for teachers in Victoria, Australia (White 2012, p. 95). Details are available from the VIT website. Website accessed 110413: <http://www.vit.edu.au>
Professional standards’ frameworks linked to accreditation requirements underpin an ‘audit’
culture in which structures and processes of centralised regulation are paradoxically
‘decentralised’ as institutions and individuals are made responsible for self-evaluation and
meeting specified quality assurance requirements.

Teaching standards, White et al. note, are common worldwide and seemingly ‘inoffensive’. Yet, it
is these kinds of standards that concern White et al. (p.95); ‘the devil is always in the detail and
the silences and unstated implications’. Academics, she claims, often feel they must teach
curriculum that reflects these standards. It is important to note that standards are not always
standardising as demonstrated in Mulcahy’s (1998, p.477) research that concludes:

I have suggested that competencies, and other entities like competency standards and
competency curriculum, are inherently ambivalent and that this ambivalence can be used by
vocational education and training practitioners to strategic effect.

White et al. (2010) invoke the idea of the ‘scholarly blind eye’ to emphasise how complex
performative demands in universities have enabled a highly-managed version of teacher
education to become entrenched in a relatively short period of time through the technologies of
course accreditation and standards. This concept also offers an explanation as to why academic
dissent is not heard in relation to this managed teacher education, which may be because of
powerlessness, administrative workload, marginalisation and alienation of the said academics.
Equally, it may be because it is not convenient for academics to notice.

Like White (2012) and White et al. (2010), Reid’s (2011) research features the preparation of
school teachers for Australian schools and is similarly concerned with the impact of teaching
standards that are imposed on the teaching profession by external bodies, such as the National
Professional Standards23 that are managed by the Australian Institute for Teaching and School
Leadership.24 Reid requires that the current teacher preparation model be rethought and aligned
with the practice, skills and knowledge teachers need to prepare for their professional work. Such
a change would see performance standards removed as the focus of teacher preparation. Reid
(2011, p.303) argues that the kind of standards teachers need are those designed to describe ‘a

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23 Details on National Professional Standards Details are available from the website. Website accessed 110413:

24 Australian Institute for Teaching (AITSL)
AITSL has responsibility for:

- rigorous national professional standards
- fostering and driving high quality professional development for teachers and school leaders
- working collaboratively across jurisdictions and engaging with key professional bodies

Website accessed 110413: <http://www.aitsl.edu.au/>
series of subjective states, spaces where learning and practicing teaching is experienced in
different places and ways, as a teaching career unfolds and cyclically “refolds” over time’.

Mockler (2013, p.44) in her work on the role of teaching standards, cautions against
conceptualising teaching and ‘teacher professional learning’ as a simple process that requires a
simple solution, such as teaching standards that aim to map and measure.

Addressing the issue [teacher professional learning] in any real way requires a commitment to
asking questions and engaging in authentic conversation about the what, the how and the why of
teacher professional learning, a commitment that recognizes that there are no effective ‘quick
fixes’ able to be ‘scaled up’ on a profession-wide basis.

THE NATURE OF TAFE TEACHING

This section explores approaches to initial teacher education for possible application in the
Victorian TAFE system. It examines initial teacher education models developed for FE in the UK
and considers how the debates around the suitability of these models may impact the Victorian
TAFE sector. The introduction of the FENTO standards for FE teachers in the early 2000s was
debated, as was their replacement by the LLUK standards in 2007. Concerns abound over the
purpose of standards and how they play out for FE teachers and teaching. Lucas (2007b, p.103)
captures some of these concerns:

I called this a ‘standards-led ITE model’ arguing that the standards-led model in the UK is not the
basis for a model of ITE and professional development for FE teachers. It takes no account of
learning as a process of development in ‘communities of practice’, disregards the multi specialist
dimensions of professional practice in FE and marginalizes the importance of professional
knowledge.

In the UK, a debate exists concerning the quality of the initial teacher education model for FE
teachers (Cunningham 2008; Fisher & Webb 2006; Guile & Griffiths 2001; Lucas 2007a; 2007b;
2010; 2013; Lucas et al. 2012; Lucas & Nasta 2010; Maxwell 2010; McNally et al. 2008; Nasta
2007; Thompson & Robinson 2008). This debate was fostered by the previous UK Labor
government,25 which promoted the importance of initial teacher education, the need to develop
quality FE teachers and their impact on the effectiveness of the learning and skills sector. The
Australian context has different industry and political pressures, especially surrounding perceived

25 The UK government changed from a Labor government to a Conservative government following the election of 2011.
However, there are enough similarities between the two vocational education systems to indicate a need for debate around initial teacher education in the Victorian TAFE system. Nuttall et al. (2006, p.325) write of such a need:

> Overall, this portrayal of the field of research into initial teacher education research in Australia during the last decade suggests a relatively weak epistemological base, small-scale and isolated studies and variable research quality.

The last five years has seen disquiet around the ‘quality’ of TAFE teaching and possibilities of improvement (Skills Australia report 2012; Clayton 2010; Guthrie et al. 2011; Productivity Commission’s report 2011; Simons et al. 2006; Simons et al. 2009; Wheelahan 2010; Wheelahan & Moodie 2011). However, I contend that yet to be had is comprehensive questioning concerning teacher professionalism and the knowledge and skills needed for initial TAFE teacher education. There has been little public debate around a model for initial TAFE teacher preparation other than the Cert IV, competency based model and who should determine the configuration of a new model. As Seddon (2008) identifies, Cert IV TAA as initial teacher education for TAFE teachers, is virtually unchallenged. There remains uncertainty and government concern with the cost of an overhaul and the impact on industry. As Wheelahan (2010, p.33) comments, ‘it is not clear that Australia could afford the system that the UK has, or that it would be appropriate if implemented in its entirety’. What also needs consideration are the modes of teacher employment across the sector. For example, sessional or casual teachers represent half of the Australian TAFE workforce and, as already noted, this mode of employment is just that – a mode of employment that has become common place in TAFE alongside, fixed term contracts, part time and permanent work. How to prepare or should we prepare professionals for that work with the fluid employment practices that are TAFE teaching in question. It is particularly challenging given the literature states that the nature of teaching work is professional work that is best done by suitably qualified teaching professionals. For insight into these challenging questions, this review chooses to feature the work of Lucas, which captures the lived experience of government policy decisions on FE initial teacher preparation, while exploring possibilities based on the ‘best’ thinking for FE teacher preparation of the time. My explorations lead to considerations about the future shape of initial TAFE teacher education, as the conclusions he draws can be applied to the Australian system. Following Lucas (2004a; 2004b; 2007a; 2007b; 2009; 2010; 20013), the

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26 See in particular Maintaining the Advantage (2004), a Victorian government initiative aimed at coping with the skill shortages.

27 As discussed earlier, in 2004 Cert IV TAA replaced Cert IV WP&T, which was replaced in 2010 by the new Cert IV TAA known as Cert IV TAE.
conceptual models explored for initial TAFE teacher education are termed the ‘reflective practitioner’, the ‘competent practitioner’ and the ‘new practitioner’.

**The reflective practitioner model**

Schön’s (1991) notion of the reflective practitioner could provide a basis for an initial TAFE teacher preparation model for the Victorian TAFE system, as it presents a framework for understanding how professionals learn to be professionals, and grow their expertise through practising ‘reflection-in-action’, and ‘reflection-on-action’. For Schön, professionalism cannot be separated from the practice through which it emerges and develops, from its ‘community of practitioners’. Schön argues that people need to learn in their practice domain, surrounded by those engaged in the same or related activities. While these ideas are not new (see for example, Dewey 1938), Berry et al. (2007) provide practical examples of how Schön’s model is applied in teaching, and show that teacher identity depends on practitioners having the opportunity to reflect on their practice and the practice of others, in order to renew their professional identity.

As a basis of a model for initial TAFE teacher preparation in Victoria, this is only part of the solution. Berry et al. raise issues around teacher identity renewal, rather than creation. Furthermore, Canning’s (2011, p.609) research that aims to gauge the privileging of reflective practice as a learning strategy for initial FE teacher education finds:

[T]hat there is no need to privilege reflective thought as a learning strategy in teacher education
and that other more collective and discursive forms of professional practice are equally important
in supporting novice teachers.

Lucas (2007) takes issue with Schön’s notion of the reflective practitioner. He presents a critique of the initial training of FE teachers in the UK, and considers that Schön’s model is not the complete solution for learning in the workplace. Additionally, Schön’s model fails to acknowledge the value of informal learning and its relational interdependence with formal learning and practice (Beckett 2008; Smith 2005). Lucas is critical of the models that have grown from Schön’s thinking; he suggests that those that focus on classroom teaching only respond to part of an FE teacher’s job. Like Beckett and Hager (2002), Lucas develops a model that addresses the totality of the work a teacher does in FE. Schön makes the assumption that the (TAFE) teacher is a traditional classroom teacher, not one with the broader job role of current TAFE teachers, with off-site and online teaching and assessment practice requirements. Lucas’ point is equally relevant to TAFE teachers in Victoria given the breadth of the current TAFE teacher’s role.
The competent practitioner model

For Lucas (2004a), the competent practitioner model is not suitable for initial teacher preparation for the UK’s FE teachers; he argues that the competent practitioner is a ‘standards-led initial teacher education model’. The FENTO teaching standards for FE teachers embed a standards-led approach, as does their successor, the LLUK standards for FE teachers. The FENTO standards have been criticised by many (Guile & Griffiths 2001; Lucas 2004a; 2004b; 2007a; 2007b; 2010; Lucas et al. 2012; Maxwell 2010; Robson 2002; Spenceley 2006; 2007; Thompson & Robinson 2008; Tummons, 2013). The appropriateness of the FENTO approach for initial teacher education for the learning and skills sector has been challenged regarding its overall failure to supply ‘a professional framework to raise the quality of teaching in further education’ (Thompson & Robinson 2008, p.162). Similar concerns were raised prior to the introduction of the standards that replaced the FENTO standards: ‘it is difficult to see how the existence of new standards, as such, can be of value in effecting a ‘step change’ in quality’ (Thompson & Robinson 2008, p.167).

The introduction of the FENTO standards for FE teachers in the early 2000s was debated, as was their replacement by the LLUK standards in 2007. Lucas (2007b) maintains there is evidence of the failure of the standards-led approach that aims to create a ‘competent teacher’. It does nothing to foster the process of teacher development in ‘communities of practice’ (p.103) and devalues and marginalises the importance of FE professional practice and knowledge. Lucas argues that a standards-led approach constricts a teacher’s ‘transformation’ of different categories of knowledge; this is analogous to Polanyi’s (1966) development of ‘intuitive knowledge’ and Argyris and Schön’s (1978) ‘artistry of teaching’. Arguably, these criticisms of the competent practitioner are founded on a narrow, behaviouristic interpretation of a ‘lock step’ competent practitioner, of ‘lock step’ competency and ‘lock step’ CBT qualifications. Holistic competence has no such ‘lock step’ pretensions; instead, advocates of holistic competence see it as a means of combining the benefits of formal and informal learning into effective strategies for workplace learning (Beckett 2008; Beckett cited in Boud & Garrick 1999; Beckett & Hager 2000; 2002; Boreham 2004; 2007; Billett 2001; 2004; 2007 2011; 2013; Gonczi cited in Boud & Garrick 1999; Hager et al. 2002; Hyland 1997; Tennant cited in Boud & Garrick 1999). These advocates of holistic competence see it as practical for the professional development of those engaged in work. These same supporters vehemently reject a behaviouristic approach which is a point well-made by Beckett (2008, p.22):
When education and training policy-makers push on with competency structures, as they have been doing in many nations since the early 1990s, they typically have in mind an over-riding concern with outcomes. Therefore, their national vocational structures could be described as technicist.

Thus, competence viewed through a holistic lens, and not a behaviourist lens, is consistent with Lucas’ (2004) thinking. The specific potential of a holistic competence model for initial teacher education for the TAFE or FE teacher is not appreciated by Lucas, who shares Wheelahan’s (2007) view that holistic competence is tied to performance criteria and is able to move beyond what is stated in a competency. Alternatively, supporters of holistic competence identify the potential for creating an approach that takes Schön’s notion of the reflective practitioner and combines it with a notion of holistic competence, providing for what Beckett (2008, p.23) refers to as ‘understandings of how to go on’. This combination affords the development of a ‘practical practitioner’, who can combine ‘know how’ and ‘know why’, to produce an Aristotelian notion of ‘phronesis’. In such a model, Beckett (2008, p.23) argues, ‘inferential understanding’ will present:

[A] reflexivity between, on the one hand, a worker ‘knowing how’ to do something … that is, what they are drawing upon at work … and, on the other hand, the ‘knowing why’ they find themselves drawn to act. Both the ‘know how’ and the ‘know why’ are up for constant renegotiation as, anticipatively, actions unfold—amidst ‘hot action’ in the workplace.

The new practitioner model

For Lucas (2004a; 2007b; 2010) ‘the new practitioner model’, as he terms it, demonstrates greater application to new FE training than does the LLUK standards led system currently operating in the United Kingdom, and presumably for initial TAFE teacher education. Lucas’ new model for FE teacher preparation is based on Guile and Lucas’ (1999) notion of the ‘learning professional’. For Lucas (2007b, p.97), a ‘learning professional’ model is ideal for FE teachers, as it is founded on work-based learning, and ‘offers a distinctive way of embracing some of the changes in the knowledge base of further education teachers’. Guile and Griffiths (2001) examine how students learn through work experience. Their understanding of learning in the workplace involves ‘the negotiation of learning as part of actual workplace experience’. Research conducted by the OECD (2012, p.70) that investigates preparing teachers and school leaders makes a similar claim:

Many countries have moved their initial teacher-education programs towards a model based less on academic preparation and more on preparing professionals in school settings, with an
appropriate balance between theory and practice and collaboration among teachers as a key aspect.

Lucas’ new model for initial FE teacher preparation adopts a ‘connectivist’ approach and rejects the behaviourist standards-led approach. This study acknowledges Lucas’ reasons for rejecting a behaviourist standards-led approach, but does not refuse a standards-led approach that adopts a holistic underpinning to CBT. An alternative possibility may be the TAFE Development Centre (TDC)28 standards-led model for the professional development of Victorian TAFE teachers proposed by Mulcahy and Jasman (2003), which offers a framework that extends beyond a standard, behaviourist approach, and is underscored by a holistic approach to competence development. Billett’s (1998; 2001; 2004; 2007; 2011; 2013) empirical research and conceptual writing on situated learning in authentic workplaces supports the value of Lucas’ model. Billett’s concept of ‘guided workplace learning’ is useful, for it combines traditionally disparate values of learning and training, and of formal and informal learning. Billett (1998, p.103) argues that learning is an everyday occurrence and ‘that workers learn through everyday activities in the workplace’.

Billett’s guided curriculum model is an example of using the workplace, the traditional place for informal learning, to conduct formal learning. His model illustrates how an inexperienced employee may move from ‘peripheral participation’ involving simple tasks, to ‘full participation’ involving complex tasks. Coaching, mentoring and the work itself are the chosen means of delivering Billett’s model for guided learning in the workplace. The goal of the model is a fully-participating employee and it is based on the engagement of experienced workers in the learning, as either ‘mentor’ or ‘coach’, and is indicative of the past master-servant model or today’s apprenticeship model. Unanticipated learning that occurs using this model contrasts with the ready-made character of the criteria that characterises CBT and the limitations of a standards-led approach.

Building on this empirical research and conceptual thinking, Billett (2004) proposes ‘workplace participatory practices’ as a conceptual framework for workplace learning. This framework balances an acceptance of employer and employee reciprocity and duality that is social in nature and results from workplace practices. Billett (2004, p.109) argues that such ‘reciprocity is found in the interdependence between the key elements of participatory practices, the affordance of

28 TDC was renamed in 2012 to the VET Development Centre (VDC). The renaming is important for this study because it marks the inclusion of all VET providers and not just TAFEs. For further information refer the VDC website. Website accessed 150913: <http://www.vetcentre.vic.edu.au>
workplaces and individual agencies’. He suggests that ‘participatory practices’ is not a new concept for understanding learning. He acknowledges that this concept is at the core of theories proposed by established learning theorists, such as Engestrom and Middleton (1996), Lave and Wenger (1991) and Vygotsky (1978). Billett (2004, p.111) contends workplaces, ‘like homes, community settings and education institutions are generative of social practices in which learning occurs through participation in those practices’.

However, what is new is the application of this concept to the workplace and how it can support a model for guided learning. For Billett (2004), the workplace can be a legitimate learning site, where the meaning of informal and formal learning blurs for the reciprocal benefit of the employer and employee. The strength of participatory practices is paradoxically its weakness, as Billett’s model is dependent on ‘levels’ of individual or employee support and the ‘levels’ of support supplied by the employer. It is the interdependency of employer and employee commitment to ‘continuity practices’ that has the potential to undermine the likely success of this kind of workplace-learning model. As Billett (2004, p.122) explains:

> There will always be a conflict in workplaces as power and personal politics are played out, and there will always be tensions between the goals of the enterprise and the individual ... Such areas of tension are likely to remain as key elements in the negotiated and contested participatory practices of the workplace and what constitutes its curriculum.

Billett’s (2004) guided curriculum model, underpinned by the conceptual framework of ‘workplace participatory practices’, is dependent on a defined and continuing alignment between the goals and interests of the individual and the enterprise. Maxwell (2010) expands Billett’s conceptual framework of ‘participatory practices’, in relation to FE in the UK. For Maxwell, the initial teacher education course itself offers a third or supplementary ‘base’ to Billett’s workplace participatory, dual model that includes the affordances of the individual and the workplace. According to Maxwell (2010), FE teachers learn best to be FE teachers when various workplace aspects are taken into account. Maxwell’s conceptual and empirical work offers an understanding of the ‘interrelational and interdependent role’ of the initial teacher course, the trainee and the workplace. I take such an expansion as productive for both understanding and thinking through TAFE teacher preparation models in the Victorian TAFE sector and deem the inclusion of the initial teacher-training course as consistent with the thinking of both Billett and Lucas.
INITIAL TAFE TEACHING AND ITS KNOWLEDGES

This overwhelming focus on ‘skill’ contrasts with recent debates about the importance of theoretical, abstract knowledge in vocational education amongst researchers, such as Young (2008) in the UK and Wheelahan (2008; 2010) in Australia. These authors draw on the work of Bernstein, Durkheim and Vygotsky to distinguish between theoretical, context-independent and every day context-dependent knowledge (Bathmaker 2013, p.91).

This section focuses on the kinds of knowledge that could support a new practitioner model. I am especially taken by Lucas’ (2004a; 2007b; 2010) notional model of the ‘learning professional’ and the development of a ‘pedagogy of the workplace’. Such a pedagogy is underpinned by the conceptual frameworks articulated by Maxwell (2010) and Billett (2001; 2004; 2011; 2013), but not to the exclusion of other useful literature. My interest in their conceptual and empirical work stems from the understanding that TAFE teachers, like FE teachers, often teach before obtaining formal teaching qualifications. Gribble (2012, p.75) notes industry experts under the guise of ‘teach and try’ often start teaching before commencing any teaching qualification and make a decision on continuing teaching based on their experience and employment opportunities. Guthrie et al. (2010) highlight that sessional teaching means uncertain employment and the situation where sessional teachers are employed at more than one TAFE, or in other kinds of employment, resulting in a reluctance of these new teachers to invest time and money in initial teacher education. Thus it is unsurprising that TAFE and FE teachers often gain their teaching qualifications from their employing organisation (Clayton 2010; Guthrie 2010; Lucas et al. 2010; Orr & Simmons 2010; Wheelahan 2011). This links, in the case of Victorian TAFEs, the mandated Cert IV teaching qualification to terms of employment, rather than a perceived need for professional development to become a TAFE teacher. Accordingly, I turn to the research conducted in the UK by Orr and Simmons (2010, p.75) on FE initial teacher education, where it was found that ‘90% of FE teachers undertake their ITT on a part time, in-service basis, whilst undertaking paid teaching’. The correlating figures are not available for the Victorian context, but my professional experience indicates that the situation would be similar in a TAFE, in the Victorian context.

I consider what knowledges for TAFE teaching might be required for the kind of learning that takes place in the workplace, for teaching in the same workplace. Citing Mitchell et al.’s (2006) research, this review has already made reference to the kinds of knowledge that TAFE teachers might need through reference to functional lists of current knowledge and skills. The following section focusses on the literature that supports the contention that a new model for initial TAFE
teaching in Victoria might, with profit, be based on Lucas’ (2004a) notion of preparing TAFE teachers to be members of a ‘learning profession’. Consistent with this thinking is Lucas’ (2004a, p.4) ‘new practitioner model’, which emphasises ‘seeing work-based learning as more than ‘learning by doing’, or immersing individual teachers in practice’. This model accentuates ‘an intentional structuring of participatory activity which can be seen as a ‘pedagogy of the workplace’ (p.4).

Vocational Knowledge

In seeking to understand the concept of vocational knowledge for TAFE teacher preparation, I draw on the work of Lucas (2004a) and Lucas et al. (2012). According to Lucas et al. (2012), to be effective, FE initial teacher preparation programs must link theory and practice to the workplace. This however, is a challenge:

[T]here is no agreed meaning of the term ‘theory’ in relation to teacher training, the knowledge required of teachers (Eruat, 2004) or what knowledge is required at different times in their professional development (Lucas 2012, p.690).

For Lucas et al. ‘learning theory’ occupies an uneasy place in FE teacher preparation programs. Uneasy because ‘there is no consensus about what is meant by the term’ or how it should be applied to initial teacher training for FE teachers (2012, p.691). Bathmaker’s (2013, p.97) research that investigates the role and connection between UK industry led vocational qualifications and preparation for work and further study draws the same conclusion and states: ‘there is little consensus about what was meant by vocational education or what vocational education qualifications involved’. Like Lucas, Bathmaker (p.101) argues that theoretical knowledge is ‘an important part of work-related vocational education and associated qualifications’. With this said, Lucas et al.’s research finds that theory that is not linked to the practical needs of a teacher is generally disregarded: ‘Where a theory was seen to be useful it became practical and was no longer regarded by the trainee teacher as theoretical’. For Lucas et al. (2012, p.692) this notion of useful teacher knowledge or knowledge that can be adapted for FE teaching practice draws on, but does not replicate, Shulman’s (1987) typology of teacher knowledge and his notion of ‘pedagogical content knowledge’ (PCK).

Shulman’s (1987) seminal work on the typology of teacher knowledge articulates the knowledge/s teachers need to move from being a new teacher to becoming an expert teacher; these categories of required teacher knowledge provide a guide for both initial teacher preparation and
continued professional development to the level of expert. According to Shulman (p.8) PCK is the distinguishing feature of an expert teacher for:

It represents the blending of content and pedagogy into an understanding of how particular topics, problems, or issues are organized, represented, and adapted to the diverse interests and abilities of learners, and presented for instruction. Pedagogical content knowledge is the category most likely to distinguish the understanding of the content specialist from that of the pedagogue.

Robertson (2008, p.8) has described Shulman as the most influential theorist in understanding teachers’ knowledge. Others have expressed some issues around Shulman’s categorisation and have suggested, the need for further divisions or subdivisions of his categories of teacher knowledge – subdivisions that include a separation of informal and formal work-based knowledge and private and public knowledge (Lucas 2004 and Eraut 1994 cited in Lucas 2004). Shulman (1987, p.8) claims that ‘(k)nowledge of educational ends, purposes, and values, and their philosophical and historical grounds’ is the pinnacle or highest level of teacher knowledge, pedagogical content knowledge. In terms of Bathmaker and Avis’ (2013, p.745) perception of teacher professionalism, this could mean finding ‘ways to enable practitioners to engage critically and reflexively with issues that are important to their practice’ and challenging ‘public service professionalism imposed from above’. At the heart of this study is the determination to draw out implications for the growth and transformation of the novice teacher by determining what kind of initial teacher education approach to adopt for the training of this teacher to full potentiality. Growth, that aims to achieve the transformation of the TAFE teacher from new to expert teacher, who, for the purposes of this study, is one who demonstrates pedagogical content knowledge (PCK) through ‘know how and know why’ as epitomized in Shulman’s portrait of the expert teacher ‘Nancy’. For Shulman (p.1), Nancy is an expert teacher because her teaching is founded on ‘comprehension and reasoning, transformation and reflection’. Lucas (2004) argues this kind of transformation can only be achieved if the nature of the transformation is adaptive, meets the learner’s needs and is within a trainee’s workplace; that is it can be ‘useful teacher knowledge’. It is the trainee teacher’s workplace that operates as the ‘community of practice’, and, is the site of transformative learning. Shulman (2005, p.52) acknowledge the importance of contexts and communities in transformative learning; they note in their reflection on distinguishing features of professions that ‘if you wish to understand why professions develop as they do, study their nurseries, in this case, the forms of professional preparation’.

My interest in investigating a model for Victorian TAFE teacher preparation draws on the various concepts put forward in the literature under review above as well as on the empirical data
gathered from analysis of key documents and interviews with TAFE participants regarding (i) their current teaching work, the knowledge and skills they require to do this work and how this shapes their professional identity, and (ii) their current training in preparation for this work.
CHAPTER 3: METHODOLOGY

INTRODUCTION

This chapter seeks to explain why and how this study employs a qualitative case study towards investigating initial TAFE teacher education in the Victorian VET context. Attention is given to the rationale for the qualitative approach, case study methodology and methods; the study’s case study design; limitations of the chosen methodological approach; methods for collecting the case data and undertaking analysis; ethical issues arising from this research and the means of addressing these, and, the role of the researcher in the research.

RESEARCH DESIGN

Theoretical approach

Set within constructivism as a form of knowledge production, the purpose of the study is to achieve an understanding of how initial TAFE teacher education works and how it might work. Accordingly, a qualitative methodology was chosen to conduct the study. In qualitative inquiry, one uses ‘personal judgement as the main basis for assertions about how something works’ (Stake 2010, p.62). The research’s aim supports the collection and analysis of non-numeric data for meaning making, rather than numeric data, as is usually gathered within quantitative research (Schwandt 2007). In designing the study, I have taken ‘practicality and suitability’ into account and made research decisions around the best design and carriage of the research, so that I might learn something about TAFE teacher preparation, while being mindful of the practicalities of its conduct (Stake 2010; Yin, 2011). Albeit that these choices were made, and subsequent allied actions adopted, clearly research traditions and methodologies, and tools for data collection and analysis, often overlap. This point has been made by numerous methodologists, notably Yin (2003; 2011), Stake (1995; 2010), Lather (2006) and Schwandt (2007).

I chose ‘interpretivism’ or the ‘interpretivist tradition’ as a broad theoretical approach to guide the qualitative research as it is purposefully aligned with a study that seeks to understand how TAFE teachers might be best prepared to teach.
Interpretivists contend that only through the subjective interpretation of and intervention in reality can that reality be fully understood. The study of phenomena in its natural environment is key to the interpretivist philosophy, together with the acknowledgment that scientists cannot avoid affecting those phenomena they study (Davison 1998, pp.3-2)

I hold the view that TAFE teacher preparation is best explored and explained by interpreting qualitative data gathered from human subjects, with this preparation being the primary focus. However, and as Kamberelis and Dimitriadis (2005, p.18) stress, adopting a specific research orientation, does not mean rejecting other research thinking or tools usually associated with alternative theories, methodologies and methods:

Approaches to research involve specific and partially unique sets of guiding assumptions, strategies and techniques that are used as analytic resources, as well as the ongoing activity of trying things out in the field and at the desk. Within a given approach, we use and adapt various techniques and strategies; we borrow and combine these techniques and strategies; we work with them; and we rework them.

Merriam (2009, p.4), explains the interpretivist approach to research in the context of education thus:

Education is considered to be a process and school is a lived experience. Understanding the meaning of the process or experience constitutes the knowledge to be gained from an inductive, hypothesis - or theory-generating (rather than a deductive or testing) mode of inquiry. Multiple realities are constructed socially by individuals.

Within the social sciences, and when conducting qualitative research, constructivism and interpretivism can be considered as largely interchangeable.

Of all the roles, the role of interpreter, and gatherer of interpretations, is central. Most contemporary qualitative researchers nourish the belief that knowledge is constructed rather than discovered. The world we know is a particularly human construction (Stake 1995, p.199).

Indeed, Schwandt (2007, p.160) notes that ‘interpretivism ‘is occasionally used as a synonym for qualitative inquiry’. Lather (2006, p.38) describes constructivism as being produced rather than discovered, while Denzin and Lincoln (2011, p.98, Table 6.1) describe constructivism as ‘local and specific constructed and co-constructed realities’. According to Schwandt (2007, p.37), as an epistemological approach, constructivism is a particularly elusive term with different meanings, depending on the discourse in which it is used. Schwandt (2007, p.39) separates constructivism into two strands, social constructivism:
Social constructionism has some affinity to theories of symbolic interactionism and ethnomethodology that emphasize the actor’s definition of the situation; that seek to understand how social actors recognize, produce, and reproduce social actions and how they come to share an intersubjective understanding of specific life circumstance.

and ‘radical constructivism’, which focuses more on the individual and acts of cognition:

[H]uman knowledge cannot consist in accurate representation or faithful copying of an external reality, that is, of a reality that is nonphenomenal (existing apart from the knower’s experiences). Knowledge is redefined procedurally - as an unending series of processes of inner construction. The reliability of the constructions is determined instrumentally in terms of their evolutionary viability (Schwandt 2007, p.38).

Stake (2010, p.71) claims that it is the research question that is paramount, and not the preferred methodology, arguing that ‘what you are studying should be more important than how you are studying it’. Lather and St Pierre (2006, p.37, Table 1), in the table below, provide a summary of methodological approaches available for the conduct of social science research. This table represents a series of choices that can be aligned to a viewpoint, and how knowledge is gained and shared. I considered these paradigms when I asked myself about the key purposes for the proposed research. Understanding a phenomenon (here TAFE teacher preparation) was identified as the guiding purpose of my research. Using this ‘guiding purpose’, other methodological choices followed.

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(Lather 2006, p.37)
In keeping with qualitative methodology, the research focused on the collection and analysis of qualitative data towards elucidating the personal, lived experience of TAFE teachers when being prepared to teach (Schwandt 2007).

**USE OF CASE STUDY**

Qualitative case study methodology was chosen because I consider ‘context’ and ‘case uniqueness’ as paramount to the purpose of the inquiry, that is understanding the ‘particularities’ of initial TAFE teacher education. Stake (1995, p.30) highlights this point:

> Qualitative researchers treat the uniqueness of individual cases and contexts as important to understanding. Particularization is an important aim, coming to know the particularity of the case.

I decided on qualitative case study as a strategy, as it provides a means of gaining insight into the real, lived and felt experiences and practices of teachers working in the Victorian TAFE system (Yin 2011). As Stake (1995, p.xi) asserts, case study designs are acknowledged to ‘catch the complexity of a single case’, for this study, the single case being ‘contemporary initial TAFE teacher education in the Victorian context’. Within the empirical context of the study, a case study approach affords the opportunity to understand the issues that relate to TAFE teachers’ work, and to explore the criteria or benchmark that these teachers bring to bear when considering a ‘good practice’ model for teacher preparation in initial TAFE teacher education. In Stake’s (2007, p.26) terms, case study offers the best opportunity to investigate ‘the thing’, the aims of the research. Altogether, I considered I needed to learn from those who have everyday experience of being a contemporary TAFE teacher and to understand the import of the initial TAFE teacher experience.

I made decisions around the conduct of the research in the context of understanding the experience of those at the centre of decision making. That is, from the perspective/s of those engaged in the phenomenon under study. With this decision made on how to gain the richest information about initial TAFE teaching, other methodological decisions were required. Thus I considered the following items in terms of ‘practicality and suitability’ as recommended by Stake (2010) and Yin (2003):

- the type of data required that could tell the story of what it is to be a TAFE teacher and how someone can be best prepared for that work

- the strengths I bring as a researcher for engaging with the data
the time required to conduct the research

• the access to participants

• the bounded nature of this study ie. it is confined to a Victorian context

• the ethical issues around participant and organisational consent.

The type of case study - 'no “choice” at all' (Stake 1995, p.3)

According to Stake (1995) there are three types of case studies: instrumental, intrinsic and collective. In the study undertaken here, the research interest is the single case of initial TAFE teacher preparation, a case which is of particular interest to the researcher or an intrinsic case. This focus does not extend to what initial TAFE teacher training might lead to in regard to other issues, or in regard to helping refine a theory of initial teacher education, as is the case with ‘instrumental case study’. This said, my concern was to establish how existing approaches to TAFE teacher preparation might be improved, with respect to designs for this preparation and how these designs might play out in practice and as such can be said to share elements of instrumental case study. Accordingly, there are elements of instrumental case study involved. A collective case study did not suit my purposes, as such an approach could not yield the kind of information I was ‘shooting for’ about ‘the thing’ (Stake 2010, p.25). Collective case study, also known as multiple case studies, cross-case studies, comparative-case studies and contrasting cases, is the study of more than one case with a common purpose, was not aligned to my research intent; that is to understand initial TAFE teacher preparation from the perspective of those engaged in the phenomenon on a day-to-day basis by gathering data from different sites of collection i.e. four large metropolitan TAFEs. Accordingly, the research focuses on ‘particularity’ and ‘boundedness’ (Stake 2010; Yin 2003). The study of initial TAFE teacher preparation can be described as an ‘intrinsic single case study’ (Yin 2003, p.40). With this said I understand that distinctions are arguable between a single case study with multiple sites of data collection, such as mine, and collective case study (Merriam 1998; Yin 2003). As Yin (2003, p. 46) has it multiple-case studies and single case study share features:

This book [Yin 2003], however, considers single- and multiple-case designs to be variants within the same methodological framework – and no broad distinction is made between the so-called classic (i.e., single case study and multiple-case studies).

The study can be understood as typical of what Yin (2011) refers to as an ‘exploratory case study’ as it seeks answers largely to ‘how’ research questions, by exploring existing, and possible
alternatives to existing, initial teacher education approaches, using research evidence drawn from
the literature and empirical evidence drawn from those whose real life experience concerns initial
TAFE teacher education. According to Stake (2010), it is often the case that an intrinsic case
study is exploratory in nature. My research interest is in the case of initial TAFE teacher
preparation and perspectives on this preparation and not in making generalisations or proving or
defending any particular theory for initial TAFE teacher education.

Other alternative methods, such as those suggested by Yin (2003, p.1) ‘experiments, surveys,
histories and analysis of archival information’, were not fit to this study’s purpose and unable to
yield the kind of data and insight required for achieving understanding of the ‘unique’ case of
initial TAFE teacher preparation. For example, ethnographic methods, which Schwandt (2007,
p.93) defines as:

The collection of methods for generating and analysing qualitative data that are grounded in a
commitment to firsthand experience and examination of some particular social or cultural
phenomena.

Although ethnography or ‘observation based research’ (Denzin & Lincoln 2011, p.470) could be a
generative methodological approach with respect to understanding the culture of practice of initial
TAFE teacher preparation, I heeded the warnings of Bell (2005, p.7) and chose not to use this
methodology.

Participant observation enables researchers, as far as possible, to share the same experiences
as subjects, to understand better the way they act and the way they do and ‘to see things as
those involved see things’ (Denscombe 1998: 69). However, it is time consuming ... Time is not
the only problem with this approach. As in case studies, critics point to the problem of
representativeness. If the researcher is studying one group in depth over a period of time, who is
to say that group is typical of other groups that may have the same title.

I wanted to learn more about initial TAFE teaching by listening to those with first-hand
experience, rather than by watching TAFE teachers teach or observing them engaged in other
professional practices. Participant views on TAFE teacher preparation and possible
improvements to this preparation, rather than observations of the practice of this preparation,
were of central importance to the study. To this end, those taking part in the study were TAFE
teachers who had recently completed the Cert IV; TAFE educators with a history of teaching the
Cert IV and TAFE managers whose role included involvement in strategic decision-making for the
delivery of Cert IV.
Grounded theory, as defined by Strauss (1987, p.5), was also considered as a possible methodological choice.

The methodological thrust of the grounded theory approach to qualitative data analysis is toward the development of theory, without any particular commitment to specific kinds of data, lines of research, or theoretical interests. So, it is not really a specific method or technique. Rather it is a style of doing qualitative analysis that includes a number of distinct features, such as theoretical sampling, and certain methodological guidelines, such as the making of constant comparisons and the use of a coding paradigm, to ensure conceptual development and density.

Inasmuch as the study reported here is not oriented toward the development of theory, this approach was not chosen, however, I drew on grounded theory methods to analyse the interview data which is discussed in the relevant section of this chapter. The study's aim did not include working with an existing learning theory or testing the same for its usefulness for initial TAFE teaching. Instead I rely on the data gathered to provide an understanding of how TAFE teachers are best prepared for their work. The aim of the study is not to develop a theory for initial TAFE teacher education, but to explore current arrangements for this education and whether and how they may need to change. In achieving this aim, there was no intent to develop a theory on initial TAFE teacher education that might apply to other contexts (eg. approaches to initial TAFE teacher preparation in states other than Victoria) or other types of teacher education.

Grounded theorists start with empirical specifics to move toward general statements about their emergent categories and the relationships between them (Denzin & Lincoln 2011, p.361).

Altogether, the exploratory single intrinsic case study is well-suited to achieving understanding of initial TAFE teacher education based on the rich information it can yield. As Stake (1995, p.8) emphasizes, with 'particularization':

We take a particular case and come to know it well, not primarily as to how it is different from others but what it is, what it does …the first emphasis is on understanding the case itself.

Use of interviews and document analysis

As detailed above, case study is the chosen strategy to investigate what I determine is the single intrinsic case of 'TAFE teacher preparation'. Interview and document analysis are the methods chosen to explore the case and gather data. The methods chosen for conducting this case study include interviews with TAFE participants directly involved in teacher preparation and the analysis of documentary material concerning current curriculum frameworks. In this section, I discuss the choice of interview and the use of document analysis as tools for data collection. With document
analysis, I place particular emphasis on the curriculum that underscores TAFE teacher preparation, the Cert IV TAE. The curriculum documents that influence Further Education (FE) teaching in the UK were also analysed, towards providing comparisons with TAFE teacher preparation arrangements in Australia and the possible benefits of following UK policies for FE teacher preparation.

**Interview**

According to Yin (2011), there are a range of data collection methods for qualitative case study research including interviewing and conversing, observing, collecting and examining and feeling. I use interviews to personalise the data collection process; interviews afford interviewees the opportunity to share the history of their preparation for teaching. As Wood and Ross-Kerr (2006, pp.178-179) comment:

> When your objective is to find out what people believe or think, the easiest and most effective method is to ask questions directly of the person. The purpose of asking questions is to find out what is going on in the minds of subjects: their perceptions, attitudes, beliefs, feelings, motives, plans, past events and recall. In research, questionnaire and interviews are the methods designed to collect primary self-reported data.

I follow Stake (2010, p.95) on the use and purpose of interviews; here, ‘obtaining unique information or interpretation held by the person interviewed’ (Ibid.).

Survey methods are suggested by Yin (2003, p.12) for qualitative research and considered to be helpful in addressing ‘what’ type questions; this study however, seeks understanding of a specific ‘phenomenon and context’ and thus addresses ‘how’ type questions. In keeping with this decision and methodological choice, questions were developed which aimed at understanding the experiences of the professional TAFE teacher, how TAFE teachers are prepared by teacher training for teaching work and how this preparation may need to be changed.

To gain insight into the experience of initial TAFE teacher preparation, neophyte TAFE teachers, expert TAFE teachers and senior TAFE managers were asked a series of questions that related to their past, current and perceived future TAFE work. A set of interview protocols designed for these participant groups is provided in this study’s appendix and is referred to as the Information Sheet (refer Appendix 1). Participants were asked to draw on their own experiences to respond to questions pertaining to the role of a contemporary TAFE teacher, the training preparation that is currently undertaken by TAFE teachers, improvements that might be made to the current model of initial teacher preparation, the Cert IV TAE, and any future educational needs.
I interviewed three participant groups in a bid to capture different perspectives and to minimise the possible dominance of the perspective of the group of TAFE employees. Drawing data from different participant groups affords triangulation and is a means of ensuring what Stake (1995, p.107) describes as a process aimed at ‘getting it right’. Schwandt (2007, p.298) explains triangulation as:

The fieldworker makes inferences from data, claiming that a particular set of data supports a particular definition, theme, assertion, hypothesis or claim. Triangulation is a means of checking the integrity of the inferences one draws. It can involve the use of multiple data sources, multiple investigators, multiple theoretical perspectives and/or multiple methods.

**Document analysis**

Document analysis was chosen as another method to gather information towards understanding the case of TAFE teacher preparation, to check the integrity of the interview data and to gain a perspective from a different source using different tools. Bell (2005, p.123) notes:

In some projects documentary analysis will be used to supplement information obtained by other methods, as for the instance when reliability of evidence gathered from interview or questionnaire is checked.

Using this method, documents analysed become significant to understandings of the case. I used Schwandt’s (2006, p.75) definition to set the parameters of the document analysis undertaken in the study:

[Document analysis] refers broadly to various procedures involved in analysing and interpreting data generated from the examination of documents and records relevant to a particular study. These sources of data can include public records (e.g. political and judicial reports, government documents, media accounts, television scripts, yearbooks, and minutes of meetings), private documents (e.g. medical histories, letters, diaries, school records, personal journals and memoirs), interview transcripts and transcripts prepared from video records, and photographs.

**NATURE OF THE SAMPLE**

The criteria for selecting participants for the case study were based on my experience of the Victorian TAFE sector and of teacher education provided by TAFE institutes. Those who are in the best position to comment on their experiences of TAFE initial teacher education are practising
teachers who are undertaking or have undertaken a preparatory course and those who now manage TAFE teachers and TAFE teaching, and who were once TAFE teachers.

The situation is analogous to one in which a number of expert consultants are called on a difficult case. These consultants - also a purposive sample - are not called in to get an average opinion on the entire medical profession. They are called in precisely because of their special experience and competence (Chein 1981, p.440 in Merriam 2009, p.77).

I translate ‘the situation’ referred to in Merriam (2009) as the case of TAFE teacher preparation. I interviewed those with a special interest in TAFE teacher preparation and participants were deliberately selected because they were what Patton (2002) refers to as ‘information rich’.

Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the inquiry, thus the term purposeful sampling (Patton 2002 p.230 in Merriam 2009, p.77).

Given that, the key categories in this study concern the roles and identity of TAFE teachers and ‘good practice’ preparation for these roles, and towards eliciting information on these, neophyte and expert TAFE teachers and senior TAFE managers were sampled. With this type of sampling, the data gathered from the sub-groups allows for naturalistic generalisations to be made about TAFE teacher training.

In the logic of sampling based on a theoretical or purposive strategy, units are chosen not for their representativeness, but for their relevance to the research question, analytical framework and explanation or account developed in the research (Schwandt 2007, p.269, original emphasis).

As stated above, including participant sub-groups allows for triangulation of the data sets and for comparisons to be drawn across them.

Three large metropolitan TAFE institutes were used to recruit interviewees for the study. The institutes were selected for their reputation for delivering a comprehensive, quality Cert IV TAE program, using their own staff to deliver the qualification to their beginning teaching staff. These recruitment sites ensured a large sample from which to select expert and neophyte TAFE teachers and are well known to me. This familiarity provided the opportunity to easily source potential interviewees. Merriam (2009) refers to this kind of purposeful sampling as a form of recruitment known as ‘snowball’, ‘chain’ or ‘network’ sampling. As with many research methods used to gather data and interpret and analyse data, there is often overlap between approaches and terms. In this instance, the sampling techniques used are ‘purposive sampling’ (Chein 1991), or ‘purposeful sampling’ (Patton 2002; 2005); I also employed techniques associated with
‘snowball’ and ‘stratified sampling’. Regarding ‘stratified sampling’, participants were selected from various tiers within three TAFEs. Miles and Huberman (1994, p.28 in Punch 2006, p.51 Table 5.1) refer to this sampling as ‘stratified purposeful’ and state that its use ‘illustrates subgroups’ and ‘facilitates comparisons’. Denzin and Lincoln (2011, p.307) refer to this sampling as ‘stratified sampling’ and state that its purpose is ‘to generalize [sic] for specifically selected sub-groups within the population’. Both terms are useful in the context of the purposive sampling I employed to recruit participants.

**Participants**

The selection of participants from groups I name neophyte, expert and senior manager represents the major stakeholders in initial TAFE teacher education. It offers a wide range of perspectives, based on experiences of initial TAFE teacher education, and can be argued to provide the richest information. The number of neophytes interviewed increased from the original number of three per TAFE institute as, upon completion of interviews, it was found that sessional and short-term contract teachers were under-represented. An initial request for additional interviews with sessional neophyte TAFE teachers was not successful. After repeated requests, one institute was unable to provide a sessional or short-term contract TAFE teacher who was willing to be interviewed; another institute provided two sessional TAFE teachers and the researcher’s place of employment provided three sessional, as well as one short-term contract neophyte willing to be interviewed.

All participant sub-groups were asked to comment on the Cert IV TAE as useful preparation for beginning TAFE teachers. The neophyte sub-group was of particular interest, representing the ‘lived experience’ of a beginning TAFE teacher prepared for that role through completing the Cert IV TAE. The views of members of other sub-groups were sought to provide further perspectives on the current model of initial TAFE teacher education and the subsequent usefulness of the Cert IV as they represent those who teach the qualification, those who rely on the qualifications to prepare TAFE teachers, and those who plan the strategic directions for the TAFE institutes. This accords with Flick’s (2004, p.179) claim that multiple perspectives provide a ‘strategy leading to a deeper understanding of the issue under investigation, and thereby a step on the road to greater knowledge’.
The following table provides a summary of the participants (24 altogether) recruited for the study.

<table>
<thead>
<tr>
<th>Participant</th>
<th>Pseudonym</th>
<th>Sub group</th>
<th>Employment status</th>
<th>TAFE</th>
<th>Gender</th>
<th>Age</th>
<th>No of years teaching in any sector</th>
<th>No of years teaching at TAFE</th>
<th>No years teaching Cert IV</th>
<th>Interview date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Jahmyyllah</td>
<td>N1</td>
<td>O</td>
<td>2</td>
<td>F</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>NA</td>
<td>13/05/09</td>
</tr>
<tr>
<td>2.</td>
<td>Martin</td>
<td>N2</td>
<td>O</td>
<td>2</td>
<td>M</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>NA</td>
<td>28/05/09</td>
</tr>
<tr>
<td>3.</td>
<td>Collin</td>
<td>N3</td>
<td>C</td>
<td>2</td>
<td>M</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>NA</td>
<td>17/11/11</td>
</tr>
<tr>
<td>4.</td>
<td>Christos</td>
<td>N4</td>
<td>O</td>
<td>1</td>
<td>M</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>NA</td>
<td>05/09/09</td>
</tr>
<tr>
<td>5.</td>
<td>Paul</td>
<td>N5</td>
<td>C</td>
<td>3</td>
<td>M</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>NA</td>
<td>15/09/09</td>
</tr>
<tr>
<td>6.</td>
<td>Reza</td>
<td>N6</td>
<td>C</td>
<td>2</td>
<td>F</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>NA</td>
<td>15/11/11</td>
</tr>
<tr>
<td>7.</td>
<td>Teo</td>
<td>N7</td>
<td>O</td>
<td>1</td>
<td>M</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>NA</td>
<td>10/06/11</td>
</tr>
<tr>
<td>8.</td>
<td>Sang</td>
<td>N8</td>
<td>C</td>
<td>3</td>
<td>F</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>NA</td>
<td>07/10/09</td>
</tr>
<tr>
<td>9.</td>
<td>Tony</td>
<td>N9</td>
<td>O</td>
<td>1</td>
<td>M</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>NA</td>
<td>19/05/09</td>
</tr>
<tr>
<td>10.</td>
<td>Kevin</td>
<td>N10</td>
<td>C</td>
<td>3</td>
<td>M</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>NA</td>
<td>07/12/09</td>
</tr>
<tr>
<td>11.</td>
<td>Jana</td>
<td>N11</td>
<td>C</td>
<td>2</td>
<td>F</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>NA</td>
<td>06/12/11</td>
</tr>
<tr>
<td>12.</td>
<td>Mathew</td>
<td>N12</td>
<td>O</td>
<td>1</td>
<td>M</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>NA</td>
<td>05/09/09</td>
</tr>
<tr>
<td>13.</td>
<td>Melinda</td>
<td>E1</td>
<td>O</td>
<td>2</td>
<td>F</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>12/05/09</td>
</tr>
<tr>
<td>14.</td>
<td>Justina</td>
<td>E2</td>
<td>O</td>
<td>2</td>
<td>F</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>6</td>
<td>12/05/09</td>
</tr>
<tr>
<td>15.</td>
<td>Jenna</td>
<td>E3</td>
<td>O</td>
<td>2</td>
<td>F</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>10</td>
<td>13/05/09</td>
</tr>
<tr>
<td>16.</td>
<td>Rachael</td>
<td>E4</td>
<td>O</td>
<td>1</td>
<td>F</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>8</td>
<td>19/05/09</td>
</tr>
<tr>
<td>17.</td>
<td>Hyunh</td>
<td>E5</td>
<td>O</td>
<td>1</td>
<td>F</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>6</td>
<td>19/05/09</td>
</tr>
<tr>
<td>18.</td>
<td>Joy</td>
<td>E6</td>
<td>O</td>
<td>1</td>
<td>F</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>6</td>
<td>16/09/09</td>
</tr>
<tr>
<td>19.</td>
<td>Mary</td>
<td>E7</td>
<td>O</td>
<td>3</td>
<td>F</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>10</td>
<td>16/09/09</td>
</tr>
<tr>
<td>20.</td>
<td>Gea</td>
<td>E8</td>
<td>O</td>
<td>3</td>
<td>F</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>07/10/09</td>
</tr>
<tr>
<td>21.</td>
<td>Richard</td>
<td>E9</td>
<td>O</td>
<td>3</td>
<td>M</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>19/05/09</td>
</tr>
<tr>
<td>22.</td>
<td>Jabala</td>
<td>SM1</td>
<td>O</td>
<td>2</td>
<td>F</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>NA</td>
<td>10/06/11</td>
</tr>
<tr>
<td>23.</td>
<td>Joe</td>
<td>SM2</td>
<td>O</td>
<td>1</td>
<td>M</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>NA</td>
<td>14/05/09</td>
</tr>
<tr>
<td>24.</td>
<td>Debbie</td>
<td>SM3</td>
<td>O</td>
<td>3</td>
<td>F</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>NA</td>
<td>12/05/09</td>
</tr>
</tbody>
</table>

Table 3.1: Participant summary*

*Please note:
Employment status: O denotes ongoing or contract and C denotes casual or sessional
Age: 1 denotes under 30, 2 denotes under 50 and 3 denotes over 50
Years teaching: 1 denotes under 5, 2 denotes between 5 and 10, 3 denotes over 10
Years teaching at a TAFE: 1 denotes less than 2, 2 denotes between 3 and 6 and 3 denotes more than 6
The role of the researcher

One of the recruitment sites selected for purposeful sampling is a TAFE Institute where I am employed as a senior manager. Some of the participants interviewed from my organisation are teachers and managers who reported to me in the past. However, no participant now reports to me. Also, some of the participants from the ‘expert’ group from the two other recruitment sites are known to me. We were members of the same professional teacher networks and communities of practice. The impact of me being what Yin (2011) refers to as an ‘insider researcher’ is discussed in subsequent sections of this chapter, i.e. ‘Possible study limitations’ and ‘Ethical issues’.

Recruitment sites

The selection of three large Victorian metropolitan TAFE institutes and the recruitment of interviewees were made to increase the breadth of data gathered on the knowledge and skills, and the role and identity, of the TAFE teacher, as well as the preparation required to be this teacher. Purposefully, this selection strategy not only aims to increase validity, that is, to address the ‘question of whether the researchers see what they think they see’ (Flick 2006, p.371), but also allows for different experiences of initial TAFE teacher education across different TAFEs around the one single case of initial TAFE teacher preparation. In Victoria, a TAFE provides teaching qualifications and opportunities for professional development; however, as access to teaching qualifications is not regulated or mandated, the experience of initial TAFE teacher preparation may vary from TAFE to TAFE.

The following provides a summary of the TAFEs selected as recruitment sites:

<table>
<thead>
<tr>
<th>TAFE Location</th>
<th>Domestic VET enrolments as at 2011</th>
<th>Employed VET TAFE teachers by head count 2011</th>
<th>VET Course provision by AQF level</th>
<th>Course provision by dominant discipline</th>
<th>Higher education provision by AQF</th>
<th>Discipline background of interviewees</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAFE 1. Western</td>
<td>33,335</td>
<td>Ongoing: 424</td>
<td>1 - 8</td>
<td>Broad VET course provision and includes higher education</td>
<td>6 - 10</td>
<td>Traditional trades Teacher Education Administrative Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Contract: 126</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sessional nos not listed in the annual report</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total: 550</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TAFE 2. Eastern</td>
<td>43,680</td>
<td>Ongoing: 302</td>
<td>1 - 8</td>
<td>Broad VET course provision includes higher education</td>
<td>6 - 7</td>
<td>Traditional trades Secondary teaching Teacher Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Contract: 191</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sessional: 319</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Total: 812

<table>
<thead>
<tr>
<th>TAFE 3 Northern</th>
<th>44,500</th>
<th>Ongoing: 418</th>
<th>1 - 8</th>
<th>Broad VET course provision and includes higher education</th>
<th>6 - 7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Contract: 82</td>
<td></td>
<td>6 - 7 Traditional trades</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Casual: 387</td>
<td></td>
<td>Teacher Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total: 887</td>
<td></td>
<td>Secondary teaching</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Administrative</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Management</td>
<td></td>
</tr>
</tbody>
</table>

Table 3.2: Recruitment sites – data gathered from 2011 annual reports

All three sites are approximately of a similar size and all three have an established teacher education program and, as stated above, a program with a reputation for quality. These three sites afforded access to a pool of TAFE teachers (24 altogether) from diverse disciplines.

Documents

The second case method chosen was collection and analysis of policy and curriculum documents that afford understandings of the discourses surrounding TAFE teacher preparation. This method was used to understand the thinking behind current initial TAFE teacher education, and probe how these documents potentially impact on the preparation of TAFE teachers. The documents chosen for analysis were those which define, support and have given shape to TAFE teacher preparation in Australia. These include the various iterations of the Cert IV and supporting policy documents as well as iterations of FE teaching standards and supporting documentation. The Australian documents were chosen for analysis because I sought to explore and find out more about my case and compare the content of these documents with the empirical evidence gathered through interview. The UK documents were chosen because there is a dearth of Australian documentary material on the distinctive role and identity of TAFE teachers and preparation of these teachers for their work. The documentary material on FE teaching in the UK, that is, the Standards Verification United Kingdom Framework; the Standards for Further Education National Training Organisation (FENTO) and their predecessor, the Standards for Lifelong Learning United Kingdom (LLUK), informs and supplements the research and debates in the Australian context on initial TAFE teacher preparation. As stated previously, I maintain that FE teaching is more like than unlike TAFE teaching in Australia. This view is supported by Wheelahan (2011). Wheelahan (2010, p.31) points out that she reviewed the literature on FE, the system in the UK, to assist her with her research into the quality of VET teaching in Australia:
As already stated, the trend internationally is towards greater professionalisation of VET teachers. This is certainly the case in the European Union (which mostly has a system quite different to ours) and in the UK (which has a system that is quite similar to ours).

Australia has traditionally followed and borrowed from the British education system:

'[I]n Australia further education systems and their legal and educational arrangements not surprisingly have tended to replicate their British counterparts' (Hermann et al. 1976, p.27, cited in Goozée, 2001, p.11).

I appreciate that other countries have an equivalent system to VET, but I consider the FE system in the UK the best source of comparative information.

All selected documents from both the Australian and the UK were analysed or ‘mined’ (Merriam 1998) for themes that relate to the key constructs of this study: initial teacher education, TAFE teacher roles and identities and teacher preparation. Such an analysis provides another ‘voice’ or data set as a comparison and a possible contrast to the themes that emerged from the data collected using semi-structured interviews.

More specifically, I analysed the curriculum documents that pertain to Cert IV TAE and the policy documents that regulate TAFE teacher preparation in Victoria i.e. the Standards for NVR Training Registered Organisations. The curriculum and policy documents are central to my analysis of initial teacher preparation for these documents define and mandate the minimum teaching qualification for TAFE teachers in the Victorian VET sector.

**DATA COLLECTION**

The first data collection method involved inviting neophyte and expert TAFE teachers, and one TAFE senior manager from each of three education institutions, to participate in a one-hour, semi-structured interview, which consisted of both open-ended and structured questions. All interviews were audio-taped and transcribed. Field notes were made with respect to two interviews wherein technical difficulties presented while recording. The interviewee was guided through ongoing conversation, which allowed the interview to be fluid and pursue a rapport-building line of inquiry (Rubin and Rubin 1995 in Yin 2003). It was a foreseeable risk that over-directing the interview might stop seemingly irrelevant responses maturing into relevant responses. Thus, the interviewer guided the interview and provided spaces for interviewees to think about their own experiences in TAFE and the direction initial teacher education could take.
Questions asked related to how interviewees consider Cert IV TAE acts to prepare TAFE teachers for the challenges of teaching in a TAFE institute. Participants were also asked to reflect on their experience of being prepared to teach in TAFE and make a final comment on what TAFE teacher preparation could look like.

**Interview questions**

The instruments used in this collection of interview data included the interviewer, the interviewee, semi-structured questions, an audio-tape and a typed transcript. The interviewer is the prime instrument in qualitative research and uses other instruments, such as interviewees to gather data (Creswell 1994). The interview questions were used as a guide for the interview and together with the Plain Language Statement (refer Appendix 2) formed the pre interview information for all participants. Each interview schedule was developed to seek information on the employment history of the participant; the work they do at the TAFE; their overall experience of initial TAFE teacher education, including Cert IV and recommendations for improvements to initial TAFE teacher education (refer Appendix 3, 4 and 5).

Interview participants had the opportunity to review the interview questions prior to their interview. Interviews were semi-structured and the interviewer allowed the participants to tell their stories in as much detail as they required and/or in a way that suited, which meant, at times, straying from the questions into other areas of interest. It is important to note that some participants brought along written responses to interview questions. Some chose to read all or part of their responses; all chose to add to their written response. I allowed digression from the questions and the use of written responses, because I consider this helps relax participants and build trust. All provided me with the best chance to understand what was particular to the case of TAFE teacher preparation, i.e. ‘what’s going on here’ (Schwandt 2007, p.33). Stake’s (1995, p.77) repeated message of the centrality of the case resonated with this study and focused attention to what data mattered and what data ‘was nice to know’ about how TAFE teachers can best be prepared for their work.

With intrinsic case studies, our primary task is to come to understand the case. It will help us to tease out relationships, to probe issues and to aggregate categorical data, but those ends are subordinate to understanding the case. The case is complex and the time we have for examining its complexity is short. To devote too much time to formal aggregation of categorical data is likely to distract attention to its various involvements, its various contexts. Usually, we will try to spend most our time in direct interpretation.
Documents

The curriculum documents under analysis were chosen for what they might reveal about ‘good’ practice initial teacher education as identified in the literature review. The Cert IV was analysed for a relational connection with what the interviewees said is the work of TAFE teaching, the role and professional identity of TAFE teachers and how Cert IV prepares TAFE teachers for their work. The FENTO and LLUK standards were used as a reference point only where I deemed a point of comparison necessary.

DATA ANALYSIS

Qualitative data were analysed using grounded theory techniques to identify the stated and implied views of TAFE teachers and managers regarding existing and potential approaches to initial teacher education in Victorian TAFE institutes. Transcripts of interviews were analysed using qualitative content methods. They were read a number of times to form general patterns of meaning, then divided into discrete meaning units and coded at increasing levels of abstraction to identify repeating ideas, topic categories and themes, according to the overall emphasis on TAFE teacher roles, professional identity, experiences of TAFE teacher preparation and suggestions for change. For an example of this process I refer the reader to Jenna’s interview transcript (refer Appendix 6). Here, my working method involved colour coding words that were repeated more than three times when used to describe TAFE teacher education. The term ‘professional’ (colour coded yellow) was repeated more than 20 times during the interview. Similarly ‘qualifications’ or iterations of this word such as ‘qualified’ were repeated more than 10 times and shaded red. Jenna demonstrated a link between TAFE teaching preparations and notions of ‘professional’ and ‘qualifications’. Mathew did not mention the work professional in the interview and, as such, no sections or words were shaded yellow. However, he did note the need for qualifications and to be qualified. As I reviewed the transcripts and identified the repeating ideas, topic categories and themes, they could be viewed at a glance for matched themes or at least words relating to a theme. The same method of matching colours to denote emergent themes was used in all transcripts. Altogether, while reading and re-reading the interview transcripts, I initially identified re-occurring meanings and subsequently clustered them as themes.

Yin (2003) suggests there are a number of techniques for analysing data, which include pattern-matching, explanation-building, time-series analysis, logic models and cross-case synthesis.
Computer-assisted routines with prepackaged software, such as numerical unstructured data indexing, searching, and theorising (NVivo) (e.g. Gahan & Hannibal, 1999) or Computer Assisted Qualitative Data Analysis Software (CAQDAS) (e.g. Fielding & Lee, 1998), are increasingly used. It is claimed that the software helps to code and categorise large amounts of narrative text, as might be collected from open-ended interviews or historic documents (Yin 2003, p.110). I chose for this study to not use computer software to interpret the data as the sample of interviews was small. I considered that by manually transcribing and analysing the data gathered from the twenty-four one-hour interviews, I would gain a deeper understanding of how those interviewed had participated in, prepared others for, or made strategic decisions around the delivery of, TAFE teacher preparation. Yin (2003; 2011) further suggests that to ensure the highest possible quality analysis, exhaustive attention is necessary, addressing all rival interpretations and the most significant issue of findings and use of prior expert knowledge to inform analysis. As Stake (1995, p.78, original emphasis) posits:

Keeping in mind that it is the case we are trying to understand, we analyse episodes or text materials with a sense of correspondence. We are trying to understand behaviour, issues and contexts with regard to our particular case.

To make sense of the data gathered though interview and document analysis, I used ‘pattern matching’ as developed by Miles and Huberman (1994). Yin (2003, p.111) provides a useful description of pattern matching in a ‘how to do list’:

- Putting information into different events
- Making a matrix of categories and placing the evidence within such categories
- Creating data analysis displays - flowcharts and other graphics - for examining the data
- Tabulating the frequency of different events
- Examining the complexity of such tabulations and their relationships by calculating second-order numbers, such as means and variances
- Putting information in chronological order and/or using some other temporal scheme.

Using this approach, I highlighted similar words or ideas presented by participants in the interview. I used discretion in matching ideas, as often they were not precisely categorisable. For example, Cert IV was seen by many participants as useful preparation for TAFE teaching. And, one participant noted, ‘Cert IV was a good start’; another said, ‘it was good though’; while another said, ‘the templates were good’. Thus, exactly why and how Cert IV was useful was open to interpretation. To analyse what was said about the usefulness of the Cert IV and to make a
comparison between the stated outcomes of the curriculum and what was said to be the learning from participants, I selected what participants said, grouped similarly themed ideas together and aligned these themes with units of competency (subjects) within the Cert IV. I employed coding as defined by Miles and Huberman (1994, p.56):

Codes are tags or labels for assigning units of meaning to the descriptive or inferential information compiled during a study. Codes are usually attached to chunks of varying size - words, phrases, sentences or whole paragraphs, connected or unconnected to a specific setting.

Using the Miles and Huberman approach to ‘pattern matching’ and ‘coding’, I developed a matrix to ‘capture’ the TAFE teacher preparation themes that emerged from: participant interviews, the document analysis and the literature review (refer tables 3, 4 and 5). Emergent themes were grouped into ideas for how TAFE teachers could best be prepared.

The following includes a summary of the emergent interview themes, grouping of these themes and alignment to ideas from the literature:

<table>
<thead>
<tr>
<th>Participant Comments on identified themes</th>
<th>Theme identified in participant interviews</th>
<th>Theme identified in the literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neophytes (8) Experts (7) Senior Manager (3)</td>
<td>The theme ‘Cert IV is useful; is stated or implied by many participants, i.e. 8 neophytes, 7 experts and all 3 senior managers</td>
<td>This theme can be found in the literature, but support includes qualifiers, such as that Cert IV is a good start. Supporters of this idea or theme include: Smith 2004; Clayton 2010; Wheelahan 2011; Skills Australia 2011</td>
</tr>
<tr>
<td>All</td>
<td>TAFE teaching requires a teaching qualification</td>
<td>This theme is overwhelmingly supported in the literature. Ideas around what AQF level and who and how that qualification should be provided is not so unanimous</td>
</tr>
<tr>
<td>Neophytes (4) Experts (4) Senior Manager (2)</td>
<td>TAFE teaching requires high level qualifications, i.e. above Cert IV</td>
<td>This theme is supported in the literature, but again the literature expresses different views on what this qualification should be, at what level it should be, how it should be provided and who should provide the Qualification</td>
</tr>
<tr>
<td>Neophytes (2) Experts (2) Senior Manager (1)</td>
<td>Cert IV is enough for TAFE teaching</td>
<td>This theme is not supported in the literature</td>
</tr>
<tr>
<td>All</td>
<td>Mentors are required to prepare TAFE teachers for their work</td>
<td>This theme is supported in the literature, but again the literature expresses different views on how this theme, that is mentoring, is best approached</td>
</tr>
<tr>
<td>Neophytes (4) Experts (0) Senior Manager (0)</td>
<td>It was stated by 4 neophytes that prior industry experience as a supervisor is enough to prepare a TAFE teacher for TAFE teaching</td>
<td>This theme is not supported in the literature</td>
</tr>
</tbody>
</table>
6 participants stated that it was important for TAFE teachers to be trained industry experts, but did not see that same need to be trained teaching experts. The theme ‘dual professional’ and TAFE teaching is present in the literature. Indeed the Skills Australia report (2012) makes much of the importance of a VET teacher being both an industry and teaching expert. For example, TAFE teaching and the notion of dual professional is worked by Gribble (2012) and in the UK context by Avis et al. (2011); Jameson and Hillier (2008); Orr and Simmons (2010).

15 participants thought of TAFE teaching as professional work. 9 made no comment on the professional nature of TAFE teaching. This theme is overwhelmingly supported in the literature.

3 neophytes thought that TAFE teaching should not be considered as professional work. 9 made no comment on the professional nature of TAFE teaching. This theme is not supported in the literature.

### Table 3.3: Themes that emerged from participant interviews

Themes that include possible models for TAFE teacher preparation that emerged from the data were compared, contrasted and verified using the themes that emerged from the analysed documents. As described by Wood and Ross Kerr (2006, p.247) in their explanation of ‘content analysis’:

The first step in the process is to look for ‘themes’ in the data. What are the groupings of similar data that fall into mutually exclusive categories? The term “theme” is used to denote the fact that the data are grouped around a central theme or issue.

A matrix for each participant group was developed using the data from both interviews and the document analysis of Cert IV. The following excerpt is a breakdown of a unit of competency into descriptive performance criteria known as elements.

<table>
<thead>
<tr>
<th>Cert IV Units</th>
<th>Element (1)</th>
<th>Element (2)</th>
<th>Element (3)</th>
<th>Element (4)</th>
<th>Element (5)</th>
<th>Element (6)</th>
<th>Element (7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAEASS401 A Plan assessment activities and processes</td>
<td>Determine assessment approach</td>
<td>Prepare the assessment plan</td>
<td>Develop assessment instruments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Table 3.4: Cert IV units and elements referred to by participants during interview
Using this breakdown of Cert IV into elements I matched, where possible, participant references to what they had gained from completing Cert IV. The matrix below represents an excerpt of how this ‘tagging’ and ‘coding’, as described by Yin (2003), was carried out to align participant comments to the Cert IV:

<table>
<thead>
<tr>
<th>Cert IV units</th>
<th>SM (3)</th>
<th>E (9)</th>
<th>N (12)</th>
<th>Examples of participant responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAEASS401A Plan assessment activities and processes</td>
<td>Nil</td>
<td>6</td>
<td>8</td>
<td>As a neophyte TAFE teacher Christos indicates:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Yes, the Cert IV course helped a lot, especially initially to get my head around assessment tools for instance, just the way I guess the whole TAFE system works through HUTF, ODI, changed now I believe, Skills Victoria and just learn about the base ground of the whole system and you work from there I guess.</td>
</tr>
</tbody>
</table>

Table 3.5: Selected participant responses aligned to Cert IV units

The method chosen to produce an analysis of themes for TAFE teacher preparation is an adaptation of pattern-matching and coding as described by Miles and Huberman. This analytic method is useful in achieving understanding of the phenomenon under study (the case) and in developing a practical conceptual framework for initial TAFE teacher preparation. This method for analysing the data can yield ‘chunks of data’ that can be categorised into themes as previously described by Wood and Kerr (2006) as ‘content analysis’. Such a methodological approach provides a foundation for an evidence-based discussion concerning initial teacher education in Victorian TAFEs and its implications.

CONSIDERING THE STUDY’S LIMITATIONS

Demetrion (2004, p.1) summarises the common criticisms of case study as a methodology:

Case study analysis is viewed as the least desirable methodology as it typically ‘employ(s) only a treatment group and assume(s) that differences among participants are not important or are obvious, since the sample is usually small’ (p.5). Consequently, there is little basis to establish generalized findings that apply from one given situation to another.

Yin (2003) summarises criticisms of case study for investigating in-situ phenomena, and suggests that case methods lack rigor, provide little basis for scientific generalisation and ‘churn out truck
loads’ of unreadable data. Similarly Flyvbjerg (2006, p.219) debates arguments against the use of case study:

“You cannot generalize from a single case, some would say, “and social science is about generalizing.” Others might well argue that the case study may be well suited for pilot studies, but not for full-fledged research schemes. Others again would comment that the case study is subjective, giving too much scope for the researcher’s own interpretations. Thus, the validity of case studies would be wanting, they argued.

This study acknowledges these criticisms, however teaching and teacher preparation are complex social phenomena and this complexity is best studied using approaches that afford ‘thick’ descriptions of subjective meanings.

Great distance to the object of study and lack of feedback easily lead to a stultified learning process, which in research can lead to ritual academic blind alleys, where the effect and usefulness of research becomes unclear and untested (Flyvbjerg 2006, p.223).

This study includes a small sample of interviews with TAFE teaching participants. One possible criticism of the approach taken is the use of on-off interviews, when addressing issues of individual sense of self and professional identity. Inevitably, informants present themselves in a particular way and it is often only through a series of interviews that the degree by which that presentation and the accounts provided can be more fully understood and validated.

As a small-scale qualitative research study, this study does not involve statistical generalisation. Any generalisations that it affords are naturalistic – ‘conclusions that both inquirer and reader arrive at through engagement in life or through vicarious experience’ (Schwandt 2007, p.127, citing Stake, 1995).

The data gathered from those engaged daily in the work of TAFE teacher preparation is a strength, as it is drawn from those living the experience of being a TAFE teacher. Stake (1995, p.85) writes of the usefulness of naturalistic generalisation:

People can learn much that is general from single cases. They do that partly because they are familiar with other cases and they add this one in, thus making a slightly new group from which to generalize, a new opportunity to modify old generalizations.

Also, I consider that my work as a TAFE teacher and senior manager at a large metropolitan TAFE provides me with the insight and experience to interpret the data provided by the participants and affords opportunities to augment existing understandings of how TAFE teachers are best prepared. Nevertheless, my role as researcher implicates me at all levels of this study. I
am what Yin (2011) refers to as an ‘insider researcher’ or what Denzin and Lincoln (2011) describe as having ‘insider status’, which comes with limitations. The researcher may be a ‘contaminant’ and, as such, ‘their own positionality or procedures negatively influence the study’ (Denzin & Lincoln p.662). With this said, I take it that being an insider is more a positive than a negative. My familiarity with the research context takes in tacit knowing of the phenomenon as I understand how things work at a TAFE and how teacher education is delivered.

ETHICAL ISSUES

This research is cognisant of the ethical issue of academic integrity as a requirement for conducting research (Punch 2006). This project did not place participants at any great psychological risk, although it was anticipated that some emotions might surface in interviews around the quality of initial teacher education provision. Interviews were handled as sensitively as possible and all interviewees were debriefed following the interview through discussion of the next steps in the research.

Potential participants were provided with Plain Language Statements that explained the purpose of the study and the potential for others to be able to identify them. Measures were taken to protect the identity of participants and I intend to continue to de-identify participants in any published material. However, given the small sample and the interdependent relationship between the three TAFE institutes involved, no guarantee of the complete anonymity of participants could be given. This was explained to interviewees verbally and in the Plain Language Statement before they signed the participation consent form. The Plain Language Statement stated my employer’s name and my role within the organisation. Taking ‘dependent relationships’ and possible conflicts of interest into account, I certainly did not ask staff who report to me to participate. However, with this said, I appreciate that my senior executive position within my organisation may have impacted on those I interviewed.

To gain access to expert, neophyte teachers and senior managers at the three TAFE institutes, a research proposal with a briefing paper was submitted and consent sought from the senior managers responsible for research activity, and the CEO of each TAFE institute. Once permission at the organisational level was granted, the TAFE manager responsible for the oversight of research at the TAFE approached relevant staff. All participants were provided with relevant documentation prior to agreeing to participate (refer Appendices 1 to 5 for the documentation developed for participants in my study).
This study relies on information gathered from participants who work in TAFE institutes, therefore consideration was given to protecting the anonymity of participants and their workplaces, as well as the confidentiality of the information they provided. This was done by giving the TAFE institutes and participants a pseudonym and excluding, where appropriate, obvious identifiable details from the data. These steps do not guarantee anonymity or confidentiality and, as such, were a serious challenge to the recruitment of participants for the study. In discussions with potential participants, these issues were raised.
CHAPTER 4: IDENTITY WORK: LEARNING TO TEACH IN TAFE

INTRODUCTION

This chapter investigates the formation of TAFE teacher identity for Victorian TAFE teachers and draws on ideas from the reviewed literature, as well as on the empirical data gathered from interviews with TAFE participants regarding (i) their current teaching work, the knowledge and skills they require to do this work, and how this shapes their professional identity; and (ii) their current training in preparation for this work.

I explore these ideas through the data gathered in the interviews with twelve neophytes, nine experts and three senior managers, by paying particular attention to participant responses to the following questions: What is the identity of a TAFE teacher, and how is it formed and maintained? Do TAFE teachers have dual identities, that is, identities as teaching professionals and as vocational/industry experts? If so, how do these identities intersect? Why is it that some participants have a strong sense of self as a professional TAFE teacher, while others have a stronger sense of their initial vocation? What are the enabling and constraining features with regard to TAFE teacher identity formation? Views from different groups employed at TAFE were sought for the purpose of triangulating the data, in order to highlight how industry experts do or do not come to consider themselves as professional TAFE teachers in the Victorian context.

IDENTITY FORMATION

As the environment changes, the self must change. But the constant renovation of identity requires resources and, frequently, assistance from a range of experts (Branaman 2010, p.142).

Teacher professional identity, and its relationship to the formation of self, emerges as a pressure point for beginning teachers in both FE and TAFE. The literature acknowledges that the notion of profession and professionals is controversial, when describing a teacher’s work and identity (Robson 2006). In addressing what I take the term profession to mean, I draw on Lester (2011, p.2):

The idea of ‘a profession’ stems from the Latin word profiteor, meaning to profess in the sense of having expert knowledge, but also with the connotation of taking an oath or making a formal commitment, as in a monastic vow. This root encapsulates two widely-accepted characteristics of professions, namely that
they involve professing specialist knowledge and making a commitment to a particular ethos and set of values.

I take being professional as akin to the definition provided by Furlong et al. (2000, p.5):

It is because professionals face complex and unpredictable situations that they need a specialised body of knowledge; if they are to apply that knowledge, it is argued that they need the autonomy to make their own judgements. Given that they have autonomy, it is essential that they act with responsibility – collectively they need to develop appropriate professional values.

and acknowledge a tension with claiming teaching work as professional work. Stronach et al. (2002) make this point and highlight the disparities between the expected practice of professional work and its ‘in betweeness’ (p.126). They challenge existing notions of the professional and question the purpose and meaning of its application to those who do the work assigned to teaching and nursing.

We will try to show that the professional – as a ‘teacher’ or ‘nurse’ – is an indefensibly unitary construct. There is no such thing as a ‘teacher’, and the notion of ‘nurses’ or ‘teachers’ is already too much of a generalization (Stronach et al. 2002, p.109).

As the literature and empirical material demonstrate, most TAFE teachers, like FE teachers, come to TAFE teaching as a second career and struggle with ‘becoming’ or identifying with the idea of being a teacher. These second careerists readily identify with their initial or first career, but display uneasiness about owning and feeling accepted as having the new professional identity of a TAFE teacher. An initial vocation for TAFE teachers can be industry expert or teacher from a sector other than vocational education, or both of these. Specific participant stories of their journey from industry expert and secondary school teacher, to TAFE teacher and participant, afford insight into how they think TAFE teachers should be prepared for TAFE teaching and provide a basis for interpreting why TAFE teachers struggle to identify as teaching professionals. From these data analyses, conclusions can be drawn about TAFE teacher identity formation and how industry experts can best be prepared to become teachers in the Victorian TAFE sector.

How do people come to work as TAFE teachers? According to the data analyses, there are discernible patterns, yet there is great variability with respect to individuals’ pathways into teaching and their sense of self as teacher.

**Taking a traditional path: ‘Off the tools’**

‘Off the tools’ was a term used by a number of participants to denote that they had finished working as a full-time tradesman and decided to train to become a TAFE teacher. I have named
this the traditional path to TAFE teaching. Tony is such a TAFE teacher. Tony is in his early 40s, and worked as a plumber for twenty-six years, before completing a Certificate IV in TAA, and taking on a plumbing teacher role at TAFE in 2008. Given his recent completion of the Cert IV, he was interviewed as a neophyte.

Tony explains that his father, whose opinion he respects and who works as a plumbing teacher in Ireland, encouraged him to make the change from the construction site to the classroom.

_No, just from a physical point of view, because the trade is so hard and because of the way that I work, he was saying you have got to stay in plumbing, but find another avenue, so when I came back from Ireland and arrived back on the construction site, it was in that month I hadn’t been there, the whole job was just a mess, just for being away for that month and I just got tired of it, so it put the pressure on me for a bit of a change and getting into the teaching side of it._

Tony’s father is what is known in sociological terms as a ‘significant other’. He has an enabling influence on Tony’s choices and influences Tony’s view of himself as is discussed in a subsequent section - ‘I was full bore into it’. For Tony, his father was his model, as he helped him realise that TAFE teaching was a possible second career choice - possible if he did suitable and thorough preparation.

Tony lacked confidence about his ability to be a teacher, but after consideration decided to follow his father’s advice and apply for a plumbing teacher position at a TAFE.

_I just didn’t think I would fit into it in some way and probably just my lack of knowledge of knowing what type of career it would be. You can have a conception of what a teacher does from a student’s point of view, but as soon as you step into the role, it is a different skill._

The application to a TAFE was successful and Tony emphasised how he looked forward to the preparatory training promised at the interview; training that included an intensive three weeks in the classroom, on-the-job training and follow-up training back in the classroom. With this said, Tony was still very nervous about what it was to be a teacher, what others might expect of him and how he might cope with the job of a teacher.

_Very scared if anything, because you can get into a comfort zone in the way that you work outside, because there is nothing really new. Every building site will vary a little bit, but you still know how to go to work every day and do it. Whereas coming into this career path, I knew nothing about it, I hadn’t been trained as a teacher, like you might teach people that are on site, but the actual structure of being a teacher is different._

Tony’s preparation for TAFE teaching worried him, as it did not seem ‘enough’, as he states:
The only preparation I did was the Certificate IV TAA and then I came out and they gave me a timetable and they more or less said: ‘There you go, there is your classroom, in you go’. It was a shock to the system, but I didn’t mind the challenge of it, but it is just not enough training. There should have been maybe like a mentoring role, like another teacher allocated to say ‘alright’.

In Ireland, Tony completed a four-year plumbing apprenticeship. He explained, in a serious tone, that keeping his knowledge and skills up-to-date was not an option, but integral to doing the best possible job. He really wants to do a good job as a teacher and his experience has shown him that training and courses are his professional ‘enablers’. It is therefore not surprising that once he completed the Cert IV, he enrolled in the Diploma of VET Practice to continue with his teacher training; Tony sees the Cert IV as just the beginning of preparation for his new career. Inferring from the interview data, enrolling in a subsequent-level teaching qualification is the natural progression for a person wanting to become an expert. As with plumbing, Tony believes experience and up-to-date knowledge are what makes a good teacher. He also believes that observing, watching and working with ‘good experienced’ teachers is part of the journey to become a ‘good experienced’ teacher.

I was being taught [as a tradesman] that it was not enough just to do the bare minimum, but you have to do more. If there is a course that can make you better at your trade then do it. So when I finished my time as an apprentice, I went back for three years to night school, back in Dublin, to get a Certificate of Technology and Employment Technology, so that stood me in good stead and then when I came over here, I had to go and re-sit a few exams and then I did two years at night school at RMIT [Royal Melbourne Institute of Technology and now known as RMIT University] in advanced air-conditioning. Just to watch good experienced teachers walk into a classroom and just see what they do, see how they perform, just like an apprentice plumber going into … he is always given a tradesman to work with, so the same application. You don’t send the plumber in when he is three weeks into his trade: ‘Alright you are on your own now’.

For Tony, ‘ideally’, to be considered a teacher you must have specific and expert teaching skills and knowledge that identify you as a teacher (similar to being a plumber), which he believes can be learnt from completing a formal qualification; combined with teaching practice, workplace discussion and the support of a more experienced colleague.

You can get a text book on teaching and you can read it, that doesn’t make you a teacher; you can get a text book on plumbing and you can read it, doesn’t mean you are going to learn anything from it. When there is an application of reading and instruction, actually visualising and seeing and talking with others who know what to do [learning is more valuable].
Tony’s belief in how skills and knowledge are gained and identity is formed and maintained sits well with Lave and Wenger’s (1991, p.29) seminal work on learning through ‘legitimate peripheral participation’:

By this we mean to draw attention to the point that learners inevitably participate in communities of practitioners and that the mastery of knowledge and skill requires newcomers to move toward full participation in the sociocultural practices of a community.

Hence Tony’s comment of how he learnt to be an expert plumber, and how he hopes to become an expert teacher, ‘watching experienced teachers’, and having ‘a tradesman to work and talk with’. Tony is committed to the benefits of an apprenticeship model, ‘because there is nothing like people having experience that you can learn from’.

Tony felt that to be standing in front of a class, after only a few weeks of training, was not enough teacher preparation and diminished what he understood from other teachers to be the role of a teacher and the complex work they undertake. To alleviate some of his concern, he made good use of other experienced plumbing staff and used his additional preparation time, which is offered to new teachers, to thoroughly plan his classes. He also used the return-to-training of three days offered by the TAFE to complete Cert IV to build his teacher knowledge and skills, in order that he might become a TAFE teacher. In telling of his experience of the Cert IV, Tony feels that others too understood what it means to be a TAFE teacher, in the sense of being able to demonstrate a range of complex specific teaching skills and knowledge. The Cert IV functioned as a collaborative work-based project with ‘newcomers’ working together with an experienced teacher or ‘old timer’ in a community of practice, as described by Lave and Wenger (1991). Tony found that being in a workplace group, undertaking formal study, afforded him access to expert knowledge and to others with the same purpose, time and distance from the classroom, to learn what was being offered in the Cert IV, while discussing teaching practice and a range of ‘everyday’ teaching experiences with other new teachers and an experienced Cert IV teacher.

It was good, like I wasn’t on my own, there was about twelve or thirteen of us on the course that all felt that you have been taken out of that category as construction workers, we were all high achievers out there and just taken into that teaching environment, so we all get to sort of sit down and talk and have a little reflect on exactly what is happening here and how we are progressing through it and it gets easier and it gets better.

Thus, the need to attain a Cert IV formal teaching qualification facilitated a community of practice; the by-product for Tony was a sense of belonging to a group with the same aim, similar to that which he sought, but did not achieve from staffroom interactions, with the additional advantage of
working towards a teaching qualification. Robson (2006, p.43) describes such a community of practice, where formal learning facilitates informal learning:

Attendance on a training or professional development programme may offer an opportunity to negotiate an identity outside the bounds of an employing or placement institution. As noted above, the students often attach considerable value to their experience of the support and challenge offered by the peer group.

Tony was very surprised, and seemingly disappointed, that so little training was required for TAFE teaching - a job he takes very seriously and considers professional work. He views what you teach and how you teach as two different things. He sees teaching as like a trade that you need to learn and be able to demonstrate to others; it should have its own knowledge and skills. For him, knowing how to do plumbing is not the same as knowing how to teach plumbing. Teaching, like plumbing, has its own skills and knowledge that need to be practised and done well before you can claim or be accepted as a teacher.

It is a different skill. You might have a skill with your hands as a plumber and you might have a good mechanical mind for troubleshooting and fixing any aspect of plumbing work, but the trade of teaching is a different trade.

Tony has a definite view of what it is to be a teacher and what he needs to do to be a teacher. His view is understood in terms of ‘what teaching is’ and ‘what a teacher is’ and formed from his interactions with educational organisations, while undertaking his studies and his discussions with, and observations of, his father being a teacher. According to Bathmaker and Avis (2013, p.735) Tony’s view of becoming a teacher identifies with what they refer to as ‘occupational professionalism’; that is ‘where occupational groupings exercise ‘relatively high degrees of control’. Tony is underwhelmed with the preparation provided to him to become a teacher. The preparation does not align with his perception of teacher work and, as such, inhibits him seeing himself as a teaching professional, such as his father.

Professional identity can be defined as the perception of oneself as a professional and it is closely related to the knowledge and skills one has, the work one does and the work-related significant others or the reference group (Bucher & Stelling 1977), (Robson 1998, p.586).

He expresses disappointment and even frustration with his preparation, because there is a misalignment or disconnect between the preparation he received and preparation he anticipated.

[So 15 days of teacher training, certainly I was that shocked by it that you could just be allowed to stand in front of a class after 15 days of training.]
Tony’s interview revealed how important preparation is for him, for his sense of self and belonging. Indeed he mentioned the word ‘prepare’ or ‘preparation’ more than fifteen times during the interview. For Tony, preparation is a social activity that includes formal qualifications, having the opportunity to talk with others about the practice of teaching, while being able to watch, discuss, practice and learn from others who are more experienced. He envisages a situation whereby a comprehensive introduction to teaching is on offer:

‘Tony you have come on board, this is what we are going to do with you for the next 8-10 weeks, this is how the classroom is there’, maybe a more comprehensive introduction into it. Like I didn’t do any sessional teaching or any practice teaching or any talking with other people about how things were going.

Lave and Wenger’s (1991, p.121) notion of ‘legitimate peripheral participation’ captures what Tony was seeking:

Thus the concept of legitimate peripheral participation obtains its meaning, not in a concise definition of its boundaries, but in its multiple, theoretically generative, interconnections with persons, activities, knowing and world.

According to Lave and Wenger (p.29), a ‘newcomer’ learns and becomes known and accepted by working firstly alongside, and secondly with, ‘old-timers’ on collaborative projects.

Legitimate peripheral participation’ provides a way to speak about the relations between newcomers and old-timers, and about activities, identities, artefacts and communities of knowledge and practice.

Tony believes his TAFE teaching work, and learning to become a teacher, should have been more interwoven and akin to the model he experienced when becoming a plumber. This was evident in his answers to the interview questions and his overall interview approach, which he took very seriously. He had written responses to the questions, to which he referred during the interview and he took pains to ensure the interview room was private and quiet. Once completed, he was keen to know the next step and if there would be a return interview: he wanted to continue the professional conversation. His request was in keeping with wanting to do a good job as a plumber, a teacher and a good interviewee. A good job for Tony includes working with a mentor, who knows more than him about a topic and obtaining formal qualifications to gain knowledge and formal recognition.

Go and watch somebody else do it, go and see that lesson delivered by an experienced teacher and have them watch you … Because there is nothing like people having experience that you can learn from.
Like I hadn’t even sat in on a class to see the way the apprentices operate or have anyone watch me, they [experienced TAFE teachers] just needed to do that better.

This, for Tony, is how you become a tradesman and similarly how you should become a TAFE teacher. If any of these steps is missed, then he looks to include what he feels is missing. Hence, after his start in TAFE teaching, which seemed too truncated, he enrolled in a higher-level teaching qualification, Diploma of VET Practice.\(^{29}\) For Tony, to be a TAFE teacher requires the same kind of preparation as becoming an expert tradesman, that is, you work on a project with experienced people and learn while gaining formal qualifications. He was comfortable he was on the way to becoming a TAFE teacher, but by inference, would have preferred that this self-chosen path was a directed path, that he, the ‘newcomer’, be directed, shown and talked to by others, the experienced TAFE teachers or ‘old-timers’.

‘I was full bore into it’

Another tradesman who has moved ‘off the tools’ to TAFE teaching is Mathew, a young trade teacher in his late twenties, and who has been working as a cabinet-making teacher for a year. When interviewed as a neophyte, he explained how he had moved easily from cabinetmaking to TAFE teaching.

I started off really well, I was full bore into it, I was part-time, so I had a day a week to start with, so it wasn’t too overwhelming. I had that day and then looked back at what I did and what I didn’t do and prepared for the next week and did that.

Unlike Tony, Mathew does not believe it is mandatory or necessary for TAFE teachers to gain a teaching qualification above the Cert IV.

Well, I think if you’re given a longer base of study in regards to how you teach, I think that will just complement your already underpinning knowledge as to actually how you deliver what you know. But I think if you make it difficult for someone like myself to get into the trade and when I mean difficult, I mean four years study or I’ve got a wife, I’ve got a mortgage, I can’t go back to studying. It’s just not viable. So I think in theory it’s a good idea, but whether in practice it could work, I don’t think so.

This is seemingly contradictory as Mathew has completed both a Cert IV and Diploma teaching qualification. He notes that both were useful:

Also [I] did the Diploma last year [at his TAFE]… So I had the practical knowledge to be able to give to these students, but then I felt I needed to learn how I deliver that to those students and how do I assess

\(^{29}\) Diploma of VET Practice is a well-recognised Victorian TAFE teacher qualification often chosen by Victorian TAFE teachers as the follow-on qualification from Cert IV. A full description of the Diploma can be viewed on the website accessed 12 212: [http://training.gov.au/Training/Details/21697/VIC](http://training.gov.au/Training/Details/21697/VIC)
each student as to how they are going to learn as well, so in saying that if you had that practical knowledge you could teach, you probably could, but it certainly helps going through the Cert IV and doing the Dip VET as well.

I take it that Mathew does not view his TAFE-gained teaching qualifications as high-level but instead views the qualification as an extension to his work – a necessary. For Mathew, teaching was a job that he could do before being employed as a teacher. Indeed when asked if it was possible to teach without any teaching course he answered: ‘I believe you could’. To Mathew teaching qualifications are part of his job of teaching and part of his employment. Mathew gains his teaching qualifications whilst employed as a teacher and as offered by his employer during work hours.

I have done the Certificate IV in Workplace Training and Assessment at work, so that helped me be able to link the skills I had in the trade to then be able to put them forward to the apprentices.

He did not need a teaching qualification to identify as a TAFE teacher. Instead, he became a TAFE teacher upon employment;

I stayed in touch with a former teacher that I got along quite well with, he in turn became the program Manager of the particular department and I struck up a friendship with him and stayed in touch and rang him one day and said is there any positions available and he said yep, how about you come in and give it a go because you have what it takes and can start straight away and I did.

His employment defined his identity: the classroom for his learning about TAFE was a workplace, and his classroom teaching students was another workplace. This pathway into TAFE teaching might be described as becoming a TAFE teacher by being employed as such. The process of becoming is structural rather than procedural (building a body of specialist knowledge and skills as Tony is invested in doing).

Well, the skills I learned in my 4 years of apprenticeship were specialised skills as a cabinet maker and without that knowledge there is no way I would be able to teach what I teach, so my specialised skills being a cabinet maker. Also in spray painting, I do a lot of spray painting and stuff like that, so they are my key skills for teaching, the fact that I can work with hand tools and then be able to teach that to the students.

Mathew does not indicate any sense of tension or feeling of being ‘in-between’ industry expert or new TAFE teacher as problematised by Dixon et al. (2010, p.389) in their empirical research project that looks at FE teacher trainees and their struggle to become FE teachers while being trainees.
This identity, however, is socially constructed and the new teacher’s emergent identity is represented as tensions and struggles which occur in the space created by boundaries between one’s self-conceptions and the material reality of the teaching situation. The process he [Winograd 2005] describes is one of conflict and on-going negotiation between multiple and often contradictory discourses.

Nor does Mathew convey any sense of or concern with integrating or being accepted by the more experienced and longer-term TAFE teachers, as found by Avis and Bathmaker (2004; 2006).

Avis and Bathmaker have written extensively on the topic of pre-service teaching placements in FE (see inter alia Avis and Bathmaker 2004, 2006) and found little integration between existing staff and trainee teachers (Dixon et al. 2010, p.382).

As Mathew states when highlighting the support he received from other trade teachers:

*The team environment was excellent, I could bounce stuff off, if I had a kid who was giving me some trouble I could go over and say to the teacher ‘what do you think I should do here?’: Not all the staff up there is very open to that sort of thing.*

Mathew sees himself as belonging to the group of trade TAFE teachers and identifies with that group. He is secure and confident about his identity in that group. I draw on the work of Feather (2010, pp.190-191) and others to explain what Mathew takes his identity as a TAFE teacher to be:

‘What is belonging when identities are temporal and where naming remains elusive or unknown?’

However, identity still remains a difficult concept to define. On the one hand, it may be a representation of the person’s inner being, a person’s soul, or a person’s psychological make-up, that is personality, values, beliefs and attitudes. But on the other hand, identity could be said to be a manifestation of a number of experiences (Lawler 2009), which in themselves are complex and bring to the fore the idea of the ‘self’. Further to this, others believe that it is the culture, or communities of practice that a person is based in, that will help formulate identity (Välimaa 1998; Nixon 2001; Archer 2008; Clegg 2008).

Mathew, like Tony, places great importance on vocational knowledge and his (former) supervisory role in the workplace. For both of these interviewees, the supervisory role teaches how to teach others the trade. It seems their vocational trade and the supervisory/managerial work done in the workplace to achieve the required workplace outcomes intersect and the knowledge required to teach others begins with the need for a job to be completed. Mathew notes the importance of his role as a supervisor in the workplace and how this encouraged him to consider TAFE teaching. These data also demonstrate that he sees little difference in being a supervisor in the workplace and being a TAFE teacher. He claims: ‘*As the supervisor, I was like the teacher. Because I have the trade skills, I can teach those skills to students*’. The close
relationship between workplace supervision and TAFE teaching as perceived by Mathew is indicated within the literature in which it is claimed that new TAFE teachers often identify more strongly with their vocational profession and regard the teaching of their vocation as something they do or can do with little or no teacher preparation (Chappell, 1998a; Palmieri, 2004; Robertson, 2008). Mathew places great importance on the skills and knowledge he gained in the workplace prior to starting at TAFE.

Mathew, like Tony, knew of teaching and was encouraged to become a teacher by what he knew of teaching from others whose opinion he valued. As Mathew noted when reflecting on why he considered becoming a teacher:

_What attracted me to teaching? My wife is a teacher as well and she is very inspirational with what she does. She is very passionate about teaching primary kids, so she has really encouraged me to get into it. I enjoy working with the young people. I always had apprentices around the workshop I was at and spent a lot of time teaching them how to do the day-to-day chores around the workshop, so I thought natural progression could be to give it a go. So I ran my own business for a while and then did it part-time just to see how I would go and it seems to suit me well._

Mathew’s former trade teacher also acted as an enabler. Mathew identified with this teacher as the teacher had also been a tradesman before becoming a teacher. Mathew’s ongoing relationship with this same teacher enabled Mathew to move into the group of trade teachers or what he referred to as the ‘team’ at TAFE. This teacher, like his wife, was someone he admired and someone who gave him the confidence to think that he ‘had what it takes’ to be a teacher.

_‘I stayed in touch with a former teacher that I got along quite well with; he in turn became the Program Manager of the particular department and I struck up a friendship with him and stayed in touch. I rang him one day and said: ‘Are there any positions available?’ and he said: ‘Yep, how about you come in and give it a go because you have what it takes’. _

‘I had to learn to be a teacher from my job role … as a supervisor’

Christos, a neophyte, is an experienced tradesman in his mid thirties. Before coming to teach at TAFE, and like Tony and Mathew, he worked as a workplace supervisor and managed and taught apprentices. He was a supervisor in the boat-building industry for five years and a carpentry tradesman for a further six years. Like Mathew, Christos decided to become a trade teacher after talking with another tradesman who happened to be working as a TAFE teacher.

_I had a friend working on this campus and he told me about it, he was teaching carpentry and he told me about the position. Then I had a think about it and I thought, ‘yes that would be quite interesting and a bit_
different to what I am doing’, so I thought that would be good. And I enjoy helping people, so I thought that was a good way to do it as well.

Christos supports the need for some teacher training, but does not see the time and effort required to study as a teacher to be commensurate with the time and effort involved in learning a trade or working as a supervisor. Once teaching, he agrees a mentor would be helpful, but he feels a long indentureship with a high-level qualification is not required. Understanding the paperwork and finding useful resources were what he needed to teach others in carpentry and boat building. Cert IV assisted him with both and was therefore useful in preparing him to teach at TAFE. According to Christos, a great deal of his 38-hour week involves non-teaching duties and he did not expect such duties to be so demanding or to be considered teacher work.

*Most (of my) time probably is admin and paperwork work, because there is only about twenty-one contact hours a week with the actual students, so then all the other hours would be spent on the phone to the employers, sending off absence forms and so administration duties was a lot more than I had expected.*

Christos’s comment about the time spent on paperwork is a significant theme in the data and in the literature. Stronach et al.’s (2002, p.129) research for example, highlights the disruptive impact of ‘unexpected teaching duties’, such as the paperwork associated with ever increasing audits that emphasise compliance with one government regulation or another:

> On the other hand, missionary pessimists take a bleakly Foucauldian view of ‘economies of performance’, seeing in them the triumph of ‘governmentality’ and the emergence, as we have seen, of a punitive, suspicious regime of surveillance or self-surveillance. Professionals, in such accounts, are reduced to the petrified selves of audit ... In this scenario the ‘responsibility’ of professionals expands enormously, along with a paradoxical reduction of their autonomy through audit control.

What is driving this ‘new’ audit culture that demands teachers, like Christos, spend hours of their teaching week completing paperwork? Christos holds this administrative and or compliance work is what TAFE teachers are required to do and to be a good TAFE teacher he needs to master this work. Christos very much sees himself as what Bathmaker and Avis (2013) refer to as a teacher that adopts ‘organisational professionalism’. Drawing on Evetts (2009) they explain this kind of professionalism as:

> It incorporates rational-legal forms of authority and hierarchical structures of responsibility and decision-making. It involves the increased standardization of work procedures and practices and managerialist controls. It relies on externalized forms of regulation and accountability measures such as target-setting and performance review (2009, p.23).
Supporting this notion of the self-styling ‘organisational professional’ I draw on Davies and Bansel (2007) who theorise that since the 1970s neoliberalism has impacted on the professional work of both nursing and teaching and acts to de-professionalise both, in a bid to link what is being taught, and by whom, to the government and its target markets.

Since the shift to neoliberal governance refigured relations between government, private enterprise and society, with the economic imperatives of the private sector situated as central to government economic and social policies, public institutions, such as schools and hospitals, previously supported as essential to the collective well-being, were reconstituted under neoliberalism as part of the market (Davies and Bansel 2007, p.254).

Christos also highlights the time required assuring learning and assessing materials are regulator-compliant and industry-current. Given Christos’s description of the work of a TAFE teacher it can be inferred there is a kind of de-professionalising of the role of the teacher playing out. In terms of Davies and Bansel (2007) this administrative and compliance work could be viewed as de-professionalising of the role of TAFE teaching.

Then we go through ... ensure the resources are up-to-date as well, and check the produce learning resources [are fit for purpose] and assessment tools, because the assessment tools aren’t always adequate, the last couple of years have being doing a lot on that as well, but sure you meet everything. Then the teaching side of it, obviously theory work through to practical work, ensuring the students understand the information I suppose, working through different tasks and exercises.

Christos, like Mathew, and to a lesser extent Tony, believes teaching skills can be learnt on-the-job, working as a supervisor in charge of apprentices. As he notes, when reflecting on how he learnt to be a boat builder and TAFE teacher: ‘It is just on-the-job experience’. In some respects, Christos does not distinguish between the role of a supervisor and the role of a TAFE teacher: ‘I had to learn to be a teacher from my job role, what I learnt as a supervisor’. Being trained to be a TAFE teacher was similar in this respect; that is much of what he learnt to be a supervisor was learnt on the job and much of what he learnt to be a TAFE teacher was learnt on the job. It is his vocational expertise that underpins both these roles. Christos notes that his experience is the reality of TAFE teaching and workplace supervising but suggests that he would have preferred to make an identity change by way of a program in which he learned to be a teacher. With this said Christos highlights the synergistic skills of both TAFE teaching and workplace supervising and how he has brought those supervisor skills to bare on his becoming a TAFE teacher:

Good communication skills are very important and just time management as well. You develop anyway. Most tradesmen have that skill anyway, good tradesmen in their work. You realise what tasks need to be
done and you prioritise them and just ensure it all gets done appropriately. You either can or can’t do it I suppose. Some people are better … As a leading hand for three years, as I have already said, I was in charge of up to forty people and had to ensure that they were all doing, I guess, the appropriate job for their skill level, so we had labourers through to tradesmen. So you had [a] skilled and non-skilled workplace and just time management. There was getting the right teams on their projects to get them out on time.

Christos believes he has all the skills required to be a teacher and has learnt those skills in the workplace: he believes that teaching is like being a supervisor and manager; you learn to manage and teach in the workplace using good communication skills. As he sees it, he has not changed his identity, merely his place of work.

Christos’s view of the skills and knowledge required to be a TAFE teacher is shared by other participants, such as Mathew. However, such views are not supported by the research reviewed for this study; instead, the literature suggests that the work of a contemporary TAFE teacher is complex professional teaching work that requires teachers to have specific TAFE teaching skills and knowledge. Harris et al. (2001), Mitchell (2008) and Mitchell et al. (2006), provide extensive lists of the kinds of skills, attributes and knowledge required to perform the highly differentiated role that the VET practitioner has today. These lists include coping with the complexities and uncertainties relating to industry skill demands, analysing enterprise skill needs to achieve business outcomes, working with and understanding technology to produce engaging learning opportunities for students from a variety of backgrounds, and exercising professional judgement in assessment and delivery.

Sang who came to teach at TAFE first after working as an office administrator and workplace trainer shares the views of Christos and others of the skills and knowledge required to be a TAFE teacher. Sang is not new to training and like many participants commenced working at TAFE as a sessional teacher:

_I came in, I responded to a job application for sessional training and they just wanted somebody to work on a particular project last year and so I worked on that project and I enjoyed the people that I was working with and I took on more casual hours and sort of gave away the RTO hours [where she had been working as a part time trainer for 8 years]._

Why is it that Sang, a very experienced office administration teacher, shares the views of Christos and others of the skills and knowledge required to be a TAFE teacher?
The volume of it doesn't come through in the TAA training, but there are other things that you need to know, but I am a big believer in that if you have that skill in that area that you could possibly get up and deliver it as effectively as a person who doesn't have a TAA.

Why are her views at odds with the literature? Like Christos, she believes she can work as a TAFE teacher because her industry role included being a trainer, and for Sang, this is the same as being a TAFE teacher. It seems there is a misalignment or a discrepancy between research findings around what it is to be a TAFE teacher, and how some new to TAFE teaching see their role. This kind of thinking is supported in the literature. Robson (2006, p.26) makes this point when theorising professionalism and FE teaching, and claims ‘[t]o teach well, it is often assumed, one needs little more than knowledge of the relevant subject - and common sense’.

Sang can be considered a neophyte TAFE teacher as she has been teaching at TAFE for close to fourteen months. Prior to teaching at TAFE, she taught at a private Registered Training Organisation (RTO) for eight years and completed the precursor to Cert IV, the Certificate IV in Workplace Training and Assessment (Cert IV WPT&A), commonly known as the ‘BSZ’. Currently employed in TAFE as a workplace assessor and trainer, Sang compares this employment with her prior employment in a private RTO. She begins with a description of teaching duties at her previous place of work and views her teaching at TAFE as an extension of those eight years of teaching. Similarly, she views her twenty years of experience in business administration and on-the-job training of others, as enough experience for her teaching at the private RTO. This ‘enough experience’ is based on her knowledge of what she would teach (her content knowledge) and her experience of training individuals and small groups in the workplace. Over time, her role in the workplace shifted from doing administrative tasks to training others to do the administrative tasks. With this shift, she came to see herself more as a trainer than an administrative worker.

She later went on to explain that the work she did before being employed as a TAFE teacher prepared her for what she believes is TAFE teacher work. Sang is relaxed and confident when describing what makes a good teacher, and why she considers herself to be so; being a ‘good communicator’ is the most important teacher skill for Sang, and content knowledge and teaching skills gained through workplace ‘experience’ are also important. These skills are underpinned by planning and completing the necessary paperwork.

*Well I think it [previous work as an administrator] does in that you need to be a good communicator in an admin role at that level, because obviously if you are working at an executive level, you are left to do a lot of the actual communications for the person that you are working for, so I think that sort of transposed itself as a trainer, having that requirement to be a good communicator with your group, if that makes sense. I guess there are other things*
that you need to be skilled in as well. You need to be able to cope with different personalities within the group and you need to be able to assess the work properly. There are things that you learn through the TAA, the assessment process, how to put impactful presentations together, how to cope with diversity within your group and the importance of getting the paperwork done.

Sang’s recommendation for preparing others to become TAFE teachers emphasises the need to work in the environment and gather understanding about how things work from others doing the job. Combining this workplace experience with content knowledge and expertise, before attempting to teach others, is of the greatest importance for her. Sang, like the other participants already mentioned, maintains that the Cert IV was useful, but not central, to affording her the skills and knowledge she needs to be a TAFE teacher. As said the Cert IV provided her with the ‘other things’ needed for TAFE teaching.

From this interview with Sang, it was understood that teachers in the office administration field need good communication skills, experience gained from working with different sized groups in the workplace and in-depth content knowledge gained through experience working as an office administrator. It is of significance that Sang, Mathew and Christos’s notion of being ready for teaching is based on what is learnt in the workplace. For them, a TAFE teacher’s role is similar to being a trainer or supervisor in their previous workplace. With this view of the work of a TAFE teacher, neither has trouble identifying as a TAFE teacher, as neither views the knowledge and skills of teaching as very different from their existing teaching skills and knowledge, which combine vocational or subject knowledge with good communications skills. There is no evidence in the data to suggest that Sang, Mathew and Christos see TAFE teaching as professional work, identify with being a professional teacher or see the need to gain additional skills and knowledge to become a practising professional teacher. As with Christos, but unlike Tony and Mathew, Sang does not see the need to enrol in higher-level teaching qualifications. From their accounts, Christos and Sang have what they need to teach in TAFE: skills and knowledge learnt in the workplace and the required teaching certification, the Cert IV. Having met their own criteria, do Christos and Sang consider themselves to be TAFE teachers? From the empirical data gathered, I believe they do. Tony on the other hand, who chose to do more preparation, such as a teaching diploma qualification, displays a belief that TAFE teaching is more than being an industry expert with good communication and supervisory skills; it is professional work to be carried out by professionals.
DUAL IDENTITIES, BUT DUAL PROFESSIONAL IDENTITIES?

Teo, a teacher of apprentice electricians, is in his mid-fifties, and has been teaching at TAFE for one year. As is the practice in some TAFEs, Teo was employed as a teacher without any teaching qualifications, but agreed on employment to enrol in the Cert IV. He did not challenge this, as he took it to be part of the job. He also hoped to learn about teaching from completing the Cert IV. Teo found the experience of being both a teacher and a student to be a challenge, but also to have its rewards:

I’d be using stuff and sometimes I thought ‘Oh that’s really good that, I’ll try using that’ and then I was able to practice it straight away, which is a lot better for me ... than it was, I think, for some people, because I am having a chance to use it straight away ... I know what it can be like, if you are not actually doing something and you are learning, you wonder in real life what is this going to be like. I was able to try it in real life straight away and in real time, my time. I learnt a lot about structuring lessons. While I might not do it exactly the same as the ... he (my teacher) taught me, the basic sort of philosophy is there still, but I know that you need to have the structure in a lesson, you know, and I know that if it ... I still do lessons without proper structure of course, but I am trying to improve, using the knowledge that I’ve got.

Teo’s concern with his unexpected ‘dual identity’ of training to be a TAFE teacher, and working as a TAFE teacher, also emerged in the reviewed literature (Maxwell 2010; Orr & Simmons 2010; Robson 1998; 2006). Teo qualified his support of this model that included teaching while studying, by expressing great concern with the amount of teaching he was being asked to do while studying the Cert IV.

Yes and um, like they are short of people, so I was teaching up to 27 hours a week, even while I was doing the TAE course ... Oh yeah, I was just about zombied out you know, with the homework from the TAE course and the prepping I had to [do to] try to get up to speed with the classes, I was nearly, honestly, I think I might have an ulcer now, I’ve got to go to the doctor and get a gastroscopy done.

This kind of dualism is different from that experienced by others, such as Sang, Christos and Mathew, and reported in the literature reviewed:

This has led some to describe FE lecturers as being marked by a dual professionalism, for example a professional beautician or plumber whilst at the same time being an FE teacher (Robson 1998) (Avis et al 2011, p.124).

Teo identifies as both a ‘trainee’ TAFE teacher and an electrician. He does not identify as a professional TAFE teacher, because he does not feel fully prepared; instead he sees himself as someone who has the vocational skills and content knowledge of an electrician becoming a
teacher of trainee electricians. For Teo, there is a tension between being trained to be a TAFE teacher, while being asked to take on the role and duties of a TAFE teacher. Learning to be a TAFE teacher as a trainee is not the same as being a TAFE teacher. It would seem for Teo that he is so busy trying to do his TAFE teaching work that there is no time to participate as trainee in ‘legitimate peripheral participation’, outside the scheduled sessions of Cert IV, and make the full transition from being a trainee, to seeing himself as owning the professional identity of a teacher (Lave and Wenger 1991).

Unlike Teo, Collin is another mature, but very experienced teacher, who clearly identifies as a professional teacher now working in TAFE.

*And to go on with that, I mean, when I first came into TAFE, I noticed that the ... see I think a lot of the TAFE teachers, when I came in the 1980s, early or late 1979, or whenever it was, they had come through the old technical teachers’ college, which gave them two years, so if I remember rightly, they were employed in a school ...*

Collin is a sessional teacher and, like Teo, has been studying the Cert IV while teaching full time; he is teaching over twenty hours per week. However, unlike Teo, Collin does not complain about the time commitments being made of him as a student in the Cert IV, rather he has other complaints around how the Cert IV is being taught. For Collin the Cert IV was something his employer required him to do. The motivation for him to complete the qualification was employment at TAFE, thus he did not contest this requirement. Does completing Cert IV make you a TAFE teacher? Yes, in as much as the holder of a Cert IV can be employed as a TAFE teacher. However, there is no evidence in the data to suggest that the completion of Cert IV of itself transforms industry or other sector educational experts into TAFE teaching experts.

For example, Collin is teaching in a literacy and numeracy support program and the Cert IV provided him with insight into the mode of training being provided to apprentices and the resources being used for the program delivery. For Collin the Cert IV provided him with a context for his teaching but did not add to his already well formed sense of being a professional teacher. He teaches electrical and engineering apprentices, but may, at times, be asked to provide literacy or numeracy support to business students.

*Yes, and I understand the Cert IV TAE can be useful for some, but what you are looking at is my take on it and when I say very little help, all I have really, if you cut down to the nuts and bolts, all I’ve done in Certificate IV is really learn how to look up the training package. So if you take that element out of it, or that section out of it, looking up the training packages and understanding the training packages and the apprentices in the VET system (then the Cert IV TAE was unhelpful to me as a teacher).*
Collin’s comments are understandable, because he is an experienced secondary school teacher who has worked in VET before it was TAFE, and holds a Master of Education. He clearly saw himself as a teacher before being employed at TAFE or completing the Cert IV. For him, the Cert IV does nothing to alter his identity, as he already sees himself as a professional teacher, but his comments here are useful, because he acknowledges that what the Cert IV provides beginner teachers, includes a sense of belonging to a sector that is different from other educational sectors.

*The Cert IV TAE is not overly useful to me, because I’m not in front of a class, but I am a support teacher. I am not going to be (in front of a class), but I can see where that would be useful and it’s good to have an overview of the VET system and training packages, but if you taught, the rest of it is about how to teach.*

Collin posits TAFE teaching work as different from other kinds of teaching. This kind of thinking that sees TAFE teaching as different, but not less professional, is supported in the literature. Research suggests that TAFE teaching is a specialist kind of teaching and requires teaching professionals with complex teaching skills and knowledge that are specific to the vocational education and training sector (Chappell et al. 2002; Chappell & Johnston 2003; Clayton 2010; Clayton et al. 2005; Harris et al. 2001; Mitchell 2008; Mitchell et al. 2006; Rice 2004a; 2004b; Seddon 2004; Wheelahan & Moodie 2011). This point is made by the Australian Education Union (AEU Media Release 2012):

*Students are at the centre of TAFE and TAFE teachers are highly skilled professionals working with a diverse range of students, in classrooms, workplaces, online and in the community.*

How people can become TAFE teachers, and perform the complex professional role of teaching TAFE in a sector that identifies TAFE teachers as those who hold the Cert IV is challenging for all those interested in vocational education and training. This point is shared and well made in the Productivity Commission’s (2011, p.303) research report into the Australian VET workforce:

*The Certificate IV in TAA cannot, even in an improved configuration, remedy all of the capability gaps that the Commission has identified as affecting the VET workforce. These include: delivery of higher-level qualifications; assessment of Recognition of Prior Learning and Recognition of Current Competency; information and communication technologies skills; skills in workplace-based delivery; and management and leadership skills. In addition, the workforce’s ability to deliver language, literacy and numeracy skills, although satisfactory at present, is likely to be put to the test in coming years. Building the educational capabilities of trainers and assessors across all these areas will require better coordinated, targeted and supported PD.*
Like Collin, Reza is a mature, experienced teacher who holds a Master of Education, who has taught in various sectors, and been in and out of TAFE for over fifteen years. She, too, clearly sees herself as belonging to the profession of teaching, but not TAFE teaching. It is secondary teaching with which she identifies.

No, I'm a trained secondary teacher and I did my Dip Ed in 1972, it's a long time ago. From there I was put into ... well my majors at uni were English and Psychology and on the basis of having an English/Psychology major, I was given all the kids who weren't coping with the school. The literacy and numeracy bank ... Anyway, so then I decided to get ... I have got a Master's degree in special education ...

Reza already considers herself a professional teacher with many teaching qualifications. She let me know she was interested in completing the newest Cert IV out of interest, but felt there were many sections that were not useful as she was already ‘well above’ what was being taught. Teaching groups, individuals, learners with special needs and developing lesson plans were teaching skills she already possessed. However, Reza did find the e-learning units interesting and that they enhanced her teaching knowledge of this new context in which she finds herself operating. She also commented that the Cert IV could assist new teachers.

The steps to teaching, you know, this is step one and you have to find out who your clients are and you have to shape the particular course to suit your clients and what not, I found that pretty useless, but anyway, it has to be done and would be good for those new people coming to TAFE for the first time to teach.

Reza believes qualifications are important, but these qualifications must be grounded in practice or ‘hooks to hang ... knowledge on’. However, she does not believe that TAFE teachers need high-level qualifications to be a ‘good’ TAFE teacher. For Reza, her TAFE teacher qualifications alone cannot prompt an individual to act or be considered a professional. Instead she argues it is the experience of working as a teacher that makes for owning that identity, whether that is professional or not does not concern her.

Finally, Gea, an experienced TAFE teacher of thirteen years, who first taught in the secondary system and now delivers Cert IV, describes her passage to professional TAFE teacher in these terms:

Well it would be a combination of both, so a combination of my formal educational experience, so that would include my university degree, my teaching, my diploma, but primarily your professional development over the years, but also your training and assessment and what you do with that in whatever form you have had (that) over the years.
For Gea, teaching experience, ongoing professional development, initial professional development support and an organised process for updating and renewing teaching qualifications have seen her fully identify as a professional TAFE teacher. Gea’s story of becoming a professional is in contrast to the UK system that aims to legislate for professionalism through the introduction of government policy.

The UK further education and training (FE) sector has recently adopted many of the characteristics associated with formally-organised professions. In contrast with occupations where professionalization is led by practitioners seeking greater coherence and control over their work, the process in FE has largely been policy-driven and imposed through legislative reform. This raises questions about the extent to which the model of profession promoted through the legislation is able to support professionalism as enacted by teachers and trainers through their practice, as well as more generally about the compatibility between current models of public-sector management and professional modes of organising (Lester 2011, p.1).

Debbie has been a senior manager at her TAFE for ten years. Prior to this position she was a program coordinator and teacher at the same TAFE for over twelve years. Before teaching at TAFE, as with many participants, she had worked in industry for some years. For Debbie, teaching qualifications are important for TAFE teachers. When asked why, she explains that she has always sought qualifications when looking to work in any profession:

Yes certainly have, I did thirteen continuous years of study, ranging from Cert IV in TAA through Bachelor of Education, through Graduate Certificates in Management and Leadership and Graduate Diplomas of IT, so yes, certainly, qualifications have been a huge issue and something I have always chosen.

She believes Cert IV is particularly important for industry experts to learn about teaching in TAFE.

I think that the TAA does provide industry experts with what the framework of vocational education and training is all about, from the terminologies that we use, the departments that are accountable to. It provides that breadth that vocational education and training is. I think it gives a good understanding of what a session plan is and a training plan and appropriate resourcing etc.

With this said, she is concerned that the Cert IV does not provide the industry expert with more assistance.

But what I don’t think it does is I don’t think it prepares them for the classroom and I do think a supervised teacher training is a better qualification than the TAA, because they can get direct feedback through direct supervision and I don’t think that you can beat that, I don’t think that you can beat that at all. I think that is sadly lacking in the TAA.
For Debbie, TAFE teachers do not need higher level teaching qualifications to be TAFE teachers. Instead it is industry experience, an appointed mentor, and a teaching qualification that includes supervision and professional development opportunities that make a TAFE teacher.

Well I think that good teachers are not about a Master's level or a higher level of qualification. I think in TAFE you can’t beat a couple of elements actually, industry experience, I think that plays a huge part, if you can bring reality into your classroom … I don’t know that we have that [enough industry release opportunities] necessarily at the moment and an experience in the classroom, by having some sort of a mentor that can give you good feedback. I think they are the three elements that are required, not necessarily a Master's qualification.

Jabala, another TAFE senior manager, who has also worked as a TAFE teacher and program coordinator, stressed the need for 'teacher professionalism'. For Jabala, TAFE teachers need to know that teacher work is professional work, and her TAFE will assist its beginning teachers to become professionals by providing teaching qualifications to the Master's level and sponsoring the participation of teachers in communities of practice and a range of other professional development opportunities. Jabala believes in ‘professionalising the workforce’ for the benefit of all.

I think we have got problems in that sense, when we are looking at the words 'industry experts’, I believe that it can be very difficult for somebody who comes in who may have had very little experience in what we would call teaching. They may have had experience in facilitating and assessing on the job, but they probably have not had the breadth of experience of what we would expect as a teacher, so the Certificate IV in Training and Assessment is, I guess, a good start, but it is no means the end to what we would require for the expertise and the professionalism of a fully rounded teacher.

Joe, like Jabala and Debbie, is an experienced senior manager who has come to TAFE initially as a teacher. Joe’s industry experience is as an engineer. For him, a TAFE teacher must be an industry expert first, and a teacher, second. His concern is around attracting industry experts with the most current and up-to-date skills and knowledge to TAFE teaching and delivering ‘just-in-time training’.

We have been targeting industry tradespeople mainly, to bring them on board and in that we have designed a compressed TAA program, so that when they are on board then we can put them through this intensive TAA program, so they get to understand, I guess, teaching and learning and the pedagogy and start training.

He is equally concerned with having a flexible and agile workforce of ‘trainers’ who can do the job of meeting the existing and changing needs of industry and ‘having the right people in place’. Joe
stresses that industry skills and the updating of those skills should be foremost for TAFE teachers.

I prefer two people to get together and they work out what you should be doing, so at that point if the person doesn't have the skills, then they say at that point that they don't have the skills to do what is necessary, therefore, that leads into what professional development do you need, you get the skills and you put that in your work plan. So let's get the skills up first, up skill first, then we can get on and do what we want to do.

All three senior managers want their TAFE teachers to be industry experts. All three want their teachers to be prepared for their work by completing the Cert IV, but only two of the three believe that their teachers need to be dual professionals in order to meet the short- and long-term needs of their educational organisation. Altogether, mixed views and an indefinite emphasis on TAFE teacher preparation and identity are present in the data. For most, the Cert IV was useful, but not as important as their industry experience and skills, as preparation for TAFE teaching. For some, high-level qualifications were required to assist with the professional demands of teaching, while for others high-level teaching qualifications were useful, but not necessary, for the work of teaching at TAFE, and for industry experts to become TAFE teachers.

A case is emerging for their being different kinds of teaching occurring and possibly a need for specific kinds of preparation for particular kinds of teaching. That is, if teachers are only going to teach one kind of student and specific content, they may need a different kind of preparation than for those teachers who across their careers may confront a whole range of learners, with different kinds of readiness and needs, and to engage the student in content that is outside of what they have practised in their workplace.
CHAPTER 5: PREFERRED APPROACHES FOR TEACHING IN TAFE

INTRODUCTION

This chapter investigates models for Victorian TAFE teacher preparation and draws selectively on the literature reviewed, as well as on the empirical data gathered largely from interviews with TAFE participants regarding: (i) their current teaching work, that is, the knowledge and skills they require to do this work; and (ii) their current training in preparation for this work. The views of experienced and neophyte teachers were sought, together with the views of TAFE senior managers, for the purpose of triangulating the data in order to establish a basis for determining a model or framework for initial TAFE teacher education in Victoria. Reference is also made to curriculum material, that is, the content of the Certificate IV, towards bringing evidence from a different type of data source to bear and augmenting the information provided by TAFE participants with respect to the knowledge and skills that TAFE teachers require to undertake their work. Here, I aim to open up a supplementary perspective on the specifics of this knowledge and skills.

DATA MATTERS

From the literature reviewed, three conceptual models concerning TAFE teacher preparation presented as potential frameworks for the contemporary Victorian TAFE teacher education context. Norman Lucas (2007) has called these models the ‘reflective practitioner’, the ‘competent practitioner’, and the ‘new practitioner’. It is anticipated that concepts of the reflective, competent and new practitioner will inform the empirical data analyses made, and may be compared with any models that emerge from the data gathered in the participant interviews.

The data gathered in the interviews conducted with twelve neophytes, nine experts and three senior managers suggest two broad models for preparing teachers to teach in TAFE. These models or frameworks are both like and unlike each other and the conceptual models proposed by Lucas. Model one sees formal qualifications linked to opportunities for practitioners to meet to discuss their practice and will be referred to as the ‘qualifications model’. The second model is one that views working alongside experienced TAFE teachers and ‘on-the-job learning’ as the key, and will be referred to as the ‘mentoring model’. Interestingly some interviewees provided
responses that located them in one or both of the categories of qualifications and on-the-job learning at different times in the interview. These shifting or multiple-positioned responses are significant and provide insight into the complex preparations that can be made for the multifaceted practice of teaching. Furthermore, although each of the models identified in the data is different in emphasis, they share some characteristics. Accordingly, the ‘models’ are not mutually exclusive and should be considered as points of convergence and divergence. These findings will ultimately assist with the discussion around determining a suitable framework or ‘fit for purpose’ model for Victorian contemporary initial TAFE teacher education.

THE QUALIFICATIONS MODEL

A broad model to emerge from the data is what I have chosen to call the ‘qualifications model’ or qualifications framework. This model has formal qualifications at the heart of initial TAFE teacher preparation. In this model, qualifications build teaching capability, a knowledge base, and underpin the development of TAFE teacher professionalism.

Education qualifications can support recognition and development for teachers in the Victorian TAFE system. They provide a basis for defining important teaching capabilities in a modern TAFE setting, designing and supporting capability development processes and publicly recognising and certifying teaching capabilities. (Seddon 2002, p.9)

An initial TAFE teaching qualification: ‘I see Cert IV as a good start’

Jabala first trained to be a teacher in the 1980s. She continued her professional development by working as a teacher and completed a Master of Education in early 2000. She now works as a senior manager of teaching and learning at a TAFE, where her role includes oversight of the professional development of all teaching staff. She believes in the merit of an ‘apprenticeship traineeship’ model:

I would suggest, I mean if I go back to how I learnt, when I originally became a teacher, which was a different model, which is not in existence now, it was much more like an apprenticeship or a traineeship … It gave the ability to be aware of the on-the-job pressures and stresses and requirements, and at the same time, you had the opportunity to reflect in a different, a more serious environment, or the environment of a university or somewhere where you have got to study type of approach, and [it] gave you some time to reflect and to also discuss with your peers, about how your practice was going and I think that was actually a very good way of doing and gaining an educational qualification.
Jabala believes in the merit of high-level teaching qualifications, once the entry-level qualification of Cert IV is completed and teachers are working as teachers:

_I am lucky enough, as part of my job, to be able to travel quite regularly. I have many, what I now call friends and colleagues, in the international arena, in both the US, Europe and Asia, and I believe that one of the things that is a handicap for our teachers in their professionalism and the recognition of that professionalism internationally and what can be a barrier is the fact that many do not have high-level teaching qualifications and we do not, as a country, have an expectation that they have a high-level qualification and I believe this is severely disadvantaging them in the global context._

Jabala qualifies this comment, and notes that TAFE teachers do a great job, but she does believe that the lack of ‘expectation’ for TAFE teachers to gain high-level qualifications reduces their perceived professionalism, in the international context at least. I infer that she believes this is also the case in Australia. For Jabala, the gaining of the Cert IV marks the start of the teaching professional journey for industry experts, a journey that others recognise through the acknowledgment of achieved teaching qualifications.

An experienced senior manager, Joe, like Jabala, also supports Cert IV as a beginning for TAFE teachers. He sees merit in TAFEs providing manager- and teacher-development programs that are aligned to the strategic directions of the organisation. He acknowledges that most TAFE teachers do not come to TAFE ‘ready-made’ and that training will be required:

_No, we are quite prepared to support any teacher who wants to go to the highest level. It is under negotiation and as long as it fits within their work plans that fit within their strategic planning of the department, we are quite prepared to consider all of that._

Melinda is a confident woman in her mid-forties. She is employed in an ongoing capacity at her institute where she currently coordinates the teacher education for both external or public clients and institute staff. In this role, she coordinates the following qualifications: Cert IV TAE, Diploma of VET Practice and the Diploma of TAE. She is also responsible for coordinating the delivery of informal and formal workshops on specific teacher-education topics. She has been in this role for four years and is responsible for a small team whose remit is to design, deliver, assess and evaluate all of her institute’s teacher education programs. Prior to this role in teacher education, she was a contract teacher for two years in the same teacher education programs that she now coordinates, and prior to this, she was a sessional teacher in the business studies area at the same institute. She previously worked in industry as a marketing consultant for approximately ten years, before having children and deciding to come to TAFE to teach. Her teaching qualifications
include a Cert IV, diploma and graduate certificate. Melinda is currently enrolled in a Master of Education sponsored by her institute and delivered by a university; she has successfully completed over half of the units of study for this qualification.

Melinda expresses a strong commitment to ‘action learning’ and ‘experiential learning’ as her preferred approach to the preparation of TAFE teachers for their work. For Melinda, such a pedagogical approach is a tried and proven method of teaching and should be imparted to those who complete Cert IV:

> The Certificate IV, my first experience of it, was using the action learning approach to design a program that we did at that time, which was very much about experiential learning; it was about action learning and solving problems through their own teaching and learning. I found that the way that transitioned learners from the first day to the final process, the amount of growth and development was exponential during that time, so that's what hooked me.

Action learning and experiential learning are concerned with problem-solving through teacher practice. Melinda’s emphasis on teachers’ practice, through the experience of ‘their own teaching and learning’, is integral to her understanding of what the model for preparing teachers for their work should be. It is interesting that when describing her own experience as a learner of teaching in her Master of Education, Melinda introduces the notion of critical and reflective practice as her way of increasing her knowledge of teaching – something she does not prescribe when preparing others to teach or at least at the Cert IV level of preparation. Instead Melinda aims to; ‘to infuse our teachers with that knowledge as well or open the dialogue if you like’. Her use of ‘infuse’ in relation to her role, and the development of teacher knowledge in others, is of note. It seems she sees herself as the holder of teacher knowledge, which can be transmitted to others using a teacher preparation program based on an experiential model of teaching and learning. As Melinda suggests:

> Now if we look at the Cert IV, we have skill and knowledge development in certain terms of delivery processes, then we have the Dip TAA which allows greater critical reflection, there is no doubt, so if you look at our Dip TAA, it starts infusing things like e-learning and higher level assessment processes, T&A and action learning processes, starting to get some reflection happening in regard to those, so you can see how that sort of person would be a good mentor to a Cert IV TAA person, so I think that is an appropriate building block. You can start with Cert IV and build it [qualifications] ... Well, particularly at the moment I am doing the Masters in Education Workplace Learning ... I am at a level where I am really critically reflecting on pedagogical processes and how they play out in the Institute and thinking about that certainly.
Hyunh is another experienced teacher in her early 50s who has been teaching at TAFE for eight years, and is within this study’s expert group. During her time at TAFE, she has solely taught teacher education programs. It was during her own study, in the Diploma of VET Practice, that she was approached by the teacher education coordinator to deliver the then Cert IV in Assessment and Workplace Training at the same TAFE. Prior to teaching in TAFE, Hyunh was a swimming coach, swim school manager and industry trainer. She believes this work prepared her for her current teaching at TAFE, and was extremely flattered when offered a teaching position at the TAFE:

*I was a student at … doing the Certificate IV in Assessment and Workplace Training. The following year I rang them to find out about the Diploma to see if that was the pathway I wanted to go down and I was offered some sessional work teaching the Cert IV.*

For Hyunh, the skills she developed as a coach have prepared her for teaching at TAFE and prepared her for teaching others to teach. She believes in the contribution that qualifications and teaching practice make; she draws on both when explaining how she developed her teaching skills and knowledge:

*It is that tacit sort of knowledge and skills I think, that a lot of things go into the mix of that. I think from my history of a swimming teacher/coach/manager … I think I have brought some of that. Certainly formal education, being a student in Cert IV Assessment and Workplace Training, because that's when I re-entered formal education, then being a student, so observing the facilitators, putting into practice things that I had learned, because I was facilitating a swim teacher course off the job at that stage and so I was putting into practice the things that I had learned from that course. Certainly being a participant in the Diploma of VET here was, I felt, a phenomenal sort of change because it was that deeper, broader learning, observing the facilitators and then the formal learning there and putting things into practice, communities of practice.*

When asked about recent research (conducted by Seddon in 2008), which suggests that there’s a trend towards diploma-level qualifications and discussion about master’s-level degrees in teacher and trainer education in European countries and beyond, Hyunh was concerned about introducing a model that leaned heavily toward high-level teaching qualifications for TAFE. Her concern centred on her understanding of the practical realities of working with, and employing, teachers to teach at TAFE. She said that TAFE requires industry experts to share their learning from their experience in an industry with students bound for that industry. These same experienced industry experts will require support to make the transition to TAFE teaching: that is teacher training and a sense of financial security. According to Hyunh, these second careerists who needed to train TAFE students in the most up-to-date industry requirements are not
plentiful’. TAFEs therefore must offer TAFE teacher preparation to make those new to teaching ‘work ready’ in the most efficient and least daunting way possible, to ensure their new recruits are working as a teacher and being paid as a teacher as soon as possible. All of which speaks to a pragmatic or ‘can do’ culture that is the TAFE environment. TAFEs are mindful that their new teachers are generally older and have more ‘life’ responsibilities than new secondary and primary school teachers, and often cannot afford to not be working while training to be a TAFE teacher. Also, Hyunh acknowledges from her experience that those who choose to work in industry and decide to become a TAFE teacher may not have the literacy and numeracy expertise to cope with the more formal approach to teacher education experienced by those in other educational sectors. For these kinds of reasons, attracting teachers, particularly trade teachers, to TAFE, has historically often been problematic:

Well I don’t think an entry-level degree of a Master’s would be necessary. I think Cert IV serves an OK purpose for an entry level and getting teachers working, because a lot of the people coming in have literacy problems and they wouldn’t be able to step straight into a diploma or a degree. Well certainly not into a Masters; they don’t come in with that sort of educational background, so there are a couple of things here. One, that Cert IV is fine as an entry level to get people from industry to get started. But there has got to be more education, that really is just the entry level, and that really an expectation of where we really want people to sit is minimum, the diploma level, and I think a minimum of a diploma would be good. But a lot of people couldn’t come in at the diploma level and it would exclude many of our great industry experts from becoming involved in TAFE teaching.

Hyunh’s position on the importance of a teaching qualification to her developing teachers is evident and well stated. She also acknowledges the benefits of a structured mentoring program for beginning teachers:

Look really, I think essentially good practice preparation for TAFE teaching is around having someone you can go to, to talk to, having a mentor of some sort, maybe doing some shadowing, doing some co-facilitation, so that you are buddied along the way and you don’t just do this qualification, Cert IV and TAA and anything, and then are left to your own devices, but you do sort of have support.

Later in the interview, she qualifies her recommendation for formal mentoring by stressing that such a model of mentoring would not have the support of TAFE management or teaching staff. Thus, when asked at the end of the interview if she would like to add anything to what she had already said about TAFE teacher preparation, she said with a sigh and a slump of the shoulders that management and staff want to reduce the time it takes to gain the Cert IV:

I have the sense now that people want to do the qualification quicker, in a shorter period of time and get it done. I believe there is still value in doing it over a period of time … Oh yes, I think so [TAFE]
management do [want it done quicker] and I think that is driven a bit by students who want it done and it is driven by a whole range of things. As we know, there is more than one thing that goes into the mix. So I would advise or suggest that these people can be buddied up with somebody in the workplace so they have got an experienced person who can help them through, that they maybe can have a mentor, whether that be their buddy or someone other than their buddy who they can go to when they have some issues, that they have sufficient time for planning and preparation, because I think a lot of our TAFE teachers don't, they have insufficient time. On the one hand, they have got to get the best outcomes from their students; their planning and their preparation time is very minimal because they are bogged down with administration and a range of other things.

Hyunh struggles, and shifts around, from one type of construction of initial teacher education for TAFE teachers, to another. The capability model, she suggests, is quite different from the qualifications model to which she seems so committed: different from a model that includes a structured mentoring framework, and different from a model that includes all three models mentioned above (i.e. Lucas’ models). Hyunh seems to be asking, how is it that you can teach others to teach? She grapples with this question and her answer moves around notions of ‘tacit’ knowledge and ‘know how’ and ‘know what’ (Beckett 2008), formal qualifications (Seddon 2008) and communities of practice (Lave & Wenger 1991). I believe her role as a teacher of Cert IV TAA places her in all of these positions. Her day-to-day work is teaching others to teach in her workplace, which is TAFE, and she finds herself in the dual role of working with others engaged in teaching, as both colleagues and learners, i.e. students in her teacher-education classes. I also believe that, like many other practitioners of teacher education at TAFE, she sees the teachers grow in their understanding of what it means to be a teacher and to ‘do teaching’ without being able to explain how this happens exactly. Hyunh is not alone in wondering how teachers learn or do not learn to be professional teachers.

There is a body of literature dedicated to investigating, describing and theorising what seems to some of us to be the unexplained or inexplicable phenomenon of formation of TAFE teacher professional identity. For example, Bathmaker and Avis (2005) have investigated the formation of FE teacher professional identity through Lave and Wenger’s (1991) notions of situated learning; participation in a community of practice, legitimate peripheral participation and ‘trajectories of participation’ (p.121). More recently, Bathmaker and Avis (2013 p.731) have also explored the impact of ‘professionalism in the public service’ and the formation of FE teacher professional identity. Bathmaker and Avis’s (p.731) research seeks information on the impact of ‘professionalism imposed from above’ on FE teacher professional development. Ultimately, they argue for a focus on pedagogic practices, ‘which continues to lie at the heart of how teachers
understand their work’ and ‘is also a basis for reworking professionalism with teachers’ (p.745). Bathmaker and Avis claim that FE teachers are so consumed with meeting the conditions of their employment and the compliance demands of their employer that they are ‘unbecoming’ as teaching professionals and ‘becoming’ organisational professionals. Lucas (2004) proposes the concept of a ‘learning professional’ to frame the formation of FE teacher professional identity, a concept based on the initial work of Guile and Griffiths (2001) and later enhanced by Berry et al. (2007, preface):

To speak about professional learning in local contexts is not merely to speak about its situated nature, but also about its broader situatedness and its individual embodiment. Professional learning as a form of human action, as intellectual and collective practices, is always situated somewhere and related to other historical settings, to the near and distant surroundings.

Thus, Hyunh is not alone in her wonderings. Indeed, how to encourage the formation of a professional identity that begins with industry expertise and partners with teaching expertise needs to be at the heart of notions of initial TAFE teacher preparation, and therefore is of paramount interest to my study. It is the dual professional requirement of TAFE teaching that defines its distinctiveness and separates it from other kinds of teaching. Similarly, it is the requirement of industry to be a professional expert that drives the teacher employment practices noted previously in this study’s data and studies of others (Gleeson & James 2007; Gribble 2012; Guthrie 2011; Wheelahan 2010).

Richard is at the same TAFE as Hyunh, and like her, I classify him as an expert, as he is a coordinator of programs, responsible for ensuring Australian Quality Training Framework (AQTF) compliance, and has taught two of the Cert IVs. Richard has taught in the secondary school sector and at a number of regional and metropolitan TAFEs: Although Richard works at the same TAFE as Hyunh, he does not share her concern with how teachers are prepared for teaching work by their TAFE. He is confident that their model, which includes new teachers completing the Cert IV, while working as a teacher, and being supported by experienced teachers, is a suitable model for preparing TAFE teachers. Richard believes that teaching qualifications are useful, but does not think that new TAFE teachers require high-level teaching qualifications. For Richard, the Cert IV is enough for those beginning to teach, and only at a stretch, does he include a diploma-level teaching qualification. In regard to the level of educational qualifications new teachers might be expected to hold or that would be useful regarding their preparation as a teacher, Richard stressed that people coming to teach at TAFE were not always choosing a full-time position or indeed a career in TAFE teaching. From his experience, as he explains, people come to TAFE
teaching often as a break or change from their normal everyday job, and often stay on because they like the opportunities that present:

Possibly diploma-level teacher qualifications, I am not sure. Because what is sort of implied in this [gaining higher-level teaching qualifications] a little bit is that I want to teach in a TAFE and have a bit of a change, therefore I must do this or there is the possibility to do this course, but that doesn’t exist currently. It is not there and what would be the attraction of it? Where do I go, what can I do in TAFE? I think that the other thing that is a little bit of a mystery is that even though once you get inside the system, you can find your way into various areas, what is not clear is a career path in TAFE so you do not know what to prepare for. So I start as a TAFE teacher, I can become a Program Manager, Head of Department, I could join in curriculum development, whatever the case may be …

Richard goes on to explain that asking TAFE teachers to have high-level teaching qualifications will cause too many problems. Richard stresses that the TAFE needs to be ‘fluid’, with industry experts being called in to teach when required. Asking these experts to have high-level teaching qualifications will have a negative impact on TAFE and its ability to employ ‘just-in-time’ teachers, who have the necessary current industry experience and vocational qualifications. He stresses that TAFE will not attract or keep those who have the industry skills needed to teach its students, if high-level teaching qualifications become mandatory:

You are going to lose people. You are going to have people in and out of your organisation, so that is going to be difficult, because what you want is people on hand, ready to move and teach. Even asking teachers to get higher qualifications later will drive industry people away.

Richard strikes a cautionary note, and this is supported in the literature that sees trade experts becoming TAFE teachers not from a clear intent and planning, but because it was something taken on and considered convenient that suits a change in lifestyle. The ‘long interview’ and ‘ad hoc employment’ have become synonymous with TAFE and FE teaching (Chappell 1998b; Palmieri 2004; Robertson 2008; Wheelahan 2010). Arguably, these employment practices make for a fragmented appreciation of TAFE teacher work as professional work, a point noted by Robson (1998) in her work on why FE teachers struggle to consider themselves, or be considered by others, as professionals doing professional work: ‘[t]he very diversity of entry routes into FE teaching, however, creates, in sociological terms, a weak professional boundary’ (p.588).

Often industry experts come to teach at TAFE, as they do with FE, on a temporary, part-time or sessional basis and do not intend to leave their initial vocational career to take up a career as a teacher. It seems to ‘just happen’:
Rachel, who had a successful career in the travel industry, spoke of ‘sliding’ into FE following a divorce and a wish for a fresh start. Once teaching, she gained both, the City & Guilds 730 and the Certificate in Education (FE) qualifications through part-time study. Even so, she talked of the decision as a ‘pragmatic’ one: ‘It’s not a vocation for me and, in fact, if I didn’t have children I don’t think I’d be here today’. (Gleeson and James 2007, p.454)

It is interesting that Richard dwells on the teaching qualification, but does not identify the knowledge or skills that any qualification will or can provide new teachers. There is renewed interest in Australia in the ‘quality’ of TAFE teaching, a growing disquiet that plays out in discussion around this ‘quality’ and what can be done to improve it through workforce development strategies that may or may not include professional teaching standards (Clayton 2010; Guthrie 2011; Simons & Harris 2008; Wheelahan 2010; 2011). However, yet to be had is a challenging debate regarding TAFE teacher professionalism and what knowledge and skills are needed for initial TAFE teacher education as articulated in Bathmaker and Avis’s (2013) research. Also, Richard does not explain the teacher support offered to new teachers by experienced teachers or what he would like to be offered. In my professional experience, it is often the case that one cannot articulate what one does not know or has not experienced, but like Richard, one knows that something is needed.

Like Richard, Gea has a secondary-school teaching background and is, what this study calls, an expert teacher. She has taught, coordinated programs and managed teachers at TAFEs for the past thirteen years and exclaims: ‘What don’t I teach!! I am actually a Program Manager now.’ Also, like Richard, Gea greatly values her own preparation for TAFE teaching, which included formal university qualifications, teaching experience in secondary school, and training and assessing experience at TAFE. However, she too, does not believe that teaching qualifications fully prepare a teacher. When asked if she would change her preparation for teaching in TAFE she answered:

I probably wouldn’t change anything, because I don’t know that you can be prepared for it, and also the parts of TAFE or the departments that I trained in were aligned with my sort of ... the qualifications and the academic expertise that I had and I had a fair bit of experience with people from non-English speaking backgrounds, so there was a …

When asked about her preference for a preparation for TAFE teaching, based on gaining high-level teaching qualifications or a model based on Lucas’ learning professional, she suggests a combination of both:
Yes, I think there is a combination of things that we can do. One is to encourage professional development and that can be supported by departments. I think certainly to have mentors, I think there has to be some basic qualifications, either at a ... But also the industry experience; I think it is a combination of both.

This response causes Gea to become uneasy. She sees a need for different preparation for different teachers. For example, she distinguishes the kind of teacher preparation required for trade and non-trade teachers:

*Look I also think, I mean I don't know where a plumber fits into all of that, because you are interviewing me who is part of the Business Enterprise Centre, I mean all the people here are part of it and my previous experience in TAFE has been in language and in communication skills and in team work in those soft skills that support technical skills. I don't come from a technical background. And I think that makes me more disposed to think about Higher Ed as a valuable thing. However, I don't know where … that is one pocket of TAFE, what about plumbers and cooks, what are they going to do?*

For Gea, 'one size does not fit all', instead, a teacher preparation model should be 'fit for purpose'; different TAFE teachers need different preparation. What a teacher teaches and the skills, knowledge and qualifications they bring to TAFE need to be taken into account, when designing a beginning TAFE teacher program. Gea, like all those interviewed, highly regards teacher qualifications or formal learning. Nevertheless, for Gea, it is the skills, knowledge and experience gained from work done 'on the job' or experiential learning, together with formal learning, that best prepares TAFE teachers for their work.

**Cert IV is a good start – to becoming a professional TAFE teacher**

Jenna is an experienced TAFE teacher who has taught both the Cert IV and its predecessor Certificate IV in Training and Workplace Assessment. She is currently the manager of the teaching centre responsible for the delivery and assessment of Cert IV across her organisation. For Jenna, teacher qualifications legitimise and professionalise teachers’ work. Like secondary teachers, she believes TAFE teachers should complete teacher qualifications to prepare for their teaching work. Certificate IV TAA, for Jenna, is the beginning qualification for a TAFE teacher’s journey to professionalism and becoming a TAFE teacher. Unlike participants such as Sang, Mathew and Christos, whose views were reported in Chapter 4, she believes the journey to being a TAFE teacher is a professional one. For Jenna, the journey to ‘legitimate teaching’ begins with the Cert IV and continues with TAFE teachers gaining high-level teaching qualifications. The skills you bring are useful, but it is the qualification that identifies you as a legitimate TAFE teacher:
If we are going to consider TAFE teaching, I mean at the moment we have got the secondary teacher model and all the requirements to work in a secondary school, we have got university requirements, if we consider our TAFE environment to be as … if we want it to be acknowledged in the education field and we do, what we are saying is, we have introduced Certificate IV, it can be the start of the professional teaching journey, we are saying it is a legitimate teaching … whatever you might call it … profession, it has to have its set of qualifications and they have to be articulated to the very top, otherwise we don’t have the credibility that I believe we deserve and I think there is nothing more important than vocational education.

Jenna’s notion of how TAFE teachers are best prepared to teach in TAFE focusses on the notion of ‘becoming a professional’. For further understanding of what this might mean I return to the literature and Robson’s (2006) work on the notion of professionalism as applied to FE teachers. For Robson, professional work is characterised by ‘autonomy’, ‘professional knowledge’ and ‘responsibility’, and for FE teaching to be known as professional work conducted by professionals, it too, must also be thus characterised. She further argues that this currently is not the case. Bathmaker and Avis’ (2013) highlight in their research this same understanding of what a teaching professional needs. They also claim that the development of this kind of teaching professional is not currently being actively supported by the FE system as there is a propensity to encourage the teaching professional that aligns to the needs of the employer rather than the needs of the students and the wider community; that is a system is in play where the organisational professional is privileged over the critical and occupational professional. They (p.736) further argue teachers respond to the pressures of ‘managerialism' by developing a sense of personal professionalism:

Personal professionalism is encapsulated in a strong service ethic, and the ‘personal investment’ and ‘deep commitment felt by many teachers towards their work’ (Menter, 2009, p.222).

For Jenna, being a professional means gaining a qualification, and the higher the qualification level, the more professional the teacher. She maintains that becoming a professional is linked to being ‘legitimate’; I infer that legitimacy is linked to obtaining teaching qualifications, a point also made by Robson (2006, p. 9) when using the work of Macdonald (1995), who elaborates: ‘one aspect of the professional group’s exclusivity is cognitive exclusivity and one important means of achieving closure is credentialism’. Supporting this view, Bathmaker and Avis’ (2013) research advocates that to re-construct professionalism (against the dominant discourses of ‘organisational professionalism’), there needs to be a focus on pedagogic practices, which, they argue, are at the heart of teacher professionalism. As they state, if we ‘are to provide ways of challenging the power exerted by discourses of organisational professionalism, then … the development of a
prospective, more critical and democratic professionalism needs to involve critical engagement with curriculum and pedagogies’ (ibid., pp.743-4).

Certificate IV, in Jenna’s implied model, promotes and begins the development of professionalism. From the data collected, Cert IV is deemed useful at the lowest end, and at the highest level, a platform for preparing TAFE teachers as professionals. Jenna notes ‘Cert IV is a good start’, and a legitimate start towards being a professional TAFE teacher. The Cert IV is important for her because it is a VET-specific teaching qualification, and an important step in a TAFE teacher’s journey to professionalism, increased teacher capability, and becoming a TAFE teacher. A beginning that she hopes will continue, for some, to doctoral studies. For Jenna, what is most important is that TAFE teachers have their own set of qualifications. Research undertaken by Seddon (2008) also argues for specific VET teaching qualifications, but unlike Jenna, Seddon does not hold the view that Certificate IV in A&WPT (precursor to Cert IV TAA) should be the starting point for TAFE teacher professionalism.

Jahmyyllah, another proponent of the benefits of the Cert IV, is one of the youngest interviewed for this research. Unlike all others interviewed, she is not employed as a teacher at TAFE, rather, she is employed to provide teachers with e-learning professional development and resource development opportunities. Unlike Jenna, Jahmyyllah does not see the need for all TAFE teachers to have high-level teacher qualifications. Jahmyyllah is, in terms of Bathmaker and Avis (2013), a self-styled ‘organisational professional’:

_I think [that] as the way TAFE works [it] is quite nice to be able to get those people in and start teaching with a Cert IV. I really do think it is those industry skills and especially the trades’ levels that are important. Those teachers don’t need to have diplomas. It is nice to have people in those areas that do have those skills, then they can think about those particular people with those qualifications, can think about restructuring programs and they can use their knowledge to restructure the program so they are suitable and they are innovative and they are constantly changing to suit the learners at the lower levels and they can instruct the people who don’t have their qualifications on maybe better ways that they could do things, but I definitely don’t think that the people at Cert IV should always need to go ahead and continue to get a diploma and a Master’s._

Jahmyyllah has a degree in multimedia, and a partially-completed science degree. In her very short time at TAFE, she has completed Cert IV and successfully applied for a TAFE Development Centre Teacher Excellence Fellowship\(^{30}\) and completed a Diploma in VET Practice. She knows

\(^{30}\) TAFE Development Centre (TDC) offered these scholarships/fellowships between 2009 to 2012 to encourage teachers to gain a higher-level teaching qualification.
the organisational requirements for being a TAFE teacher, and has met those requirements by first completing the Cert IV and secondly completing the Diploma of VET, which not only improves her employment opportunities, but also increases her salary.31 In her self-styling as an ‘organisational professional’, her attitude is not dissimilar to that of other new young TAFE teachers, such as Mathew and Christos. Christos and Mathew also saw the Cert IV and the diploma as something you did as part of your job, at your TAFE, as a TAFE teacher. Teaching qualifications were seen as an extension of your employment. In 2012, Jahmyyllah applied to enrol in the Master of Education. This qualification although conducted by an external provider is paid for by her employer, and delivered at her TAFE. As with all interviewees, she stresses the importance of vocational knowledge and experience in her teacher education preparation. However, unlike any other interviewee, she links teaching qualifications to qualifications being taught, which is an unusual, but interesting, ‘take’ on beginner teacher needs. This is noteworthy because all interviewees have made much of the importance of teacher vocational alignment, but only Jahmyyllah stresses the need for teaching qualification alignment with the vocational qualification being taught. For Jahmyyllah, TAFE teachers teaching courses deemed to be at the lower end of the Australian Qualification Framework (AQF)32 do not need a high-level teaching qualification. I assume that this means for her that the teaching qualification of a TAFE teacher should align with the vocational qualification held by that teacher. However, her thinking is consistent with apprenticeships and other trade indenture, where the experienced craftsman holds the same vocational qualification as that to which the apprentice aspires, and does not require a teaching qualification to train the apprentice, instead s/he relies on ‘on-the-job experience’ and ‘time served’.

Justina is a very experienced TAFE teacher who teaches both Cert IV and the Diploma in TAA. Prior to coming to teach at TAFE ten years ago, Justina was a secondary-school teacher. Like Jenna, she sees Cert IV as a good starting point for beginning TAFE teachers, but unlike Jahmyyllah, she does not differentiate between the needs of those teachers preparing to teach various TAFE level qualifications. Instead Justina focuses on how to prepare TAFE teachers to do the different kinds of work that is TAFE teacher work. She is concerned that there is a general

31 Victorian TAFE teachers who hold a diploma or above teaching qualification are classified and paid at a higher rate than those TAFE teachers holding a Cert IV

32 The Australian Qualifications Framework is a national system of qualifications encompassing all post-compulsory education. It is claimed to assist learners to plan their future education, training and career pathways. Website accessed 041012 www.aqf.edu.au
perception that unlike vocational competence or industry skills, TAFE teaching can be ‘just picked up’.

As commented earlier by Jabala, a senior manager responsible for the strategic direction of professional development at her TAFE, qualifications for her are a means of demonstrating and highlighting the professionalism of teachers to others:

*This is not in any way to diminish their commitment and abilities as a teacher. It is just that it is very important for their professionalism for them to have a high-level qualification that is an expectation and not just optional or nice to have.*

Jabala, like Justina, highlights the importance of qualifications in the formation of TAFE professional teacher identity. However, unlike Justina, Jabala does not speak of the usefulness of high-level qualifications as a means of educating teachers to teach, she is more focused on the impression or status these qualifications represent to others in the wider community and global environment. Sachs (2003, p. 17) underlines the importance of teaching being considered to be a profession and claims:

*It is paramount that whatever meaning of professionalism is circulating, its meaning is generated and owned by teachers themselves in order that it should have currency among teachers and be useful in improving their public image and social importance.*

Jabala views Cert IV as the start of the professional development and professionalism. Professionalism akin to what Bathmaker and Avis (2013, p.735) refer to as ‘occupational professionalism’; that is professionalism that is characterised by ‘discourse constructed within occupational groups, incorporating collegial authority’. As a senior manager with the remit of ensuring the quality provision of VET, it is not surprising that she signposts Cert IV as a starting point for the journey of industry expert to teaching expert:

*Well there is a full range of professional development at [Tackville] Institute which the Certificate IV is just one or the beginning part of, so as I mentioned before, the diploma-level qualifications, there are graduate certificates, there is the Master of Education, there are communities of practice. I see Cert IV as a good start.*

Nor is it surprising that those, such as Justina from the expert group, who are responsible for the delivery of Cert IV, connect becoming a teaching professional with the completion of Cert IV. However, I am not sure of the direction the data from entry-level participants takes: does it suggest that completing the Cert IV makes them feel like a ‘professional teacher’ or does it suggest in Bathmaker and Avis’s (2013) terms, a kind of teaching professional? I do know from
the data collected that all have said that the Cert IV they completed assisted them to teach in some way. Indeed most participants interviewed had good things to say about the usefulness of their Cert IV in their very different experiences and journeys in TAFE teaching.

**Cert IV is a good start - for a TAFE teaching knowledge base: A supplementary perspective**

What are the skills and knowledge TAFE teachers need to be prepared for TAFE teaching? Participants’ responses to this key question caused me to question why there is an overall lack of articulation or debate over the specifically required skills and knowledge for beginning TAFE teachers. This question is now being asked and features in government reports on improving economic productivity, and recent research into ways to improve the quality of vocational education and training, in particular the quality of its teachers. Information is being sought about the teaching skills, professional knowledge and practice needed for vocational education and teacher training (Clayton 2010; Clayton et al. 2005; Guthrie et al. 2011; Mitchell 2008; Mitchell et al. 2006; Productivity Commission: Vocational education and training workforce 2011; Simons et al. 2006; Skills Australia: Skills for Prosperity 2011; Wheelahan 2010). In contrast, participants highlight the skills and knowledge gained from their previous careers as workplace trainers, secondary-school teachers, supervisors, managers, and from the Cert IV. What is to be made of this? Is what I seek being named or known as something else? What to make of the repeated reference to Cert IV, and participant claims that ‘Cert IV is a good start’? Is Cert IV a beginning of a knowledge base for TAFE teaching? In other words, is it epistemic in orientation or perhaps just administrative – a necessary passage point into TAFE teaching? My interest in this question, and how an answer to it may inform answers to other questions raised, causes me to look to the Cert IV curriculum and ask: according to the participants, why is Cert IV useful in preparing TAFE teachers for their work? In the view of the participants, is the Cert IV the beginning of a knowledge base for TAFE teaching?

The unintentional consequence of seeking answers to these questions through my interview data is an intentional switch to a description and interpretation of the content presented in the Cert IV. In the introduction to this chapter, I invoked the idea of opening up a supplementary (here, documentary) perspective on the specifics of this knowledge and skills. The Cert IV curriculum document as a whole is not analysed; instead it is only interrogated for what it can yield and add.

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to participant responses on the Cert IV’s perceived benefits for preparing TAFE teachers. This shift to storying the interview data using documentary data allows me, where appropriate, to make comparative links with the UK curriculum document/s for FE initial teacher preparation. ³⁴ As previously stated, I chose to use the UK curriculum documents for FE teaching as the UK FE system is similar to the Australian VET system. Indeed, the Australian VET system is based on the UK FE system, and continues to look to the UK for innovative ideas and reforms.

Before turning attention to the documentary evidence, I will attempt to explain the notion of a knowledge base for TAFE teaching. I share Shulman’s (1987) framing of a knowledge base for teaching and use his definition to analyse what the Cert IV affords with regard to it. Shulman maintains (p.15) that:

The key to distinguishing the knowledge base of teaching lies at the intersection of content and pedagogy, in the capacity of a teacher to transform the content knowledge he or she possess, into forms that are pedagogically powerful and yet adaptive to the variations in the ability and background presented by the students.

I also believe that by inference, and in their reference to the benefits of Cert IV, many of the participants share this view, but do not express it in terms of ‘a teacher knowledge base’. Instead, participants list the benefits of Cert IV, and create what I call a ‘toolkit’ for teaching in TAFE, as supplied by the Cert IV. I also bring Shulman’s (1987) notion of Pedagogical Content Knowledge (PCK) to bear because this concept affords understanding teaching knowledge in terms of the requisites of the novice and the expert. Thus, it provides insight into what knowledge novice teachers need to become experts. An Australian VET researcher, Ian Robertson (2008, p.8) states that:

Pedagogical content knowledge (PCK) is described as an amalgam of content knowledge and general pedagogical knowledge. Largely developed on-the-job when teachers work in different contexts over a period of time (Gudmundsdottir 1995), PCK differentiates the novice and expert teacher and is ‘the category that most likely distinguishes the understanding of the content specialist from that of the pedagogue’. (Shulman 1987, p.8)

As Shulman (1987, p.8) has it, PCK:

³⁴ I choose to use 2008-2011 LLUK FE Teaching Standards as the new Standards are yet to be produced and indeed the notion of standards is under review. Website accessed 061212 http://www.excellencegateway.org.uk/node/24150
The body responsible for FE Teaching Standards was Standards Verification United Kingdom (SVUK). However, this no longer exists (ceased March 2012) and all responsibilities transferred to Institute for Learning (IFL) - all is under review as at Dec 2012. Website accessed 101212 http://www.ifl.ac.uk/cpd/qtls-atls
Represents a blending of content and pedagogy into an understanding of how particular topics, problems or issues, are organised or represented and adapted to the diverse interests and abilities of the learners and presented for instruction.

Melinda is a teacher whom I deem to be an expert. For her, Cert IV should aim to increase a ‘teacher’s knowledge base’. She is the only participant to specifically invoke this term. She introduces it while describing her own professional development, and the benefits of that development for the Cert IV program she coordinates, and her perceived role as a coordinator of teacher education:

Well, particularly at the moment I am doing the Master in Education Workplace Learning and at each stage of my development, in terms of my knowledge base since the Cert IV, from the Cert IV to the diploma to the Master’s, it [Cert IV] has informed my knowledge base.

Melinda implies that teaching qualifications engender growth in a person’s teaching knowledge base and would like to see those with high-level teaching qualifications providing support for new teachers or those with lower level teaching qualifications:

And I think that is a model that I have been alluding to, I think it leads to the issue of the level of mentors, now if you have got a novice Cert IV teacher who has arrived who has a great deal of vocational experience, in my view they should be perhaps mentored by one up, somebody who has got a Diploma of TAA, then somebody goes up the pace, going (unclear) and has a Diploma of TAA, you should then be perhaps mentored by somebody with a higher qualification and so I think the framework for mentoring is certainly valuable …

I consider that she is referring to a sharing of teacher knowledge by a ‘pyramid qualification’, and mentor approach; that is, those teachers completing high-level qualifications should, as part of that qualification, mentor those completing lower-level qualifications; all of which is underpinned by reflective practice, experiential learning, and action learning. Other participants do not refer to a ‘knowledge base for teaching’, and, unlike Melinda, do not articulate a model for sharing and expanding such a base, instead, they talk of Cert IV as a good start or ‘that was a good course though’. These repeated comments on the value of Cert IV cause me to again reflect on the role of Cert IV, and how it might function as a knowledge base for TAFE teaching. How does what is being reported align with Shulman’s (1987, p.8) notion of pedagogical content knowledge? For Shulman (1987, p.3) a participant in his seminal research, Nancy, best demonstrates what PCK looks like:

Nancy’s pattern of instruction, her style of teaching, is not uniform or predictable in some simple sense. She flexibly responds to the difficulty and character of the subject matter, the capacities of the students
(which can change even over the span of a single course) and her educational purposes. She cannot only conduct her orchestra from the podium, she can sit back and watch it play with virtuosity by itself.

How does this happen and what are the stages in between novice and expert for Nancy? How can this transition be promoted, i.e. the getting of teaching wisdom? In a bid to answer these questions Shulman’s work describes and defines the knowledge/s associated with levels of teacher development. Thus we have the beginner teacher in Shulman’s (1987, p. 8) conceptual model that has the basic ‘tools of the trade’. The novice understands the content being taught and can contextualise this knowledge for the classroom situation. To take TAFE teaching as an example, a plumber knows how to plumb and it is the work of the Cert IV to provide the curriculum, skills and context to share this knowledge with their students. This should be the aim of the Cert IV, if constructed or understood as the start of the teaching journey from novice to expert (and thus the beginning of the getting of teaching wisdom).

Table 5.1 below includes a summary of the specified skills and knowledge and performance criteria of the documentary data as taken from the seven core units of Cert IV TAE4110.35 I have chosen to highlight three sections of each of the seven core units: the ‘Unit Descriptor’ as this section of the unit of competency provides a summary of the content; ‘Elements and Performance Criteria’ for these sections together provide and describe the learning outcome anticipated and the ‘Required Skills and Knowledge’ as these statements are deemed to articulate competencies such as ‘Plan Assessment Activities and Processes’ (TAESS401B38 in Table 5.1 below) and the learning that should be demonstrable at the successful completion of each unit of competency.

Also, to expand on the perceived benefits of Cert IV for an industry expert preparing to teach at TAFE, I reviewed the interview data for reference to, or what I took as reference to, the espoused curriculum articulated in the seven core units.

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35 I chose to focus on the seven core units and exclude elective units as not all participants completed the same three elective units. For further information on Cert IV TAE40110 structure, content and anticipated learning refer website accessed 04032014: http://training.gov.au/Training/Details/TAE40110.

36 Other sections within Cert IV units that could have been used for my analysis include: Unit Descriptor; Application of Unit; Elements together with Performance Criteria Pre-Content; Evidence Guide and Range Statement. The Unit Descriptor and Required Skills and Knowledge category was chosen because together these sections offered an understanding of the underpinning skills and knowledge that are taken as gained upon completing a unit. In other words, this choice was purposeful.

37 For further details on the Required Skills and Knowledge and Elements and Performance for each of the seven Core units refer Appendices 8a to 8g.

38 The unit code represents the following: the Training Package name (TAE); the name of the unit (ASS); the AQF level (4); the unit number in the qualification (01) and version of the unit (B). For further details on how Course and Unit codes are devised in Training Packages see Appendix 7 (Course Code and Unit Code).
### Cert IV units

<table>
<thead>
<tr>
<th>TAEASS401B Plan Assessment Activities and Processes</th>
<th>SM (3)</th>
<th>E (9)</th>
<th>N (12)</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nil</td>
<td>6</td>
<td>8</td>
<td></td>
<td>Of the total number of participants in this study (24 altogether, that is three senior managers, nine experts and twelve neophytes), 14 participants made mention of the skills and knowledge outlined in this unit.</td>
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</table>

**Unit descriptor**

This unit describes the performance outcomes, skills and knowledge required to plan and organise the assessment process, including recognition of prior learning (RPL), in a competency-based assessment system. It also includes the development of simple assessment instruments.

**A summary of the intent of this unit**

The Required Skills and Knowledge for this unit provide rules and instructions for planning and conducting assessments for VET delivery to:
- Determine assessment approach
- Prepare the assessment plan
- Develop assessment instruments

For further details of knowledge and skills and elements and performance criteria refer Appendix 8a

**A typical participant comment**

Christos a neophyte explains:

Yes, the Cert IV course helped a lot, especially initially to get my head around assessment tools for instance, just the way I guess the whole TAFE system works through HUDF [AQTF], ODF [AQF], changed now I believe, Skills Victoria, and just learn about the base ground of the whole system and you work from there I guess.

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### TAEASS402B Assess Competence

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<thead>
<tr>
<th>TAEASS402B Assess Competence</th>
<th>nil</th>
<th>6</th>
<th>8</th>
<th>Summary</th>
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<td></td>
<td></td>
<td>Of the total number of participants in this study (24 altogether, that is three senior managers, nine experts and twelve neophytes), 14 participants made mention of the skills and knowledge outlined in this unit.</td>
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</tbody>
</table>

**Unit descriptor**

This unit describes the performance outcomes, skills and knowledge required to assess the competence of a candidate.

**A summary of the intent of this unit**

The Required Skills and Knowledge affords participants to:
- Prepare for assessment
- Gather quality evidence
- Support the candidate
- Make the assessment decision
- Record and report the assessment decision
- Review the assessment process

For further details of knowledge and skills and elements and performance criteria refer Appendix 8b

**A typical participant comment**

Richard an expert TAFE teacher who is also an experienced secondary school teacher claims:

For someone working in the VET or TAFE sector a real complete view [referring to the Cert IV], but it is also a bit of overkill, in the sense that if you are just the beginning teacher, there are probably units in there that are not going to have as much impact and some of those, for example, developing assessment tools, I notice is seen as more of perhaps an advanced skill. I don’t know, it [here he refers to the unit, developing assessment tools] is certainly essential for teaching, but there is a sense in which it is taking beginning teachers, a lot of beginning or sessional teachers don’t do that, they are handed materials.
| TAEASS403B Participate in Assessment Validation | nil | 6 | 7 | Of the total number of participants in this study (24 altogether, that is three senior managers, nine experts and twelve neophytes), 13 participants made mention of the skills and knowledge outlined in this unit. |

**Unit descriptor:**
This unit describes the performance outcomes, skills and knowledge required to participate in an assessment validation process.

**A summary of the intent of this unit:**
The Required Skills and Knowledge for this unit are very similar to those listed in the units above and affords participants to:
- Prepare for validation
- Contribute to validation process
- Contribute to validation outcomes

For further details of knowledge and skills and elements and performance criteria refer Appendix 8c

**A typical participant comment:**
Justina, an expert TAFE teacher, who teaches Cert IV cautions:
Whereas when you train as a teacher, the prep is vital, the delivery is vital, part of it, but it is only part of it and the follow-up and the validation and the paperwork is a part of it and I think a lot of teachers coming into TAFE just thought teaching in the classroom was it. My comment.

| TAEDEL401A Plan, Organise and Deliver Group-Based Learning | nil | nil | nil | Of the total number of participants in this study (24 altogether; that is three senior managers, nine experts and twelve neophytes), no participants made specific mention of the skills and knowledge outlined in this unit. |

**Unit descriptor:**
This unit describes the performance outcomes, skills and knowledge required to assess the competence of a candidate.

**A summary of the intent of the unit:**
The Required Skills and Knowledge for this unit aim to provide the basic ‘tool kit’ for teachers delivering units of competency for the VET sector and affords participants to:
- Establish effective work environment for learning
- Develop a work-based learning pathway
- Establish the learning-facilitation relationship
- Implement work-based learning pathway
- Maintain and develop the learning/facilitation relationship
- Close and evaluate the learning/facilitation relationship
- Monitor and review the effectiveness of the work-based learning pathway

For further details of knowledge and skills and elements and performance criteria refer Appendix 8d

**A typical participant response:**
Mary an experienced TAFE teacher believes pedagogy matters:
I would like to see us add a little more in the TAA on actual principles of adult learning. I know many people who are facilitating the Cert IV TAA build that in anyway; some people are doing it, even though it isn’t actually specified, but I think it needs to be made a little more prominent.
Of the total number of participants in this study (24 altogether; that is three senior managers, nine experts and twelve neophytes), 10 participants made specific mention of the skills and knowledge outlined in this unit.

TAEDEL402A
Plan, Organise and Facilitate Learning in the Workplace

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|1 | 2 | 7 | Of the total number of participants in this study (24 altogether; that is three senior managers, nine experts and twelve neophytes), 10 participants made specific mention of the skills and knowledge outlined in this unit.

Unit descriptor:
This unit describes the performance outcomes, skills and knowledge required to plan, organise and facilitate learning for individuals in a workplace.

A summary of the intent of the unit:
The Required Skills and Knowledge of this unit provide for teaching in the workplace and as such the VET environment and affords participants to:
- Establish effective work environment for learning
- Develop a work-based learning pathway
- Establish the learning-facilitation relationship
- Implement work-based learning pathway
- Maintain and develop the learning/facilitation relationship
- Close and evaluate the learning/facilitation relationship
- Monitor and review the effectiveness of the work-based learning pathway
For further details of knowledge and skills and elements performance criteria refer Appendix 8e

A typical participant response:
For Mathew, a neophyte, the Cert IV made him think about how others learn:
It [Cert IV] opened my eyes up to show there are different ways of learning. I like to just do stuff, that's how I like to learn, but it opened my eyes that there are some people that like to read and like to do things by trial and error. Some people need exact plans, so it opened my eyes up to that. I think that was the first thing that I needed to assess, how someone was going to learn and then change the way I delivered to them. So I think that has opened my eyes to that.

Kevin, another neophyte, who often works as a training mentor in the workplace claims the Cert IV made him think about the need to adjust his teaching to match the site of the learning.
I think the Cert IV, by the time I started teaching ... if you break the Cert IV down into the environment and delivery and the design, the assessment comes last anyway, so by the time I started teaching I had probably done those units, so yes it helps you to formalise exactly what you should be doing, as opposed to writing ... originally when I would have been training in the workplace, I just would have been writing session plans, without fully understanding how the people were going to learn in different places and how I had to change things for them.

TAEDES401A Design and Develop Learning Programs

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|3 | 7 | 6 | Of the total number of participants in this study (24); that is three senior managers, nine experts and twelve neophytes, 16 participants made specific mention of their use of the skills and knowledge outlined in this unit.

Unit descriptor:
This unit describes the performance outcomes, skills and knowledge required to conceptualise, design, develop and review learning programs to meet an identified need for a group of learners. The unit addresses the skills and knowledge needed to identify the parameters of a learning program, determine the design, outline the content and review its effectiveness.

A summary of the intent of the unit:
The Required Skills and Knowledge of this unit form part of the basic ‘tool kit’ for teaching in the VET sector (for details of knowledge and affords participants to:
- Define parameters of the learning program
- Work within the vocational education and training (VET) policy framework
- Develop program content
- Design structure of the learning program
For further details of knowledge and skills and elements performance criteria refer Appendix 8f

113
A typical participant response:
Hyunh, an experienced TAFE teacher, initially claims this unit was useful but withdraws her support upon reflection:

Well I was going to say that the design and develop learning programs, plan and organise group based delivery, and the facilitation units would have been my answer … but having said that, there is some gaps, I think, in some of those as well. I am in two minds.

<table>
<thead>
<tr>
<th>TAEDES402A</th>
<th>Use Training Packages and Accredited Courses to Meet Client Needs</th>
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<th>7</th>
<th>7</th>
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</table>

Of the total number of participants in this study (24); that is three senior managers, nine experts and twelve neophytes, 17 participants made specific mention of the skills and knowledge outlined in this unit.

Unit descriptor:
This unit describes the performance outcomes, skills and knowledge required to use training packages and accredited courses as tools to support industry, organisation and individual competency development needs.

A summary of the intent of the unit:
The Required Skills and Knowledge of this unit provide information on the VET context; underpinning regulation; structure and use of VET curriculum documents and affords participants to:
- Select appropriate training package or accredited course
- Analyse and interpret the qualifications framework
- Analyse and interpret units of competency and accredited modules
- Contextualise units and modules for client applications
- Analyse and interpret assessment guidance

For further details of knowledge and skills and elements performance criteria refer Appendix 8g

A typical participant response:
Sang, an experienced workplace trainer who is now teaching at TAFE, attributes Cert IV with providing him with an update on the structure of VET and its regulatory requirements:

Last year I upgraded. There is a lengthy process, because there is a lot more information in the Cert IV now about the VET system, which wasn’t in the BSZ [another name for Cert IV Assessment and Workplace Training] so you have to know about how the AQTF … there was a lot more of that background knowledge that either I had forgotten or it wasn’t introduced during the BSZ.

Table 5.1: Selected participant responses

With respect to *Plan Assessment Activities and Processes* (TAEASS401B) participants made much of the usefulness of templates for the design and assessment of units. Templates provided by the trainers of this unit were also well thought of in regard to meeting auditing and compliance VET training and assessment requirements. The Required Skills and Knowledge for *Assess Competence* (TAEASS402B) are very similar to *Plan Assessment Activities and Processes* (TAESS401B) and *Participate in Assessment Validation* (TAEASS403B). Therefore I attribute participant comments to this unit for: useful templates for planning and conducting assessment, meeting auditing compliance requirements, and the importance of communications skills. Indeed being ‘a good communicator’ was viewed by many participants as an integral skill for TAFE teachers.
There is no specific mention of the required skills and knowledge for the units: Plan, Organise and Deliver Group-Based Learning (TAEDEL401A); Plan and Organise and Facilitate Learning in the Workplace (TAEDEL402A). However, communication skills dominate the listed required skills for these units. I therefore choose to count this as participant reference to this unit. However, because participants have completed this unit and are teaching at TAFE, I infer that participants can demonstrate the required skills and knowledge. The Required Skills and Knowledge for Design and Develop Learning Programs (TAEDES401A) for this unit form part of the basic ‘toolkit’ for teaching in the VET sector. There is no specific mention of the required skills and knowledge, however, there is some mention of the knowledge required for designing programs for the VET sector, albeit not completely a positive mention. In respect to the unit Use Training Packages and Accredited Courses to Meet Client Needs (TAEDES402A) many participants referred generally to the Cert IV as useful in their understanding of the VET sector. Although no specific detail as to what knowledge was missing from most of the participants responses I infer that understanding the VET environment was considered important knowledge required for designing programs for the VET sector. Missing from participant responses was specific or in-depth information of the pedagogic merit of the competency units of Cert IV.

Table 5.1 represents a summary of the ‘official’ list of the skills and knowledge required by TAFE teachers coming into teaching and what I take to be participant acknowledgement or recognition of the skills and knowledge that Cert IV completion affords TAFE teachers. Indeed the Cert IV units of competency specifically highlighted by the participants as being useful were the kind of units that support and promote the development of an ‘organisational professional’. These units include: Plan Assessment Activities and Processes; Assess Competence; Participate in Assessment Validation; and Use Training Packages and Accredited Courses to meet Client Needs. According to the data these units present new TAFE teachers with the basic fundamentals or ‘toolkit’ to transition from an industry expert to a ‘just-in-time teacher’ to deliver ‘just-in-time training’. The naming of these units and the description of what is to be learnt as articulated in the performance criteria and required skills and knowledge is further evidence of the intent of these units; that is, to create operational or organisational professionals who have substantive and functional understanding of the theory of TAFE teaching. Kevin a neophyte, who is employed by a TAFE to provide learner support in the workplace to those scheduled for workplace assessment, alludes to the need for Cert IV to do more than provide the ‘teaching basics’. He is not sure what he needs but he is sure that he needs more than the technist basics offered by Cert IV, to be a TAFE teacher.
I was thinking about the best way to describe this earlier, it is like standing on a footstool to look over a fence, the Cert IV is the footstool to let you look over the fence to see what it is like when you are teaching, but it is not until you climb over the fence that you realise it is different and you realize other teachers might be able to help, if you ask.

I infer it is pedagogic knowledge and practice that Kevin is seeking to be a fully participating professional TAFE teacher. His comment represents much of what participants are saying is ‘good’ about the current Cert IV and the ‘tool kit’ it provides beginning teachers. His comment also represents a sense that TAFE teachers need more than the Cert IV to be fully participating professionals. Thus I suspect that according to the documentary and participant responses that Cert IV may only lay claim to providing for the development of an ‘organisational professional’ and not to the broader notion of a teaching professional as assumed by this study that adopted the notion of professional as provided by Robson (2006) and articulated by Bathmaker and Avis (2013) in their notion of a teaching professionalism that includes: organisational, occupational, critical and personal.

‘The Certificate IV [serves] to give you the fundamentals’: but does it help teachers into PCK?

Does the learning on offer through the Cert IV provide a useful basis for becoming a TAFE teacher? Some academic commentators argue ‘no’ (Robertson 2008), but some argue ‘yes’ with qualifiers (Clayton 2010; Guthrie & Clayton 2010; Guthrie 2011; Skills Australia Report 2012; Smith 2005; Wheelahan 2010). My empirical evidence suggests the latter: ‘Cert IV is a good start’ as it provides industry experts with the basic ‘tool kit’ of skills and knowledge that allows them to share their industry expertise with VET students. Reflecting this thinking, Melinda, one of the experts, suggests that teaching is more than knowing the content, and the more a teacher studies to be a teacher, the better teacher they will be. With this, she implies a hierarchy of teacher knowledge aligned to a qualification level. In so doing, I infer that she too is suggesting that ‘Cert IV is a good start’ for those on the journey of understanding and acquiring the knowledge and skills to best teach others. For experts like Melinda, the Cert IV allows industry experts to ‘have a go’ at TAFE teaching before fully committing to becoming a TAFE teacher.

According to the data collected, Cert IV is a staging post for beginning the work of teaching at TAFE, and Cert IV should be the initial teaching qualification for new TAFE teachers if the aim of TAFE teacher preparation is to bring industry experts to the VET sector to teach. Also, according to the data, Cert IV is not enough of itself to prepare TAFE teachers for their work of teaching, no
matter what the view of that work is considered to be, i.e. professional, a type of professional work or non-professional work. What kind of teacher is Cert IV producing and what kind of teacher is needed for TAFE? In continuing to address these questions of teacher knowledge, teacher professionalism and the role of Cert IV, I draw on the work of Bathmaker and Avis (2013). Their work provides a lens to view the data in terms of TAFE teacher professionalism and the development of pedagogical content knowledge (PCK). As stated above, the data suggest that Cert IV provides industry experts with the fundamentals to be employed as a TAFE teacher and teach VET students. It does the credentialing the industry expert and providing new teachers with a basic teaching ‘toolkit’. In Bathmaker and Avis’ terms, the Cert IV serves to promote the development of the ‘organisational professional’. It does so because it offers industry experts the opportunity to become TAFE teachers ‘quickly’ and TAFEs with ‘just-in-time’ teachers.

However, does Cert IV provide the beginnings of a knowledge base for TAFE teachers, like that described by Shulman (1987) in his depiction of a model for achieving pedagogical content knowledge? Cert IV, by all accounts, is technicist in nature. It provides the new TAFE teacher with background information on the sector and has the potential to supply useful ‘tools’ to enter the classroom; that is, it serves the development of what Bathmaker and Avis (2013) refer to as an ‘organisational professional’. There is no evidence in the interview data or the literature reviewed that Cert IV can be the end of a teacher’s development. However, what is arguable is the usefulness of Cert IV for beginning teachers to become teachers like Shulman’s (1987) Nancy; that is, the kind of expert professional teacher who practices and displays pedagogical content knowledge on a daily basis. Robertson’s (2008) research that looks at the development of pedagogical content knowledge and the Cert IV finds that this qualification cannot deliver on this knowledge. However, according to my data there is evidence, scant as it might be, to suggest that teaching teachers to know how to teach can be found in at least one Cert IV unit of competency: Plan Organise and Facilitate Learning in the Workplace. Even though no participant specifically highlighted the usefulness of the unit, I inferred that ten participants referenced the content of this unit as useful teacher skills and knowledge. With this said I acknowledge the same weakness as stated by Robertson (2008). However, unlike Robertson my evidence suggests and I speculate that, with enhancements that focus on pedagogy, the Cert IV could start the journey for new teachers to become Nancy-type professional teaching experts. I will address this complex issue in the following discussion chapter.
A MENTORING MODEL

The second, broad, preferred model for preparing TAFE teachers that emerges from the data is the mentoring model. All three of the senior managers, seven of the nine experts and six of the twelve neophytes include mentoring in their suggestions for useful preparations for TAFE teaching, no matter which model they suggest is preferable for preparing the TAFE teacher for their everyday work. For this reason, I feature participants’ understanding of the role they believe mentoring should play in TAFE teacher preparation. I use the definition of ‘mentoring’ as provided by Clayton, Fisher and Hughes (2005, p.13) to provide a background to what participants take mentoring to mean: ‘[m]entoring: using experienced people to provide support, guidance and sponsorship for those less experienced’.

Experts, neophytes and senior managers at times used the terms ‘coaching’ or ‘coach’ and ‘mentor’ or ‘mentoring’ and to a lesser extent ‘supervising’ or ‘supervisor’, and in one instance, ‘partnering’, interchangeably. Apparently, they do not draw a distinction between the terms. Accordingly, when searching responses, I took mentoring to mean, mentor, coach, coaching, supervisor, supervising, partner and partnering and coded responses accordingly.

Experts

I will now outline what the experts and/or those whose job role includes preparing TAFE teachers to teach expressed in terms of their role as a mentor and the benefits of mentoring – only seven of the nine experts made comment on the importance of mentoring and initial teacher training. These comments are but some of the comments made, as many of the experts mentioned mentoring on several occasions when interviewed. The selected data provide what I consider the essence of the responses made by experts of their experience and opinion of the benefits of mentoring in the preparation of TAFE teachers.

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<tr>
<th>Experts</th>
<th>Rachael</th>
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<td></td>
<td>But I would say that the bulk of my work is very much mentoring and supporting teachers, ultimately to get qualifications, but in reality for my mind that is just almost an incidental. It is about helping them to both do their jobs better, but also for them to get greater satisfaction out of their jobs and because I don’t think I have talked to somebody who hasn’t come into teaching because they want to make a difference, …. so that also is what I am about, how can I make a difference, so they can make a difference for their students and that very much supports what I do. I tend to give a lot of advice to my colleagues and they are very good at picking it apart, like I tend to be the person who says, ‘what if we did it this way, or how about we go and’ … and they will get down to tin-tacks and then sort of …</td>
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<tr>
<th>Richard</th>
<th>Don’t know about university degrees, don’t know if that is appropriate, but certainly some sort of a course, like a Certificate IV, but there needs to be, I believe, some partnering, coaching, mentoring where someone is actively supervised and mentored through the process and, as I say, that does sometimes happen informally or the reverse happens, where someone gets completely left on their own and they find out the hard way. So that would be my recommendation basically, because it is interesting that there hasn’t been a follow-up, become a TAFE teacher, do a course, like you would to do secondary or primary and things like that. There has never been an entry point and I have always found that odd, but by the same token.</th>
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<td>Melinda</td>
<td>And I think that is a model that I have been alluding to. I think it leads to the issue of the level of mentors. Now if you have got a novice Cert IV teacher who has arrived who has a great deal of vocational experience, in my view they should be perhaps mentored by one up, somebody who has got a Diploma of TAA, somebody who can step up the pace and has a Diploma of TAA. You should then be perhaps mentored by somebody with a higher qualification and so I think the framework for mentoring is certainly valuable and I think so.</td>
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<td>Justina</td>
<td>Just being an experienced classroom teacher, managing and even enjoying that side of it, plus being Head of Department, I was there in the mentoring role, because we employed new teachers and I had to make sure they were doing OK. I also had a role there in the training of new ones, because the ones out on teaching rounds would come and they would need a volunteer to supervise them, so I was quite active again with my expressed interest from teaching when I had that epiphany … So I’ve had that, I’ve mentored new teachers before and that sort of helps.</td>
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<tr>
<td>Jenna</td>
<td>I think the Certificate IV is quite good in that respect, but there is a missing link about how do you actually transfer that into the classroom, so I think there is a mentoring ... a further step. So an additional step is to keep the currency of industry, to me three things link together, the Certificate IV to give you the fundamentals, the mentoring approach to give you that taking what you have learnt in Certificate IV, transferring it and adapting it to the actual classroom, putting it into practice and reflecting on that and continuous improvement, how do I improve, what have I done wrong, the reflective type of approach and with the mentor that you can actually work with.</td>
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<tr>
<td>Hyunh</td>
<td>Yes, I think the other ways I have built it is a lot of coaching and mentoring on the job with colleagues, just informal and formal discussions, [we] are kept up-to-date through our manager and then we are given time, which is great.</td>
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<tr>
<td>Joy</td>
<td>That mentoring program would be ideal, you want an educator with them, so someone who can mentor the education aspect, that presumably they have got the industry skills, so again back in industry, I think that model works very well.</td>
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Table 5.2: Mentoring as referred to by experts

**Senior managers**

All three senior managers stated that they understood mentoring to be an important element in preparing the TAFE teacher for their work. Jabala compared what could be a new model for contemporary TAFE teachers, with what she referred to as the ‘Hawthorn model’, which operated
from 1981 until 1989. This model focussed on supporting industry experts to move from industry into technical teaching. The Australian State of Victoria adopted this model to develop teacher skills for those entering teaching in vocational education and training. The Victorian VET sector during this period was undergoing massive change under the then Federal Labor Government's VET policies. The Federal Government legislated that all VET delivery was to be removed from the schools and placed into the control of TAFEs, and VET was to be nationally regulated, but funded by each State. Competency Based Training (CBT) was the flagship of the new-look VET sector, as was the mission to seek commercial opportunities linked to industry demands. To service the obligations of the new VET, it was in cooperation with TAFE that the Hawthorn Institute of Education was established to deliver a workplace-embedded three-year Diploma of Teaching (TAFE) for those without a previous degree, and a one-year Graduate Diploma of Education (TAFE) for those with a degree (Scarfe 1991). It included suitably qualified, experienced industry experts being assigned to schools and a supervisor, and enrolled in a College of Advanced Education (CAE), i.e. Hawthorn Institute of Teaching. Joe supports and refers to a similar use of mentoring in TAFE teacher preparation – ‘apprenticeship basically’ or ‘learn a little bit, go and apply it’. For Joe, teaching and learning to be a teacher with a suitable mentor is the best kind of preparation for TAFE teachers. For Debbie, the notion of a staff partner or supervisor is how mentoring should work for new TAFE teachers. Debbie suggests that a mentor would assist with the practical ‘attendance roll’. This is different from what is being suggested by Jabala and Joe; Debbie does not mention how the mentor would support the ongoing teacher practice development of a teacher, instead the support is about ‘crossing the t’s and dotting the i’s’.

<table>
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<tr>
<th>Senior Managers</th>
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<tr>
<td><strong>Jabala</strong></td>
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<tr>
<td><strong>Joe</strong></td>
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39 1981 - With the passing of the Victorian Post-Secondary Education Act, the Hawthorn Institute of Education was proclaimed in 1982. 1989 - An affiliation between the University of Melbourne and Hawthorn Institute of Education was put into place. At around this time, the ownership of the Hawthorn site was transferred to the University of Melbourne. The full amalgamation with the University of Melbourne occurred in 1996 - the Hawthorn Institute of Education ceased to exist and a full University department was created. For further information visit the website accessed 0212: [http://www.commercial.unimelb.edu.au/history](http://www.commercial.unimelb.edu.au/history)
go with a mentor, supportive process sitting there, maybe go into a classroom environment. I am not necessarily saying go back into their plumbing environment, they have come from that …

Debbie

Certainly, I think, the Cert IV TAA does a good job, as long as it has an element of supervised teacher training and I think a mentor is a huge strength to be able to offer a partner arrangement with another staff member that suits their individual … and looks at their needs and helps model them I guess, keeps them informed, keeps them up-to-date. There is an awful lot that we expect of teachers when they come into the system that we don’t necessarily induct them into and I don’t think we do a good job of that. I think a good induction program would include a mentor to help understand what an attendance roll [requires] and the importance of crossing the t’s and dotting the i’s.

Table 5.3: Mentoring as referred to by senior managers

Neophytes

Only six of the twelve neophytes talked about the importance of mentoring in their preparation for teaching, and three of these six were experienced teachers, either at TAFE or in other sectors. These teachers have only recently completed the Cert IV. This result was unexpected, given the focus on mentoring and teacher preparation in the literature (Billett 2001; 2004; 2011; Maxwell 2010; OECD Report 2012; Skills Australia Report 2012; Wheelahan 2010). It might be that inexperienced TAFE teachers do not know what they do not know, and for that reason do not see the need for additional teaching support. Kevin is in his mid-forties, and teaches marketing and financial services; he stresses the importance of mentoring. In what follows, I provide a summary of what Kevin believes he gained from completing the Cert IV which goes some way to explaining why he views mentoring as so important to his preparation for teaching:

I was thinking about the best way to describe this earlier, it is like standing on a footstool to look over a fence. The Cert IV is the footstool to let you look over the fence to see what it is like when you are teaching, but it is not until you climb over the fence that you realise it is different and you realise other teachers can help, if you ask.

Neophytes overwhelmingly saw their completion of the Cert IV as useful in providing some assistance or insight into what it is to be a TAFE teacher. None believed that Cert IV was the complete preparation for their work, yet, only Kevin, Jana, Martin, Tony and Jahmyyllah made mention of the usefulness of a coach, supervisor, partner or mentor. Jahmyyllah spoke highly of the support mentors had provided her while completing a Diploma of TAE. This experience and support of a mentor was not provided by the institution where she completed her Cert IV, but through a special teacher excellence fellowship offered by the TAFE Development Centre. Martin’s view of the role of a mentor is somewhat coloured, inasmuch as having recently completed the Cert IV, he has been teaching for many years and occupies the position of a senior

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40 TAFE Development Centre (TDC) is now known as VET Development Centre (VDC).
coordinator. This role involves assisting new staff and inducting staff into the faculty. Jana sees mentoring as being useful for the new teacher, but is concerned that those given such a role also be given the time to be a mentor. Tony’s view of what a mentor should do, and how that might be, is in line with that of many of the experts’ and senior managers’ views. Here, a mentor helps a new teacher settle into the environment, as well as providing professional teacher support over a suitable period of time – ‘alright Tony you have come on board, this is what we are going to do with you for the next eight to ten weeks’.

### Table 5.4: Mentoring as referred to by neophytes

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<tr>
<th>Neophyte</th>
<th>Comment</th>
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<tr>
<td>Janyallah</td>
<td>And that is fantastic [an externally sponsored professional development program] because I have actually been a mentor for that and I have actually got a face-to-face mentor and on-line mentor and it is brilliant, because all ours need to reflect on what I am actually doing and not just reflecting on what is happening in TAFE, but reflecting on education as a whole and just really bringing some more perspective into what I am doing.</td>
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<td>Martin</td>
<td>Yes, a mentoring program would be really good to sort of foster more of the mentoring approach across the institute, how you would do that I don’t know, necessarily, but I really like the idea of mentoring. I think it would be great if there was more opportunity for team teaching, which some people don’t want and some people feel threatened by or something, but I think it could be quite useful to have some sort of team teaching approach or at least collaboration on teaching strategies or something. I would like to see more sharing of that, the people’s abilities and so forth and I know we have got some processes in place to try and do that, but I think we could always have more.</td>
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<td>Tony</td>
<td>The only preparation I did was the Certificate IV and I then I came out and they gave me a timetable and they more or less said ‘there you go, there is your classroom, in you go’ and it was a shock to the system, but I didn’t mind the challenge of it, but it is just not enough training. There should have been maybe like a mentoring role, like another teacher allocated to say, ‘alright Tony you have come on board, this is what we are going to do with you for the next 8-10 weeks, this is how … the classroom is there’, maybe a more comprehensive introduction into it, like I didn’t do any sessional teaching or any …</td>
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<tr>
<td>Kevin</td>
<td>Mentoring and shadowing. Because it just means that you would have somebody with experience mentoring you and you should be able to shadow somebody and see how they do things.</td>
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<tr>
<td>Jana</td>
<td>Yes, I think, as long as there is enough of those, sorry an increased amount of the units where you are actually getting the practice of teaching and you could say well mentoring, but you would have to be careful who you mentored with and there are complications in that, like people having enough time to do it etc.</td>
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<tr>
<td>Mathew</td>
<td>A little bit of touch base type stuff rather than throw you straight into a class of your own, I think we spoke about. I think a mentor is a great idea, someone who can guide you along the way. What else … just a base of people who can help you when you’ve got a question, and perhaps help you with your initial preparation, because a lot of teachers have all their classes already set up with all the paperwork and all that sort of stuff. I think if someone is prepared to share that sort of information, it is going to make it a lot easier, rather than having to redevelop everything from the start.</td>
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A mentoring model and ‘learn a little bit and go apply it’
All participant groups shared the common belief in the importance of support for new teachers. Similarly all held that such support is best provided by an experienced teacher. This support could be either through a formal framework, as offered through structured teaching qualifications, and that includes ‘cross’ mentoring as suggested by Melinda earlier in this chapter. Bringing teachers together for the purpose of obtaining a qualification is a great motivator. With this kind of model, the teaching qualification is central and provides the connection between the new teacher and the more experienced teacher within a formal mentoring framework. Diploma students would be required to mentor new teachers completing the Cert IV. Usually this would mean teachers from the same discipline working together, but this may not always occur, for example, when there are no suitable discipline matches between Cert IV and diploma students. Mentoring would form part of the learning and assessment for the diploma students and non-participation would not be an option. Similarly the role and purpose of mentoring could be embedded into the content and assessment of the Cert IV course. This model does not rule out informal mentoring sessions. Indeed, the model aims to foster the growth and spread of experienced teachers supporting new teachers and an understanding of why mentoring works and how it is best provided by providing the theory underpinning mentoring and the experience of mentoring in practice.

A mentoring model could also be structured to include informal sessions or ‘catch-ups’ as suggested by Mathew: ‘just a base of people who can help you when you’ve got a question’ or a combination of both as Hyunh suggests with her ‘buddied’ model:

So that you are buddied along the way and you don’t just do this qualification, Cert IV and TAA and anything and [are] then left to your own devices, but you do sort of have support.

With this model, a justification for ‘why’ a mentor should spend time mentoring a new teacher needs to be established. Teachers are busy and any such model needs a recognised framework and acknowledgment to be sustainable.
CHAPTER 6: DISCUSSION

INTRODUCTION

From the information gathered from participant interviews and curriculum documents, themes emerge that both substantiate, enhance, and deviate from the directions indicated in the literature review. The broad structure of this chapter involves addressing the two key research questions, that is: (i) accounting for their distinctive roles and identities, how are teachers best prepared to teach in contemporary TAFE? and (ii) what model of teacher preparation best provides for teaching in the Victorian TAFE system today? My purpose is to add to the existing body of knowledge and debates on initial TAFE teacher education by proposing a potential model for preparing TAFE teachers for the Victorian TAFE system, and to augment existing research on initial TAFE teacher education.

HOW SOMEONE BECOMES A TAFE TEACHER

Understanding the journey of becoming a TAFE teacher is key to designing a useful conceptual model for initial TAFE teacher education. The literature tells a story of this journey. My findings from the data gathered from participant interviews support the research findings in the literature; that is, the journey to becoming a TAFE teacher is always varied and somewhat ‘ad hoc’, and this, in turn, impacts on the role and identity of the TAFE teacher. As stated previously, literature was reviewed pertaining to initial teacher education for the Australian TAFE system and initial teacher education in the UK for the FE system.

TAFE teachers are second careerist

Like the literature, my empirical research found that TAFE teachers, in the same way as FE teachers, come to their teaching from varied paths and for different reasons. Unlike secondary and primary-school teachers, and to a lesser degree university lecturers and tutors, all TAFE and FE teachers are second careerist. The literature cites multiple examples of where TAFE and FE teachers have come to TAFE and FE teaching following a career in another industry or educational sector. Becoming a TAFE teacher in Australia is known to be somewhat ‘ad hoc’. I particularly draw on recent research which underlines the precarious path by which people come
to teaching at TAFE, and the unwieldy shape of the current TAFE workforce (Guthrie et al 2011; Mlotkowski & Guthrie 2010; Skills Australia Report 2012; Wheelahan 2010).

The ‘ad hoc’ employment method of TAFE teachers, and the workforce it creates, is not unique to Australia. I revisit the reviewed literature to articulate this point and highlight the situation in the UK, where there are 85,000 part-time FE teachers (Jameson & Hillier, 2008). The FE teacher workforce for Jameson and Hillier (2008, p.30) is characterised by teachers operating at the ‘slippery edges’:

[b]y the very nature of their part-timeness, they are not able to participate in team meetings, staff development or to be on hand to discuss issues in the professional practice of teaching and learning with full-time teachers … They tend to lack appropriate pay, quality support and curriculum training. (NATFHE 2001, 2005)

Gleeson and James (2007, p.456) share Jameson and Hillier’s view of FE teacher employment and refer to this practice as the ‘long interview’, and note that ‘[t]hey [FE teachers] believe the employment process is characterised by ‘informality, uncertainty and flexibility’. Lucas et al. (2010, p.7) claim that a FE teacher often enters teaching after many years of industry experience, and ‘[t]heir career progression is less linear in that few will have progressed from school to university and then into teaching’.

Participants in my study report and support these research findings. Sang, a neophyte, described her journey to becoming a TAFE teacher as a circuitous one, and states that prior to coming to TAFE, she was employed as an administrator in both public and private organisations, and many of her jobs required her to train new and existing staff. She explains ‘I did some training, but I have worked across many fields … I have worked overseas as well’. Melinda, a participant interviewed as an expert, describes her initial shift from industry expert to TAFE teacher as temporary and one that suited her new family and new commitments. Like many others, Melinda commenced her TAFE teaching without teaching qualifications and without intending to leave her previous career. While being employed as a sessional teacher, she completed the Cert IV. She went on to contract work, and completed a Diploma of VET and a Graduate Certificate in VET, and finally gained a full-time, permanent TAFE teaching position. While employed in this position, she completed higher-level teaching qualifications, a Master of Education.
THE ROLE AND IDENTITY FORMATION OF A TAFE TEACHER

In this section, I discuss the lack of resources at the beginning of TAFE teacher preparation, and a lack of social understanding that TAFE work is complex and distinctive. As Branaman (2010, p.142) reminds us, with her reference to Bauman’s (2001) work on identity and social theory, and the self and the development of social change:

Mirroring late-twentieth century markets, postmodern social circumstances pressure individuals to maintain loose attachments to everything from institutions to identities. As the environment changes, the self must change. But the constant renovation of identity requires resources and, frequently, assistance from a range of experts.

I claim in this chapter that being a ‘second careerist’ is central to any consideration regarding how people are best prepared for TAFE teaching. I also contend that second careerism as a defining factor when considering TAFE teacher preparation both hinders and supports the identity formation of TAFE teachers, at an external or public policy level, and an internal or TAFE-sector level. These effects need to be acknowledged in any arrangements made for this preparation or taken into account when considering how TAFE teachers are best prepared for their work—work that I have said I deem to be professional work, using an ‘ideational’ definition of ‘profession’ where a traditional description of an occupation is replaced by broader concepts and ideas (Robson 2006).

Accordingly, incoming TAFE teachers need to develop a sensibility, a way of thinking about their work in which, among other things, knowledge of teaching is of consequence. I also appreciate that the term professional, and what others take it to mean, is contentious when applied to the often elusive and paradoxical notion of the TAFE teaching professional. This point is discussed by Gleeson and James (2007) in reference to the debates around the application and implication of recognising FE teaching as professional work carried out by professionals. An understanding of what professionalism might be for those being prepared for teaching in the UK’s vocational sector is well made by Bathmaker and Avis (2013), as their work provides for multiple and different forms of professionalism; that is, organisational professionalism, occupational professionalism, critical professionalism and personal professionalism.

Dualism on multiple levels

Professional identity and what it means for TAFE teachers has been explored in the literature and data. In this section, I argue that how and why TAFE teachers are employed impacts on how
TAFE teacher identity is formed and/or transformed. As noted, UK FE teachers are employed on short-term, often part-time contracts that may become long-term and sometimes eventually full-time. Gleeson and James (2007, p. 454) argue this kind of employment practice plays a part in FE teachers’ inability to readily identify FE teaching work as professional work and themselves as members of a teaching profession.

This story is also common for those working as teachers in TAFEs. New TAFE teachers often identify more strongly with their vocational profession, and regard the teaching of their vocation as something they do or can do with little or no teacher preparation (Chappell, 1998a; Palmieri 2004; Skills Australia Report 2012; Robertson 2008; Wheelahan 2010). The data gathered from participant interviews yields similar stories of TAFE teachers who come to TAFE teaching to accommodate a change in family circumstances, and initially see this change as just a change of workplace, rather than a change of occupation. Participants, such as Sang and Christos, report having worked in industry, where the skills and knowledge learnt and practiced were similar to the skills and knowledge required for the job of TAFE teaching.

My reading of the empirical evidence suggests that those who come to TAFE teaching from industry, with the skills and knowledge built over the course of their experience as a workplace trainer and supervisor or manager, do not fully transition to the identity of TAFE teacher, which includes an acknowledgement that TAFE teaching is professional work. In other words, the version of professionalism that Bathmaker and Avis (2013, p.735) call occupational professionalism, which ‘connects to traditional understandings of a profession’, does not manifest itself. I propose that the acceptance of TAFE teaching as professional work is at the heart of becoming a TAFE teacher and, as such, the nature of TAFE teaching. I acknowledge this is a challenge for TAFE teaching professionalism, as for very good reasons, the pathway for many who become TAFE teachers is ‘ad hoc’, and the institutional support necessary to developing a full professional identity (or a professional identity of a traditional kind) is not necessarily available. Writing in the context of FE in the UK, Bathmaker and Avis (ibid.) claim that:

for teachers in English FE, occupational professionalism has a weak base … Not only have teachers in FE tended to value a previous occupational identity over and above their work as teachers, which gives credibility to their status as a vocational specialist, but as Robson suggests, there has been a long-term failure to support the development of a full professional identity for FE teachers.

Through this same ‘ad hoc’ pathway, secondary-school teachers have also found their way to TAFE teaching. Eight participants interviewed had not come from industry to TAFE teaching;
instead they had previously been teachers in the secondary system, where they clearly identified as professional teachers, but not all saw their TAFE teacher role as a professional role. These second careerist teachers, whose first career was teaching, are similar to industry experts who find their way to TAFE teaching, in as much as they see their first career as the most important for their work of TAFE teaching. This notion of a dual professional is somewhat ‘unbalanced’, if seen as a set of scales. The first career is perceived as something that is integral to their work as a TAFE teacher, while the TAFE teacher preparation provided is merely ‘useful’. As Reza notes, when referring to the usefulness of Cert IV to her as a teacher now working at a TAFE, ‘it [Cert IV] gave me an overview of TAFE, even though I’ve been in teaching and TAFE for so long’.

Another kind of dualism found in the literature, and in my empirical research, concerns the tensions caused by teachers working as teachers while undertaking initial teacher education; that is, being a student and employee of the same organisation. In this situation, the needs or the priorities of the educational organisation can be at odds with innovative pedagogic practices. Orr and Simmons (2010), investigate the impact of in-service FE teacher training on the professional development of FE teacher. Their research shows that almost 90% of all FE teachers complete their initial teacher training once employed as FE teachers. It also shows that a consequence of this practice of ‘train and teach’ is ‘that new teachers learn to cope, above all with the bureaucracy, rather than to develop their pedagogic practice’ (Orr & Simmons 2010, p.76). Drawing on the work of Evetts (2009), Bathmaker and Avis (2013) posit that a discourse of organisational professionalism has gained purchase in the English FE context. FE organisations are producing a kind of professional that meets the organisational requirements of the college; that is, an ‘organisational professional’, where the regulatory needs of the organisation are ‘top priority’ for the initial FE teacher education program. The data gathered through interview attests to this situation and demonstrates tensions for those working as a TAFE teacher while completing the initial, mandated minimum teaching qualification, Cert IV. Thus, Tony, a new TAFE teacher, reports a concern with the ‘teach and train’ or in-service model of teacher education. Tony was surprised that he was asked to teach ‘up to 27 hours a week’ while completing Cert IV. He felt such a regime was unreasonable and caused him to feel ‘zombied’ out. Such a situation leaves little room for new TAFE teachers to develop as pedagogues but allows for what Bathmaker and Avis (2013, p.736) refer to as ‘personal professionalism’, a form of teacher professionalism driven by a commitment to serve the student but subject to the pressures of organisational professionalism and easily ‘hijacked’ by this professionalism:
Personal professionalism, and a desire to make a difference (Menter 2009 p.225) can easily become an ethics of care (Avis & Bathmaker, 2004), and working in comfort zones (Ecclestone 2002, 2010). This can result in strategies of collaboration (and collusion) with students to achieve outcomes by whatever means necessary, in order to meet the performative requirements of the system, with ever less regard for what is being learned. (Atkins, 2009; Bathmaker, 2005).

This situation highlights the felt needs and reality of TAFE to be the ‘can do’ sector that uses whatever and whoever is at hand.

For practical reasons, the tension resulting from being a teacher-in-training, and working as a teacher, may be hard to resolve. To do the work that is required, TAFE requires its teachers to be industry experts or secondary teachers, and often does not know from one year to the next what that work will be and what kind of industry expert is required for that semester or short course. Richard lives this reality and points this out. ‘Just-in-time training’ has driven the need for TAFE teachers to become ‘just-in-time teachers’ and ‘just-in-time experts’. TAFE teachers can find themselves teaching at a TAFE, in industry organisations or on a worksite. TAFE managers, like Richard, know the difficulties this presents for TAFE, and its teachers, and appreciates the strain this places on TAFE workforces. Asking a TAFE teaching workforce to change, and become flexible and responsive, is asking TAFE teachers to take on the identity of the ‘just-in-time teacher’. Richard stresses that in such a demanding ‘just-in-time’ environment, TAFE will not attract or keep those who have the industry skills needed to teach its students if high-level teaching qualifications become mandatory. According to Richard, TAFE by its nature is too transitory to demand its teachers to have high-level teaching qualifications. Up-to-date industry experts must be continually refreshed, and TAFE needs to prepare these experts for teaching, as soon as possible, because TAFE needs ‘people on hand to move and teach’. For Richard, ‘ad hoc’ employment is the means to provide a continual flow of industry experts and provides for ‘people in and out of your organisation’. This same situation perpetuates organisational professionalism as espoused by Bathmaker and Avis (2013). This is not to say that the Cert IV works against the development of other kinds of teacher professionalism, such as occupational, critical and personal professionalism, but that the Cert IV privileges, and actively promotes, the development of organisational professionalism above all else, and it does so to meet ever-changing government policy and industry perceptions of what it needs from TAFE graduates to be ‘work ready’.
TEACHING WORK AND THE REGULATORY/MANAGERIAL ENVIRONMENT

The nature of teaching in FE has always varied enormously and continues to vary within the different curriculum areas (Robson 1998, p.591).

The third theme to emerge from the literature, and less so the interview data, is the need for community and government recognition and acceptance of TAFE teaching as professional work being conducted by teaching professionals. To achieve this, TAFE teaching needs to be viewed as complex work that requires specific teaching skills and knowledge.

How is new vocationalism playing out in the work of TAFE teachers? As previously mentioned, industry and government have promoted ‘just-in-time training’, and this has forced TAFE teachers to do different work in different contexts and under different time constraints to become ‘just-in-time teachers’. The impact of this shift on the professional identity of a TAFE teacher needs to be discussed in the context of what it means to be a TAFE teacher.

The importance of being an industry expert is a point made by many participants. Indeed participants, such as Mathew, see being an industry expert as the key to becoming a TAFE teacher: ‘because I have the trade skills I can teach those skills to students’. For Mathew, ‘being the supervisor, I was like the teacher’. Sang makes a similar point by stressing that once you know your job, you can ‘teach others and pass on that knowledge to others’. For these, and other participants, teaching is something you can do once you are an industry expert. There is no need to learn to teach or to form a further occupational identity, as showing others what to do in the workplace is the same as teaching.

Teaching appears to be more ‘bolt-on’ than ‘built-in’ to what these TAFE teachers deem they need in order to undertake their work. If TAFE teaching is to be publicly acknowledged as professional work, it must be recognised as such from within the profession of TAFE teaching, and TAFEs, and by others outside TAFE. It must be something worthwhile that not everyone can lay claim to:

In short, subjectivity binds the individual to an identity which is constituted in discourse and power relations (Foucault 1982). Foucault put this strategy cryptically: ‘Maybe the target nowadays is not to discover what we are, but to refuse what we are’ (1982:216). (Branaman 2010, p 147)

Empirical evidence gathered from interviews and participant stories of becoming a TAFE teacher support Chappell’s (1998a) conclusion that the role of the industry expert is privileged over the teaching expert or the public servant. Australia has once again changed its federal government
from a Labor to a Liberal government as of August 2013. Taking recent history and past government policies into account, it is expected that the new Liberal VET government policies will align with that of previous Labor governments’ policies. This expectation lends support to the claims by Comber and Nixon (2009, p.1), who have argued that the then (2007) elected Labor government, like its predecessor, the Liberal government, continued to undermine the professional nature of teaching and teacher work by superimposing its standards and means of measuring ‘teaching success’:

With the election of the Rudd Labor government in late 2007, despite the promise of an education revolution, the dominance of human capital ideologies and discourses of managerialism and standardisation prevail. Education is now firmly ensconced within the government’s productivity agenda. Indeed there is a stark continuity between the Howard and Rudd governments. It now seems impossible to discuss high quality education without the insistence on reporting, standardised curriculum and assessment metrics.

In this case, Comber and Nixon (2009) are referring to teachers and teaching in primary and secondary schools. However, what is being said can be applied to post-compulsory education, such as TAFE and TAFE teaching, as evidenced in the literature (Clayton et al. 2004; Harris et al. 2001; Mitchell et al. 2006; Rice 2004a; Sennett 1998). Indeed, in recent years, new Liberal government VET policies have been enacted that see an increase in the influence of VET regulators, such as the Australian Skills Quality Authority (ASQA), and the increased importance of the Industry Skills Councils (ISCs) as determiners of the training, qualifications and qualification levels offered by the sector.

The prevalence of participant reference to the importance of industry experience, skills and knowledge is overwhelming. TAFE senior managers, neophytes and experienced TAFE teachers all make the point that a TAFE teacher must have industry experience and expertise. Some argue that this is, by itself, enough to be a TAFE teacher. Christos, a neophyte, denotes such an approach to TAFE teaching by highlighting what it takes to be a TAFE teacher: ‘just know your material’ or as I would say: ‘Be an industry expert’. Participants, such as Teo, who believe becoming a teacher entails completing a teaching qualification, practising teaching, observing others teaching, and being mentored by an experienced teacher, see industry experience and expertise as the key to being a ‘good’ teacher. Speaking of his foray into teaching, Tony, another

41 The Labor government moved from being the opposition government after winning the 2007 Australian election. This same government won the 2010 election after changing leaders from Mr Kevin Rudd to Ms Julia Gillard and remained in government until 2013 when it was defeated by the Liberal and National Party Coalition, and the new Prime Minister Mr Tony Abbott (as at 26 January 2014).
trade teacher, states: ‘I prepared myself basically’. He did so with the experience of having ‘twenty-five years as a fully-qualified electrician’ and ‘a little bit of public speaking’. For Christos, Tony and Teo, their experience as experts in their trade is what defines them as teaching professionals, and as such, I claim that these expert trade teachers see themselves in terms of ‘personal professionalism’, as espoused by Bathmaker and Avis (2013).

This emphasis on industry experience and expertise is not surprising, given the kind of education being offered in vocational education and training; that is, education that requires its teachers to have been an industry expert, such as a plumber or electrician, and to maintain their industry skills and knowledge.42 However, what is surprising is the privileging of industry experience over teaching skills and knowledge in TAFE, where teaching is equated with, and considered to be, another industry. This situation is considered by Comber and Nixon (2009, p.11) to reduce the ability for teachers to act as professionals:

Teachers’ working conditions need to be altered in order for them to participate in education as scholars and as researchers, not merely as the technicians and implementers of someone else’s curriculum and pedagogy.

Does this situation privilege industry skills and knowledge over teaching skills and knowledge? From the interview data collected, I conclude that it does, and account for this by way of the prevalence of neoliberalism in Australian education, and its success in creating an environment that sees teacher professionalism at odds with the rights of the individual, and with more collective endeavor, such as consolidating a TAFE-teaching profession. Education is now not considered as distinct or different from other industries. Davies and Bansel (2007, p.254) report on the impact of government adoption and implementation of neoliberalism from the 1960s in education in Australia and New Zealand and make this point:

Within this view ‘there is nothing distinctive or special about education or health; they are services and products like any other, to be traded in the marketplace’ (Peters, 1999, p.2). The public service and schools were early targets of this neoliberal ideology. The neoliberal management technologies that were installed included increased exposure to competition, increased accountability measures and the implementation of performance goals in the contracts of management.

42 ASQA requires all trainers and assessors to be able to demonstrate vocational currency.

For public government educational organisations like TAFE, this means increased commercial pressures and compliance measures. At the national level, there are the ASQA standards requirements that demand TAFE teachers meet the minimum requirement for trainers and assessors, and this includes being industry experts with current industry skills and knowledge. At the Victorian state level, government funding demands that TAFE teachers become administration and compliance experts. Annually, TAFEs in Victoria are asked to demonstrate compliance with government funding provided through performance agreements. These audits focus on teacher records that must demonstrate student participation in training and include: the presentation of compliant attendance rolls; training plans for both groups and individuals; and evidence of student participation in courses or what is known as the ‘student lifecycle’. With the current situation failure to produce detailed documentary evidence results in funding being returned to the government.

As is the past and present practice, TAFE course delivery and assessment is linked to government policies and priorities, and so too are TAFE teacher skills and knowledge requirements. Shifts in government policies and priorities impact on the lived experience of TAFE teachers and TAFEs causing nervousness around continuing employment and, this in turn, may account for TAFE teachers being disinclined to invest in long-term or high-level teaching qualifications. The Cert IV allows for the ‘just-in-time’ training approach towards meeting government and industry demands that require that TAFEs provide training and education that is compliant, innovative and flexible. TAFEs as ‘knowledge providers’ must balance these competing, and at times conflicting, demands. Cert IV assists, for it allows for initial teacher preparation that can be delivered while the TAFE teacher is working at the TAFE; it has no pre-requisites regarding enrolment. Prior to 2012, it was fully government funded, which meant the TAFE could access government funding for delivering the course, and the student would pay minimal or no fees. As Bathmaker and Avis (2013) might have it, TAFE, supported by government funding, was self-fashioning its own organisational professionals. Furthermore, Cert IV is not viewed as a difficult course to complete, with regard to academic rigor, and has been described by those completing the course as useful for their teaching at TAFE. As Hyunh, one of the expert participants explains, in a very matter of fact way, ‘people do the Cert IV and learn something so they can get into TAFE teaching’. For Hyunh, Cert IV offers the means for industry experts ‘to come off the tools’ and be employed at TAFE to teach, suggesting that TAFE teaching

43 With the introduction of the 2013 Service Agreement: Victorian Training Guaranteed Program, an RTO agrees to all conditions in a bid to be paid by the Victorian Government for VET training provided to students. For further information and a copy of the 2013 Service Agreement see website accessed 151003: www.education.vic.gov.au/.../rto/ntafeserviceagreement2013.pdf
is more a means to an end, (coming ‘off the tools’), than an end in itself. Prior industry skill and work experience is given primacy over preparing ‘fully’ for a new career.

From the data gathered, the literature, and an analysis of the curriculum of the Cert IV and LLUK FE teaching standards, I argue that Cert IV fulfils many functions for a constantly changing ‘can do’ public sector, such as TAFE—including providing the initial entry point or beginning of the journey to professional TAFE teaching for the contemporary Victorian TAFE sector. The vocational education and training sector in Victoria, like other states in Australia, is constantly changing. Government funding shifts from one industry area to the next, and drives teacher employment in the sector. Investments in teacher education are limited by the shifts in perceived industry needs, which can be driven by local factors, such as the unprecedented Victorian Government decision to fund private providers of VET at the same rate as public providers, such as TAFEs, and strip back funding of services, like student counselling and libraries. This government decision sees neoliberalism play out as user choice and open supply of vocational education and training and has caused TAFE to question its role, purpose and survival as a public provider of VET. Victorian TAFEs are now required to submit ‘Statements of Corporate Intent’ annually to the state government, outlining their strategic and financial planning for the following year. These statements must be approved by the government before funding arrangements for the following year can be put in place. These same statements, together with TAFE financials, are measured, and the outcomes are reported across the Victorian VET sector and published quarterly. As Billett (2013, p.186) argues, the under-recognition of VET as a worthwhile and distinctive educational sector has led to VET being considered to be in need of close management and tight regulation:

The overwhelming premise is that ‘others’ who are external to vocational education, and the actual practice of occupations concerned, know more than those who teach and their understandings and perspectives must predominate and be implemented with fidelity by those who teach in vocational education systems.

44 In 2012 the Victorian State Government introduced a new funding schedule that saw TAFE funding greatly reduced. The impact of this shift has caused TAFEs to rethink their role as a public provider of education and indeed as a public educator. For further information refer the Victorian Government (Department of Education and Early Childhood Development) website accessed 200313: http://www.education.vic.gov.au/training/learners/vet/pages/funding.aspx
MODELS THAT BEST PREPARE TAFE TEACHERS FOR WORK

And (ii) what model of teacher preparation best provides for teaching in the Victorian TAFE system today? From the literature and my empirical research I take it that conceptual models for best practice TAFE teaching preparation are on hand, albeit untried. Before reaching this conclusion, I compared the data gathered from my study with the three conceptual models put forward in the literature by Lucas (2004; 2007; 2010). I did so because my initial thinking relied heavily on the work of Lucas and his proposed models for FE initial teacher education in the UK, namely: (i) the reflective practitioner; (ii) the competent practitioner; and (iii) the new practitioner. The intent of this comparison was to consider the potential of a ‘good practice’ model/s that is fit for purpose with regard to initial TAFE teacher preparation in the Victorian context.

Reflective practitioner model: what did I find?

My empirical research supports Lucas’ (2004) claim that Schön’s ‘reflective practitioner’ model is part of what is required to prepare TAFE teachers for their work. He, and others, maintain that FE teacher preparation models that have grown out of Schön’s notion of reflective practice focus on classroom teaching only and therefore respond to FE teacher’s work only in part (Cunningham 2007; Fisher & Webb 2006; Guile & Griffiths 2001; Lucas 2007; 2010; Maxwell 2010; McNally et al. 2008; Thompson & Robinson 2008; Nasta 2007). The literature on the work of VET practitioners also supports the idea that Schön’s model can only be part of the story, as it does not take into account the complex and unique role of TAFE teaching; that is, the totality of TAFE teacher work (Beckett 2000; Beckett & Hager 2002; Berry et al. 2007; Clayton et al. 2005; Harris et al. 2001; Mitchell et al. 2006; Rice 2004a; Sennett 1998; Smith 2005). Lucas’ (2004; 2007) argument is similar with regard to FE teaching in the UK.

Data gathered from participant interviews and document analysis of Cert IV demonstrate that the reality of teaching at TAFE is not reflected in Schön’s position on teaching, and is not consistent with the assumption that all teaching is traditional classroom teaching. Indeed, teachers often find themselves working with other teachers in the same discipline area or centre and can be teaching the same content in a different context to different cohorts or not teaching at all, and only assessing the content; such is the case with recognition of prior learning (RPL). Thus, teachers often find themselves doing different teaching work in different contexts and deploying different modes of delivery to other teachers working in the same industry area who are delivering and assessing the same content. As Justina, an expert, remarks, ‘a lot of teachers coming into TAFE just thought teaching in the classroom was it’, and she notes, do not realise that often teachers
are not in the classroom, but in industry and big corporations’ and often teaching work is not face-to-face with students, but completing ‘a lot of paperwork and follow-ups’.

Further support from the data gathered on the what, the where and the when of TAFE teacher work can be found in participant perceptions of the content of Cert IV curriculum documents. Cert IV is stated to be a ‘good start’ by many of the participants interviewed. There seem to be many reasons as to why this is perceived to be the case, but here I will discuss the account the Cert IV makes of the unique and complex role of contemporary TAFE teachers. The Cert IV considers the work of vocational education and training teachers to be varied and can include:

- enterprise trainer
- enterprise assessor
- registered training organisation (RTO) trainer
- RTO assessor
- training adviser or training needs analyst
- vocational education teacher.

Thus, my analysis of the Cert IV curriculum documents finds that Cert IV recognises and aims to prepare teachers for the range of teaching contexts and teaching duties that characterise TAFE teaching work, and the variety of learners who enrol in TAFE courses. In doing so, the curriculum acknowledges the variable nature of TAFE teaching, something Schön’s notion of the reflective practitioner does not provide. Similarly, there were some participants in the study who see the Cert IV as setting the scene for the work of TAFE teaching by providing trainee teachers with insight into the kind of teaching, contexts and learners they will be teaching. Reza’s comments are representative of this group. Reza, a neophyte who recently completed the Cert IV, but had been teaching at TAFE for some time, explains how the Cert IV assists new teachers to understand that TAFE teaching is not always classroom teaching and provides explanations for why it is important to ‘find out who and where your clients are and you have to shape the particular course to suit your clients’. Indeed, TAFE teachers are often the first point of contact with prospective individual students and industry clients. Consultancy that includes training solutions and client management are now within the everyday role of many TAFE teachers. For Reza and others who acknowledge the multiplicity of a TAFE teacher’s role, the Cert IV serves as an induction or orientation program for those new to TAFE, and does a good job at preparing teachers for teaching in a diverse VET sector. It is important to note that other participants did not support this finding. Mary, an experienced TAFE teacher, who, like many other participants, generally spoke highly of the Cert IV curriculum, notes that competencies, when ‘well-written’,
provide ‘some standard techniques in how to deliver content, how to structure a lesson’ but fail to ‘prepare teachers for different settings and different kinds of people’.

This same view of VET teaching can also be found in Cert IV curriculum documents. These documents clearly express the idea that TAFE teaching is more than classroom teaching. With this said, I maintain that Schön’s notion of the reflective practitioner, that includes providing trainee teachers with the opportunity to reflect on their practice with others engaged in that practice, must be incorporated in curriculum provided to those preparing to teach in TAFE. Mentors and mentoring are a means of facilitating reflective practice, and this will be discussed in the ‘Two Broad Models of Initial TAFE Teacher Education’ section of this chapter.

**Competent practitioner model: what did I find?**

The conceptual model ‘competent practitioner’, as named by Lucas (2007), is a ‘standards-led initial teacher education model’, as experienced in the UK, with firstly the FENTO, and more recently, the LLUK standards for FE teaching. Is this conceptual model suitable for an initial teacher preparation model for Victorian TAFE teachers? According to the literature, there are inherent problems with these types of standards, as they cannot provide for the professional development of FE teachers in the UK (Guile & Griffiths 2001; Lucas 2004; 2007; 2010; Maxwell 2010; McNally 2008; Nasta 2007; Robson 2002; Spenceley 2007; Thompson & Robinson 2008). Academics in the UK argue that the behaviourist nature of the FE standards means that these standards do not, and cannot, sufficiently take into account the development of teacher ‘professional practice’ and ‘professional knowledge’. Others argue that teaching standards, when constructed to limit the development and practice of professional judgement, cannot by their very nature, provide for the development of ‘professional practice and ‘professional knowledge’, but instead aim to regulate what is being taught and to whom (Apple 2004; Au 2011; Bathmaker & Avis 2005; Davies & Bansel 2007; McMaugh et al. 2009; White et al. 2010). Other academics argue that not all teaching standards need to adopt such behaviourist orientations (Boreham 2007; Mulcahy & Jasman 2003; Mulcahy 1998; 2003). Boreham, for example, offers a notion of ‘collective competence’ that relies on interdependency among various and different professionals. Mulcahy and Jasman (2003), in their work that considers teaching standards for TAFE teachers, offer a framework that extends beyond a standard behaviourist approach, and is underscored by a holistic approach to competence development.

My reading of the research data, and experience as a TAFE teacher and senior manager in a large metropolitan TAFE, prompt me to share Lucas’ concerns with the UK standards-led
approach that does not take consideration of ‘a knowledge-based approach’ into account. Indeed, the empirical data gathered through interview, and an analysis of the Cert IV curriculum documents, support Boreham (2007), and Jasman and Mulcahy’s (2003) view of the benefits of developing a model for initial TAFE teacher preparation that is built on the notion of ‘collective competence’, and a standards-led approach that adopts a holistic underpinning to CBT. The merit of both formal and informal mentoring is a feature of the data and, I contend, a means of diminishing the impact of a behaviourist approach to the CBT teaching qualification, Cert IV, and providing a standards-led approach that promotes ‘collective competence’. I also contend that a framework for initial teacher preparation that includes mentoring and mentors goes some way toward supporting industry experts to become teaching experts, and assisting with counteracting the current situation that sees ‘just-in-time training for just-in-time trainers’ that sees the development of teaching expertise as less important than industry and organisational demands. The overwhelming support for a TAFE teacher preparation model that includes a mentoring ‘plan of sorts’, comes through the data gathered from neophytes, experts and senior managers. Senior managers, such as Jabala, believe that mentoring is underutilised across her institute and ‘that there is a lot of opportunity to make use of mentors’ and ‘engage a lot of our experienced staff in mentoring some of our newer staff’. Mentoring, and what it might look like at TAFE, will be discussed later in this chapter in the section ‘Two Broad Models of Initial TAFE Teacher Education’.

New practitioner model: what did I find?

Could the ‘new practitioner model’ that Lucas (2007) suggests for FE initial teacher preparation be adapted and applied to TAFE teaching preparation? As said previously, Lucas’ model is based on the notion of the ‘learning professional’ and work-based learning. A version of the new practitioner model emerges from the interview data and shares many features of an initial TAFE teacher preparation model already explored in the ideas, research and theories posed in the extant literature (Beckett 2008; Billett 2001; 2011; 2013; Boreham 2007; Engestrom & Middleton 1996; Lave & Wenger 1991; Lucas et al. 2010; Maxwell 2009; 2010; Mulcahy & Jasman 2003; Nasta 2007; 1995; Fuller & Unwin 2004; Vygotsky 1978). With this said, the model to emerge from the data has notable differences. It is different with regard to the emphasis that is placed on what is on offer, and what can be offered, to beginning TAFE teachers in the form of mentor-supported teaching qualifications starting with the Cert IV. Jenna, an expert teacher, puts forward a view of why, and how, mentoring could operate through TAFE teaching qualifications. It could be built into the work of a TAFE teacher, and interwoven with a mentoring program that provides
an opportunity for ‘transferring it and adapting it to the actual classroom, putting it into practice and reflecting on that’.

The new practitioner model, and how it can be applied to initial TAFE teacher education for the Victorian VET sector, presents in the data as an interwoven and interconnected model that sees teaching qualifications from the beginner or entry level to the expert level, underpinned by a robust formal and informal mentoring framework. The theme that teaching qualifications are all the more valuable when linked to mentoring frameworks repeats throughout the literature, and the stories of participants, and leads me to propose two broad models for TAFE teaching preparation that have either an emphasis on teaching qualifications and mentoring or that shift the emphasis to mentoring underpinned by prior workplace experience.

TWO BROAD MODELS OF INITIAL TAFE TEACHER EDUCATION

As stated above, the conceptual models taken from the literature that I considered the most useful to my exploration of initial TAFE teacher education, are the ‘reflective practitioner’, the ‘competent practitioner’ and the ‘new practitioner’, as named and discussed by Lucas (2007; 2009; 2010). However, the data gathered in the interviews with twelve neophytes, nine experts and three senior managers suggest not three broad models for preparing teachers to teach in TAFE, but two. These two broad models or categories implied in the empirical evidence are both like and unlike the conceptual models proposed in the literature. Model one sees formal qualifications linked to opportunities for practitioners to meet to discuss their practice as of prime importance, and will be referred to as the ‘qualifications model’. Regarding the second model, learning to be a teacher is inextricably linked to workplace and mentoring support, and will be referred to as the ‘mentor model’. In the following section, I discuss my findings and what they imply for the conceptualisation and provision of initial TAFE teacher education in the Victorian context. I am mindful of the synergies or interdependencies between the two broad models for TAFE teacher preparation arising from the data. A qualification model will always benefit from arrangements that allow for coaching, a buddy system or formal mentoring. Similarly, I take from the data that a mentoring model can be made more effective for new teachers when linked to formal teaching qualifications.

The qualifications model
Seddon’s (2008, p.9) claims regarding professionalism and what it can do for preparing TAFE teachers for the professional work of teaching are persuasive and include:

Education qualifications can support recognition and development for teachers in the Victorian TAFE system. They provide a basis for defining important teaching capabilities in a modern TAFE setting, designing and supporting capability development processes and publicly recognising and certifying teaching capabilities.

The literature supports this ‘interwoveness’ of professionalism, qualifications and identity. The formation of a TAFE teacher’s identity is linked to the recognition of TAFE teaching as professional work (Chappell et al. 2002; Chappell & Johnston 2003; Clayton 2010; Clayton et al. 2005; Harris et al 2001; Mitchell 2008; Mitchell et al. 2006; Rice 2004a; 2004b; Seddon 2008; Wheelahan & Moodie 2011). As qualifications identify a trade person as a tradesperson, and secondary teaching qualifications tag secondary-school teachers as teaching professionals, so too must qualifications pave the way for the recognition of TAFE teachers as professionals. Thus a study participant, Jenna, who is an expert TAFE teacher, maintains that if teaching is to be considered as a ‘profession, it has to have its set of qualifications and they have to be articulated to the very top’, and TAFE teachers should start this journey with completing the Cert IV in order to say ‘it is a legitimate teaching’.

Building on Jenna’s thinking, qualifications perform a ‘gatekeeping’ role and lay the foundations for TAFE teachers to gain the skills and knowledge required for their work. However, according to the literature and my data, qualifications by themselves are not enough for learning how to teach, and arguably, qualifications that do not include practice, such as observations and supervision, are never enough by themselves. The Cert IV is one of these qualifications, because it does not include a teaching practicum or an allocated mentor from a suitable or appropriate discipline area. Thus, with reference to the literature about how one learns how to teach, is Cert IV a good start to this learning? According to Clayton’s (2010, p.34) research into the usefulness of Cert IV in the preparation of VET practitioners, the answer is a resounding ‘no’ on many levels:

While the Certificate IV is deemed entry-level training, it is evident that it cannot possibly meet the initial preparation requirements of all beginning trainers and assessors wishing to engage in vocational education and training.

Clayton’s (2010, p.7) work firstly identifies the now well-known and publicised problems with the original Cert IV, Certificate IV in Workplace Assessment and Training (BSZ4098):
Extensive information provided during consultations indicated there were both structural and delivery problems with the BSZ40198 training package (Smith 2004). In particular, the National Assessors and Workplace Trainers’ report highlighted that the focus of the Certificate IV qualification was on delivering training in the workplace and the units clearly described competencies pertaining to that context.

Claims made of the next iteration, Cert IV TAA, promised to address problems associated with the initial Cert IV:

At the time of development, Carnegie (2002, p.20) emphasised: ‘We are endeavouring to create a Training Package that provides an initial set of minimum benchmarks for entry and which can represent, and give recognition for, ongoing skills and professional development needs and career options’. (Clayton 2010, p. 12)

Robertson (2008) claims that Cert IV competencies cannot prepare VET-practitioners for the professional transformation from novice to expert teacher. For Robertson, the Cert IV fails to provide beginning teachers with the knowledge and skills to become an expert teacher, an expert teacher being one who displays practised teacher knowledge and skills, akin to what Shulman (1987) refers to as pedagogical content knowledge (PCK):

Shulman (1987) describes PCK as an amalgam of pedagogical knowledge and content knowledge. Turner-Bisset (2001) describe PCK as that knowledge which embeds all other knowledge bases. PCK cannot develop in the absence of any other knowledge base. There is a common view that PCK is the knowledge base, which differentiates the novice from the expert teacher. (Robertson 2008, p.9)

Robertson asserts that the competency standards articulated in the various Cert IVs prepare VET practitioners to become technicist practitioners, who deliver technicist training. This, he alleges, is intentional and the aim of industry and governments. The findings from my research do not support these claims. My findings, in part, support the findings from the Commonwealth inquiry into Vocational Education and Training (Productivity Commission Research Report 2011, p.247), which states in one of its recommendations that Cert IV ‘is an appropriate entry-level qualification for VET practitioners’.

I could not find anyone who did not view the Cert IV as serving some purpose, inasmuch as its content provides at least some tools for industry experts to become a TAFE teacher. Indeed, much of the data supports the notion that Cert IV marks the commencement of the journey to higher-level teaching qualifications. Melinda, an expert teacher, highlights that the Cert IV is a place for teachers to ‘start their journey of updating that and reflecting on it [the teaching qualifications they need]’. For Melinda, other gains of Cert IV, include putting a ‘tool kit’ together as Cert IV provides ‘some templates, session plans, program outlines’ and practice to undertake
teaching through ‘a role play of design and delivery of training and assessment’. Participants, like the expert Melinda, repeatedly stress the usefulness of the Cert IV as not only an entry-level TAFE teaching qualification, but also as an introduction to the sector as a whole. It therefore performs the task of inducting or orientating new staff to their new place of work, and assisting them to transition from their previous role of industry expert to becoming a dual professional—industry and teaching expert. As one new teacher notes of Cert IV, it assists with ‘just the way I guess the whole TAFE system works and what I need to do to be a teacher here’. In a system that looks to prepare its teachers who are fresh from industry in the quickest possible manner, those completing the Cert IV are grateful for receiving any assistance. As a participant remarks, when asked about their teaching qualification: ‘so we have been targeting industry trades people mainly, to bring them on board and in that we have designed a compressed TAA program that they can do while they are teaching’. The shadow side for TAFE of such a compressed version of Cert IV concerns quality. TAFE teachers who are not given the time to reflect and/or practice what they are learning in the Cert IV will not have the start that others in the longer versions of the same qualification will have. Nor will these teachers have the same opportunity to form professional networks with other new and experienced teachers as a result of time spent together working towards the completion of Cert IV. I have noted previously that new teachers often complete Cert IV at the same time as teaching, and sometimes their teaching load can be very heavy. I have also noted that this means that the industry expert who has come to work as a TAFE teacher can also be a trainee teacher before becoming what the literature refers to as a ‘dual professional’. According to the literature and my empirical data, this is the initial TAFE teacher reality, so too is it the reality that Cert IV is the ‘gatekeeper’, and determines who can teach at TAFE. My empirical data provides that the Cert IV is more than a gatekeeper for it provides TAFE teachers with teaching basics or a ‘tool kit’ that enables the industry expert to work as a beginning teacher. It performs the task of styling what Bathmaker and Avis (2013) refer to as ‘organisational professionals’; that is, teachers qualified to meet ASQA Standards for RTOs, and teachers who are equipped to meet the compliance, audit and regulatory requirements and obligations of their organisation. Arguably the Cert IV equips TAFE teachers to begin the journey of becoming a Shulman’s (1987, p.14) Nancy; that is, a teacher or expert teacher who knows that understanding must be ‘linked to judgement and action, to the proper uses of understanding in the forging of wise pedagogical decisions’. Cert IV has the potential to equip teachers with the beginnings of this thinking. It is already the mandated minimum teaching qualification for all VET teachers, and as such could be refashioned to include new units designed with the sole focus of developing pedagogical content knowledge—I acknowledge that some participants identified
elements of what can be thought to be the makings of pedagogical content knowledge in existing Cert IV units (the unit of competency Plan Organise and Facilitate Learning in the Workplace being one such unit). I argue that such a shift in Cert IV emphasis will rebalance the Cert IV from an overwhelmingly technicist performative teaching qualification, that styles TAFE teachers to become organisational professionals, to one that supports the pedagogical transition of industry expert to teaching expert, and the wider range of professional identities as espoused by Bathmaker and Avis (2013). With this said it is important not to diminish the Cert IV’s current role of providing industry experts with ‘just-in-time training’ that includes survival teaching tools, and TAFEs with their ‘just-in-time teachers’.

The mentoring model

The qualification model is often linked to the mentoring model and at times it is difficult to separate them. The positive impact of mentoring and the need for mentors is a constant in the data and many participants link mentoring to the Cert IV, and how industry experts can become dual professionals ‘in a timely way’. For example, Debbie, a senior manager who has come from the secondary system, makes this point by highlighting, as many have that, ‘I think, the Cert IV does a good job’, but she qualifies this statement by adding ‘as long as it has an element of supervised teacher training and it can be done in a timely way’. Debbie is most concerned that without this supervision, new-to-TAFE teachers are not provided with the kind of support that she experienced as a new secondary school teacher. She states that ‘we don’t necessarily induct them’, and ‘I don’t think we do a good job of that’. This is a further theme that emerged from the data.

Many new and many experienced teachers recognise that TAFE teachers are often employed on a needs basis, and often the training to teach is supplied on the same needs basis, and the support around the teacher’s needs drifts away or is forgotten once a teacher is in the classroom or out on the road assessing. As noted above, Bathmaker and Avis (2013, p.735) suggest that ‘there has been a long-term failure to support the development of a full professional identity for FE teachers’. This needs-basis employment may suit the employer, but weakens the opportunities for teachers to become immersed in the workplace of TAFE, and their profession of teaching towards becoming ‘learning professionals’. Understanding the workplace and learning to be a teacher takes time, and requires investment and commitment from both the teacher and the TAFE. With time being an issue, staff induction may be missed or considered a ‘nice to do’, as
might invitations and opportunities to participate in internal and external professional development activities, such as teacher communities of practice and networks.

Debbie’s thoughts on TAFE teacher induction make the point that mentoring is vital to preparing TAFE teachers for their professional work. This is contentious on many levels, as it asks experienced TAFE teachers and others to see TAFE teaching as work that requires a mentor, and asks that TAFE teacher work be valued to the degree that mentoring is acknowledged as part of that work. I believe any attempts at formalising such a role for TAFE teachers would be a difficult process, as it would require all stakeholders to acknowledge that TAFE teaching is complex work, that it has its own specialist knowledge and practice, and as such is professional work. Can Cert IV, supported by a mentoring framework, ‘scaffold’ the journey from industry expert to teaching expert? Based on the data and the literature, I believe there is the potential, or at least a case, for further investigation into a learning professional model that affords the transition of industry experts and other sector teachers to TAFE teaching professionals, and provides ‘just-in-time TAFE teachers’ for industry’s ‘just-in-time training’.

Continuing with the theme of ‘mentoring’, I now make a step change, and highlight participant responses that emphasise mentoring and industry experience. In so doing, I focus on another version of the mentoring model. Much was made of prior work experience and the importance of industry experience for becoming TAFE teachers by those interviewed. As Christos notes with his reference to what makes him able to teach at TAFE: ‘Just be very good at what you do and for me that was boat building’. All groups of participants stated the importance of industry knowledge and skills for those seeking to teach at TAFE. Debbie, a senior manager, makes the point when referring to her preference for highly experienced industry experts, compared with highly qualified teaching experts, and states that ‘good teachers are not about a Master’s level or a higher level of qualification. I think in TAFE you can’t beat a couple of elements actually, industry experience’. The importance of this requirement can also be found in policy documents that regulate VET training and assessing. I draw on the NSSC policy documents45 that state that ‘vocational competence’, at the level of the qualification being taught is one of the ‘must haves’ for VET trainers and assessors. Indeed vocational competence or industry content knowledge and skills is an ongoing requirement. Registered Training Organisations (RTOs) that deliver accredited VET

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45 I remind the reader that the NSSC lists the four requirements under the National Vet Regulator (NVR) Standard 1.4. Refer Chapter 1 footnote 1 which reads:
courses must be able to demonstrate to VET’s national regulator, the Australian Skills Quality Authority (ASQA), ongoing commitment to maintaining the vocational competence of its assessors and trainers in order to maintain their registration.

With this said, I claim that this iteration of the mentoring model does not exclude the need for teachers to gain teaching qualifications. However, this second iteration of the mentoring model imagines a teaching qualification as something you do while you are working as a teacher with the support of a mentor, and not as something that is separate from your work. This same model does not see the need for a postgraduate teaching qualification, but does not exclude higher-level teaching qualifications, such as a Diploma of VET, that can be completed while teaching at TAFE, and again with the support of a mentor or a buddy. Reza summarises the position of those who support model two and notes ‘if you are a TAFE teacher you need a hands-on approach, so that you can apply your theory in the classroom, so that it becomes not a pre-service, but an apprenticeship or on the job type of thing’.

With synergies and interwoven aspects of the qualification and mentoring model it is difficult to make distinctions. However, I have done so in the main by determining the emphasis participants place on qualifications, mentoring and industry experience. I claim that Boreham’s (2007) notion of ‘Collective Competence’, and Lucas’s conceptual model of the ‘learning professional’ are potentially in play when TAFE teachers commence a beginning teaching qualification, and are supported by a robust mentoring framework. I do so because the empirical material and the extant literature both provide evidence that the professional identity of a TAFE teacher is linked to both the industry experience they bring to TAFE and the need for them to learn to be teachers through their work and a teaching qualification. The shape of this kind of model is yet to be determined, but the usefulness of such a model is signalled in the data and the literature. Therefore, a possible model that best prepares TAFE teachers in the Victorian context for their unique role that involves complex tasks is at hand, but is not being implemented for varied reasons. Altogether, this is a model that includes teaching qualifications underpinned by teaching standards that are interconnected and dependent on a formal mentoring framework embedded in the everyday work and practice of TAFE teaching.

46 I remind the reader that ASQA and its role in VET is provided in Chapter 1 footnote 3 and reads: ASQA established in 2012: ‘ASQA regulates courses and training providers to ensure nationally approved quality standards are met’. For further information see website accessed 090413 http://www.asqa.gov.au/
CHAPTER 7: CONCLUSION

INTRODUCTION

This chapter provides a short summary of the findings pertaining to the empirical research that has been conducted on initial TAFE teacher education in Victoria and draws out implications of these findings for policy and practice. Propositions resulting from the discussion of my research findings are also made. I conclude this chapter with a reflective account of the ‘learning’ I take from this research project and the possible impact of that learning on my workplace.

As discussed throughout this thesis, initial TAFE teacher education in Victoria today is ‘haphazard’ (Guthrie et al. 2006; Guthrie et al. 2011; Wheelahan 2011). Currently, TAFE teachers are not required to have teaching qualifications beyond a Cert IV, TAFE teachers do not have a professional body, TAFE teaching does not have a set of professional teaching standards, and TAFE teachers do not require teacher registration. This situation prompts asking the broad question: how does someone become a TAFE teacher in contemporary Victoria in the VET sector? And more specifically, why is it that not having the latest Cert IV makes TAFE teachers and managers so anxious? Why is TAFE so compliance-driven? These questions first caused me to embark on my inquiry into the state of contemporary, initial TAFE teacher education in Victoria. In addressing these questions, I have sought to augment the general body of knowledge of initial TAFE teaching, and the specific body of knowledge of contemporary, initial TAFE teaching in the Victorian context. In so doing, I have sought to contribute to current debates and to conversations around enhancing and broadening the understanding of TAFE teacher professional identity and of the current offerings for initial teacher education for the Victorian TAFE system. As determined by the study’s empirical research, a framework for future initial teacher education in the Victorian TAFE system is proposed, based on the two broad models of ‘mentoring’ and ‘qualifications’, with the understanding that these models are interconnected and interdependent, and need to be considered as such for the preparation of TAFE teachers for TAFE teaching.
HOW DOES SOMEONE BECOME A TAFE TEACHER?

My first research question was designed to explore the role and identity of a contemporary TAFE in the Victorian context with a view to understanding how a teacher might be initially prepared for this work.

A summary of the key findings

Of most significance for the profession of TAFE teaching is the key finding that participants are always second careerist who do not believe that beginning TAFE teachers need high-level teaching qualifications. What does such a finding mean for preparing TAFE teachers for their work? Why is it that TAFE teachers are not required to achieve the same high-level teaching qualifications as their counterpart in the primary and secondary sectors? Experts, such as Billett (2013 p.187), proffer that vocational educators’ work is ‘at least as demanding as those [teachers] in other sectors’, and requires ‘vocational educators to be carefully selected, prepared and rewarded’ for their work of teaching. If high-level teaching qualifications are not needed for preparing TAFE teaching, alternatives are required. As many participants state, to be a TAFE teacher requires industry knowledge, support from experienced TAFE teachers, and a teaching qualification that provides an understanding of how to teach and operate in the VET sector. Perhaps it is the perception of the sector of VET itself that contributes to a disjuncture with the preparation of its teachers and the work of its teachers. Billett (2013 p.186) makes the point that VET is perceived worldwide as lower status than other educational sectors: ‘vocational education suffers from relative low standing in most countries compared with higher education, and even with the upper-levels of secondary education’. And, with this low status, come arguments for the need for a tightly-regulated sector characterised by prescriptive curriculum, where there is less room for teachers to make educational decisions:

 Processes of registration, accreditation and compliance often feature in these arrangements, as exampled by, but not restricted, to the Australian experience (Billett 2013, p.188).

This technicist-mechanistic view of VET, and the role of TAFE teachers contributes to a belief that vocational educators do not require high-level qualifications, because the prescriptive curriculum of training packages and Competency Based Training (CBT) provides for what learners and industry need, and TAFE teachers simply enact that thinking. This view of VET and TAFE teaching allows government regulators to shape the kind of TAFE teaching professional it believes is needed for the system; that is the ‘governmental’ or ‘organisational professional’, while
inhibiting the construction of other professional identities often associated with teaching; such as ‘personal professionalism’, ‘occupational professionalism’ and ‘critical professionalism’ – a point well made by Bathmaker and Avis (2013) in their work on teacher identities and their construction. Investment in supporting or mandating TAFE teachers to gain high-level teaching qualifications would run counter to this argument. Why would a sector receive support for their teachers to be highly qualified, if it is assumed to be not needed, and why would teachers seek high-level teaching qualifications if not asked or supported to do so? It needs to be remembered that TAFE teachers are second careerist, older; often did not complete secondary school, and many have competing financial demands. Such a cohort would need to be convinced of the benefits of high-level teaching qualifications, and provided with the necessary academic and financial support, the lack of which may deter some industry experts from transitioning to TAFE teaching.

For all, becoming a TAFE teacher by variable paths is an attractive strength, as TAFE teachers, as second-careerists, have existing family and financial commitments, unlike many young first-careerists. As mentioned, the journey to TAFE teaching is ‘ad hoc’. My research has found that this ad hoc journey has made for a piecemeal approach to becoming a professional TAFE teacher. Teachers who are new to TAFE teaching are more inclined to view themselves as an industry expert who teaches or a plumber who teaches at TAFE, for their teaching job requires less training than their first career. Supporting this belief is the reality of employment as a TAFE teacher. A reality that means most can teach at TAFE without completing a teaching qualification or after completing a teaching qualification that takes little time yet is seen to provide the basics for teaching at TAFE.

Linked to this is the paradoxical situation where being a second-careerist TAFE teacher is both a strength and a weakness in the professional development of TAFE teachers. Richard, a TAFE Senior Manager, makes this point and knows the difficulties this presents for TAFE and its teachers, and appreciates the strain this places on TAFE workforces. By asking a workforce to change, and become flexible and responsive, in the case of TAFE teaching is asking TAFE teachers to take on the identity of a ‘just-in-time teacher’. Richard stresses that in such a demanding ‘just-in-time’ environment, TAFE will not attract or keep those who have the industry skills needed to teach its students if high-level teaching qualifications become mandatory. Ironically, this shift away from the complex learning opportunities, as provided in a high-level teaching qualification, comes at a time when research shows that a TAFE teacher’s role has become more diverse and more complex than in the past (Chappell et al. 2002; Chappell &
Johnston 2003; Clayton 2010; Clayton et al. 2005; Harris et al. 2001; Mitchell 2008; Mitchell et al. 2006; Rice 2004a; 2004b; Seddon 2004; Wheelahan & Moodie 2011). I posit that a consequence of this shift in emphasis to industry expertise, and reduction in teaching expertise, is a de-professionalised TAFE teaching workforce. This mismatch between what is required of TAFE teachers, and how TAFE teachers are being prepared for this work, highlights the tension between trying to balance professional autonomy with employer expectation. That is, government direction about what should be taught and how, as against allowing teachers to use their professional judgment to make these decisions. There is a requirement that TAFE teachers must be vocationally competent and keep their industry skills up-to-date, and the means to do this is to participate in industry forums, return to the industry-specific workplace or complete the latest version of the industry competencies being taught. Likewise, TAFE teachers are asked to keep their teaching knowledge and skills up-to-date, and for TAFE teachers this means updating to the latest version of the Cert IV or demonstrating how higher-level teaching qualifications gained since completing their current Cert IV aligns with the newest Cert IV. Such a requirement to have the latest Cert IV reinforces the notion that a Cert IV provides industry experts with all that is needed to be a TAFE teacher, and that higher teaching qualifications are not required.

Propositions

I have argued that Cert IV fulfils many functions for a constantly changing ‘can do’ public sector such as TAFE, from both an employee and employer perspective. It provides industry experts new to TAFE teaching with a basic ‘teaching toolkit’ to start teaching and as participants from all three groups interviewed state: ‘it is a good start’. The current Cert IV reinforces TAFE management and its regulator’s requirement. It provides the means for teachers to become ‘organisational professionals’. The status of the Cert IV as the mandated teaching qualification signals that this is the kind of professional TAFE wants its teachers to be; that is, teachers who focus on regulatory, compliance and audit skills and knowledge. However, what it does not offer is the means for a TAFE teacher to be more than an ‘organisational professional’ as described by Bathmaker and Avis (2013), or an expert teacher as evoked by Shulman’s (1987) description of ‘Nancy’ and the practice of ‘pedagogical content knowledge’. I argue, through the work of Bathmaker and Avis, Shulman and my empirical data, that an enhanced Cert IV with additional units that are pedagogically focused has the potential to facilitate the development of a TAFE teaching professional that includes the ability for TAFE teachers to construct broader professional identities; such as ‘personal’, ‘occupational’ and ‘critical’ professionalism and, in so doing, commence the journey from novice teacher to expert teacher.
There is a need for community and government recognition and acceptance of TAFE teaching as professional work being conducted by teaching professionals. To achieve this, TAFE teaching needs to be seen for what it is: complex work that requires specific teaching skills and knowledge. I conclude that the journey to TAFE teaching is impeded because of a lack of resources at the beginning of TAFE teacher preparation, and lack of social acceptance and acknowledgement that TAFE teaching work is so complex and distinctive that it needs to be undertaken by TAFE teacher professionals. The ‘whys’ and ‘hows’ of the current state of contemporary TAFE teacher preparation can be traced back to government decisions of the 1990s that created ‘new vocationalism’, aligned economic prosperity to VET, and made industry the clear driver of VET (Chappell 1998a; 1998b; 2001; 2003). With this new regime, industry expertise was valued over teaching expertise, and high-level teaching qualifications were replaced with the ‘infamous’ Cert IV (Chappell et al. 2002; Chappell & Johnston 2003; Clayton 2010; Clayton et al. 2005; Harris et al. 2001; Mitchell 2008; Mitchell et al. 2006; Rice 2004a; 2004b; Seddon 2004; and Wheelahan & Moodie 2011). Teo, a new TAFE teacher, offered what has become the common story of contemporary TAFE teacher preparation for the Victorian VET sector:

Twenty-five years as a fully-qualified electrician and I prepared myself basically. I felt prepared; I had had that little bit of previous experience remember. When I did that in 2002, I felt that my little bit of experience teaching in SES [State Electricity Supply] that I’d done and a little bit of public speaking that I had done, not a lot, had helped me; I felt ready for it there too.

Teo’s story of preparing himself for teaching supports the notion that for TAFEs, industry experience is more important than teaching expertise, and a dual professionalism is not required. TAFE teachers like Teo are being asked to teach with very little teaching preparation. What is missing from Teo’s story is an appreciation that teaching is more than presenting information and demonstrating practical tasks. This lack of understanding of the professional nature of teaching is found throughout the data and highlights where the transition from industry expert to TAFE teaching professional, falters. If TAFE teachers do not believe that their teaching is professional work, and that it can only be done by trained teachers, then it is not surprising that Cert IV continues to be the minimum-mandated teaching qualification. Such a situation may well suit the TAFE system, which does not need to wait or invest in professional development, and the new TAFE teacher, who is not required to invest in professional training. The Cert IV suits this situation, as it can be completed in a relatively short period of time at the TAFE where new teachers are working as teachers. The Cert IV can be not only a ‘good start’ to being a TAFE teacher, but it can be the completion of teacher training. Thus, newly employed TAFE teachers,
with minimal teacher training, often find themselves teaching with only their industry skills and knowledge on which to rely. This situation is common, and may be all that is required for TAFE teaching, if the Cert IV is a representation of professional standards for TAFE teachers. As Tummons (2013 p.5) argues, professional standards for initial teacher training should ‘embody, capture or otherwise represent the knowledge that trainee PCET teachers are required to obtain/possess/negotiate as a consequence of travelling through an approved teacher-training curriculum’. There is no evidence in the literature or data to suggest that Cert IV fulfils this role of professional standards for TAFE teaching. However, there is evidence to suggest that Cert IV can be the beginning of the journey from industry expert to teaching expert, but to ask that this qualification alone can provide for TAFE teachers as professionals is not reasonable. With this said, I take into account the caution issued by Nicoll and Edwards (2012, p.247) that questions how professional practice and professional identity can be viewed and achieved:

To become more professional seems like an invitation that cannot be refused. However, we have indicated, the invitations are multiple and certain refusals may be desirable.

I also heed the warning of Nicoll and Edwards (2013, p.246) of relying on professional standards alone to do the work and determine professional identity:

Stronach et al. (2002) argue persuasively that professionals cannot be tidily compartmentalized into typologies and that professional work entails multiple plays between the ecologies of practice and the economies of performance.

WHAT MODELS BEST PREPARE TAFE TEACHERS FOR WORK?

My second research question, while taking into account the distinct professional roles and identities of the contemporary TAFE teacher, seeks through the literature and the empirical data ‘fit-for-purpose’ initial teaching education conceptual models that provide for today’s Victorian TAFE system.

A summary of the key findings

Two broad conceptual models emerge as possible models fit for the purpose of preparing TAFE teachers for their professional work of teaching. Model one sees formal qualifications linked to opportunities for practitioners to meet to discuss their practice, and is, what I have termed, the ‘qualifications model’. The second model is one that views learning to be a teacher as inextricably
linked to work experience and mentor support, and is termed the ‘mentor model’. These two models have implications for the TAFE workplace. As emphasised throughout, the TAFE teaching workforce is highly casualised. The reasons for this situation vary from the economic imperatives of TAFEs to individual TAFE teacher choice. To ask this type of workforce to take on the role of a mentee or mentor would impact on many levels, for example, who would undertake additional duties and how would they be resourced? Would such teacher preparation models cause TAFE too much financial strain when the system is already under constraint? How would ‘just-in-time teachers’ employed for ‘just-in-time teaching’ be spared from teaching in a fully-resourced model, such as model one or two? Would the understanding that TAFE teaching means gaining high-level teaching qualifications create a barrier for those industry experts who consider, but are not committed to, becoming a TAFE teacher? Would the ad hoc employment of TAFE teachers cease because of additional professional development responsibilities, and lead to a shortage of industry experts coming to TAFE teaching? The questions are many, but if TAFE teachers are to be prepared for their professional work, all will need to be addressed and further research is required.

Propositions

I maintain that a conceptual model for preparing TAFE teachers for their work must take account of how teachers are employed at TAFE, and work towards closing that gap between what is perceived as the work of TAFE teacher and the professional nature of TAFE teaching. As Billett (2013) notes, vocational education is generally considered to be low status education across most OECD countries, and vocational education teachers experience that same low status as educators. From this I draw the conclusion that society’s technicist and mechanistic view of vocational education infers and translates to a technicist and mechanistic view of the work of vocational educators; that is, there is a synergistic relationship between societal perceptions of vocational education and vocational educators. Based on the literature and my data, this view of vocational educators conflicts with the reality of TAFE teaching, and hinders the development of a professional identity for TAFE teachers that is a mix of industry expert and teaching expert. I argue that unless vocational education is viewed as more than the teaching of prescribed industry skills, vocational educators will not be provided with the initial teacher education preparation needed for industry experts to transition to teaching professionals. According to Nicoll and Edwards (2012), this situation promulgates a neoliberal educational philosophy. There is a circular argument here, for when teachers are not deemed to be professional, arguments diminish and/or dissipate against prescriptive curricula and adherence to compliance; providing
'quality' vocational education becomes the mantra, and an audit culture becomes common place. Professional standards in such a system become yet another measure, rather than a tool to assist with teacher professional development. Who benefits from this technicist and mechanistic view and use of professional standards? The government problematises VET delivery and raises the question of ‘teacher quality’, which allows for a palpable increase in government control over what is taught, by whom and how. Few would argue that the contemporary Victorian VET sector is a very heavily audited educational system. It is regularly audited by the Australian Skills Quality Authority (ASQA), and forensically audited by its government funding body, the Higher Education Skills Group (HESG). With these pressures on both the employer, TAFE and the employee, the TAFE teacher, it is unsurprising that the minimum mandated VET teaching qualification functions to create ‘organisational professionals’ and with this end in mind the Cert IV is considered a ‘good start’.

ENDNOTE: REFLECTIONS AND CONSIDERATIONS

Why are TAFE teachers not required to gain higher-level teaching qualifications when other teachers and professionals must? Is it a reality that industry experts will be less inclined to seek teaching work at TAFE if required to complete a higher-level qualification? Is the current Cert IV all that is really needed to be a vocational educator or is this continual reinforcement of this minimum requirement a measured means to control the educational outcomes of the VET sector, the professionalism of its teachers, and a neoliberal agenda? A government mandate that provides for TAFE teachers to teach with low-level teacher qualifications that limit the development of a teaching professional to an ‘organisational professional’, supports the argument that TAFE teaching is not professional work and does not need to be done by expert professional teachers. Such an argument problematises the quality of VET provision, already deemed low status, and supports the argument for government intervention that includes prescriptive curriculum and a tightly-regulated sector. Indeed, I have found that there is uncertainty in the literature, and in participant response, around what to call a TAFE teacher. Are TAFE teachers ‘trainers’, ‘assessors’, ‘teachers’, ‘VET practitioners’ or ‘new VET practitioners’? Does it matter? I think it does, as naming is important for identity formation and maintenance. A lack of clarity around what to call TAFE teachers equates to confusion around the work and role of a TAFE teacher.
What can be done? Certainly, further research is required into initial TAFE teacher education, which currently works towards ensuring that ‘just-in-time’ TAFE teachers receive ‘just-in-time’ training with ‘professionalism imposed from above’ (Bathmaker and Avis 2013, p.731). My findings suggest that TAFE educators, who have industry experience and expertise, are best placed to provide TAFE training. However, there is a need for research into initial TAFE teacher preparation that focuses on how to best support the beginner ‘just-in-time’ TAFE teacher to become more than an ‘organisational professional’. This new thinking should acknowledge that TAFE teachers work in a rigid compliance driven audit regime. With this said, it should be understood that TAFE teacher work is more than this and the space and time must be provided to allow for the construction of broader teacher professional identities, identities that encourage growth in pedagogy and provide for the transition from novice to expert teacher. A model supporting this thinking for initial TAFE teacher preparation could, with profit, be fashioned on Guile and Griffiths’ (2001) notion of a ‘learning professional’, and Lucas’ (2004) interpretation of that notion for FE teachers. For example, an expert plumber considering teaching at TAFE would enrol in the new Cert IV with its new pedagogically focused units, and as part of that enrolment process, be provided with a discipline-specific mentor. Provided with professional development and a time allocation, this mentor would be prepared to be a mentor towards supporting the trainee teacher to complete the new Cert IV and understand and navigate the context of TAFE. S/he would also assist with the day-to-day matters of teaching at TAFE. Finally, I conclude with the recommendation that a Cert IV teaching qualification that includes new units with a focus on pedagogical practice and knowledge, continue as the entry-level teaching qualification for TAFE teachers, supported by a formal mentoring framework and time that affords encouragement to engage in formal, high-level teaching qualifications.
REFERENCE LIST


Robson, J. (2002). The Voices of Vocational Teachers in the UK: Their perceptions of the nature and status of the further education teacher’s professional knowledge, Australian and New Zealand Journal of Vocational Education Research, 10(2), 95-113.


Stake, R. (1995). The Art of Case Study Research, Thousands Oaks; California Sage Publications:


APPENDIX 1

INFORMATION SHEET

TOPIC:
Preparing To Teach In TAFE: A Curriculum Inquiry Into Initial Teacher Education In the Victorian Technical and Further Education System

AIMS OF AND JUSTIFICATION FOR THE RESEARCH:

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?

The participants in this study will include:

- three expert TAFE teachers from each of three TAFE institutes
- three* neophyte or beginning TAFE teachers from each of three TAFE institutes
- one senior TAFE manager from each of three TAFE institutes
APPROACH:

Participants will participate in individual semi-structured interviews. All interviews will be audio-recorded. The estimated time for interviews is 60 minutes per participant. Participants will also be asked to check their transcripts. The maximum time commitment for participants in this study will be 2 hours.

PRIVACY AND CONFIDENTIALITY:

We intend to protect the anonymity and the confidentiality of responses to the fullest possible extent, within the limits of the law. Names and contact details will be kept in a password protected computer file, separate from the data supplied by interviewees. This will only be able to be linked to responses by the researchers by, for example, pseudonym. All references to personal information that might allow someone to guess interviewees' identity will be removed, however, it should be noted that the number of people we seek to interview is very small; accordingly, it could still be possible for someone to identify interviewees.

Should you require any further information, or have any concerns, please do not hesitate to contact the researchers; Dr Dianne Mulcahy: 8344 8656, Ms Sandra Walls 0401713008. Should you have any concerns about the conduct of the project, you are welcome to contact the Executive Officer, Human Research Ethics, The University of Melbourne of Melbourne, on phone: 83442073, or fax: 93476739.

Correction to the information sheet

*The number of participants from the neophyte sub group was increased from 9 to 12 - refer p 55.
APPENDIX 2

PLAIN LANGUAGE STATEMENT

Preparing to teach in TAFE:
A curriculum inquiry into initial teacher education in the Victorian Technical and Further Education system.

Dear Participant

You are invited to participate in the above research project, which is being conducted by Dr Dianne Mulcahy (supervisor) and Ms Sandra Walls (Doctor of Education student) of the Graduate School of Education at the University of Melbourne. Your name and contact details have been provided to me by the manager responsible for the professional development of teachers at your TAFE. This project will form part of Ms Walls’ Doctor of Education thesis, and has been approved by the Human Research Ethics Committee.

This study aims to investigate initial Technical and Further Education (TAFE) teacher education in Victoria and determine methods and models for best preparing teachers for today’s Victorian TAFE system. Should you agree to participate, you would be asked to contribute to this by participating in an hour length interview. This interview will invite you to provide a detailed picture of your experiences of initial teacher preparation for teaching in TAFE. With your permission, the interview will be tape-recorded so that we can ensure that we make an accurate record of what you say. When the tape has been transcribed, you will be provided with a copy of the transcript, so that you can verify that the information is correct and/or request additions/deletions. We estimate the time commitment required of you would not exceed 2 hours.

We intend to protect your anonymity and the confidentiality of your responses to the fullest possible extent, within the limits of the law. Your name and contact details will be kept in a password protected computer file, separate from the data that you supply. This will only be able to be linked to your responses by the researchers by, for example, pseudonym. We will remove any references to personal information that might allow someone to guess your identity, however, you should note that the number of people we seek to interview is very small; accordingly, it is possible that someone may still be able to identify you.

Once the thesis arising from the research has been completed, a brief summary of the findings will be available to you on application at the Graduate School of Education. It is also possible that the results will be presented at academic conferences and/or presented in peer-reviewed journals. The data will be kept securely at the Graduate School of Education for five years from the date of the publication.
Please be advised that your participation in this study is completely voluntary. Should you wish to withdraw at any stage, or to withdraw any unprocessed data you have supplied, you are free to do so without prejudice.

If you would like to participate, please indicate that you have read and understood the information by signing the accompanying consent form and returning it in the envelope provided. We will contact you to arrange a mutually convenient time for you to participate in the interview.

Should you require any further information, or have any concerns, please do not hesitate to contact the researchers; Dr Dianne Mulcahy: 8344 8656, Ms Sandra Walls 0401713008. Should you have any concerns about the conduct of the project, you are welcome to contact the Executive Officer, Human Research Ethics, The University of Melbourne of Melbourne, on phone: 83442073, or fax: 93476739.

Yours faithfully

Dr Dianne Mulcahy (Supervisor)

Ms Sandra Walls (Doctor of Education)
CONSENT FORM FOR PERSONS PARTICIPATING IN RESEARCH PROJECTS

Project title:
Preparing to teach in TAFE: A curriculum inquiry into initial teacher education in the Victorian Technical and Further Education system.

Name of participant: <insert name>

Name of investigator: Ms Sandra Walls, Dr Dianne Mulcahy

1. I consent to participate in the project named above, the particulars of which - including details of interview - have been explained to me. A written copy of the information has been given to me to keep.

2. I authorise the researcher or assistant to use for this purpose the interview information referred to under (1) above.

3. I acknowledge that:
   (a) the possible effects of the interview have been explained to me to my satisfaction;
   (b) I have been informed that I am free to withdraw from the project at any time without explanation or prejudice and to withdraw any unprocessed data previously supplied;
   (c) The project is for the purpose of research;
   (d) I have been informed that the confidentiality of the information I provide will be safeguarded subject to any legal requirements.

4. I consent to this interview being audio-taped. I acknowledge that copies of transcripts will be returned to me for verification. I am aware that I will be referred to by a pseudonym and not identified by name in any publications arising from the research. The researcher has confirmed that participation or non-participation in this research will have no effect on my employment.

Signature ________________________________ Date ________________

(Participant)
APPENDIX 4a

INTERVIEW SCHEDULE FOR NEOPHYTE TAFE TEACHER

Thesis topic:

Preparing to teach in TAFE: A curriculum inquiry into initial teacher education in the Victorian Technical and Further Education system

Research questions:

- Taking their unique roles and identities into account, 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?

Questions for semi structured interviews:

1. Biographical information
   I. How long have you been teaching in TAFE?
   II. What was the nature of your prior work experience?
   III. What do you teach at TAFE?
   IV. Why did you choose to work in TAFE?

2. Occupational role and identity
   I. Could you describe your work in TAFE for me? What do you tend to do over the course of a week?
   II. What specialist expertise do you believe you use in your everyday work?
   III. How did you build this expertise? Kindly describe the resources or means used eg. formal courses and qualifications and/or informal means.
   IV. What occupational expertise did you bring to TAFE teaching from your former occupational role?
   V. How does this expertise connect with your role as a teacher, if at all?
3. **Occupational/professional preparation of the TAFE teacher**

I.  
   a. How did you prepare yourself to work in TAFE?  
   b. To what extent did Certificate in Training and Assessment help?

II. How did this preparation help with your first session – can you recall that first session? How does it help today?

III. 
   a. If you could go back in time, what kind of preparation would you seek before taking your first session? Why do you say this?  
   b. Again, if you could go back in time, what would you change regarding your entry into TAFE teaching?  
   c. What advice would you give others seeking to teach in TAFE for the first time or others seeking to improve their teaching? Why do you say this?

IV. If you were designing the ideal TAFE teacher preparation experience, what would it include?

V. Recent research (Seddon, 2008) suggests that there’s a trend towards Diploma-level qualifications and discussion about Masters-level degrees in teacher and trainer education in European countries and beyond. Could you comment on this trend with respect to TAFE teacher preparation in Victoria?

VI. Other research (eg. Lucas, 2007) suggests a trend towards certain approaches to preparing TAFE teachers in European countries and beyond (briefly outline these). ‘The question is no longer should FE teachers be trained, but what form should their training take’ (Thompson & Robinson, 2008:170). Could you comment on this trend with respect to TAFE teacher preparation in Victoria?

VII. Would you care to make any further comment about good practice preparation for TAFE teaching?
APPENDIX 4b

INTERVIEW SCHEDULE FOR AN EXPERT TAFE TEACHER

Thesis topic:
Preparing to teach in TAFE: A curriculum inquiry into initial teacher education in the Victorian Technical and Further Education system

Research questions:

- Taking their unique roles and identities into account, 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?

Questions for semi structured interviews:

1. Biographical information
   I. How long have you been teaching in TAFE?
   II. Where else have you taught and what did you teach?
   III. What do you teach at TAFE?
   IV. How long have you been delivering Certificate IV in Training and Assessment?
   V. Why did you choose to deliver Certificate IV in Training and Assessment?

2. Occupational role and identity
   VI. Could you describe your work role for me? What do you tend to do over the course of a week?
   VII. What specialist expertise do you believe you use in your delivery of Certificate IV in TAA?
   VIII. How did you build this expertise? Kindly describe the resources or means used eg. formal courses and qualifications and/or informal means.
   IX. What teacher training expertise do you bring to teaching TAFE teachers to teach in TAFE?
   X. How does teaching Certificate IV in Training and Assessment compare to other kinds of TAFE teaching?

3. Certificate IV in Training and Assessment and the preparation of a TAFE teacher
   VIII. How does Certificate IV in Training and Assessment prepare industry experts to teach at TAFE?
      a. What unit/s do this well?
      b. What units do not do this well?
      c. What units would you like to change and what would this change consist of? (You might consider content and process, that is, teaching-learning relations, here.)
IX. If you could design a strategy for preparing TAFE teachers for their work, what would it look like?
   a. Would it be a course?
   b. Would it be an apprenticeship?
   c. Would it be a traineeship?
   d. Would it be a university degree?
e. Other considerations? (eg. university-TAFE partnership, mentoring)

X. If you could go back in time, what would you change regarding your preparation for teaching in TAFE?

XI. Recent research (Seddon, 2008) suggests that there’s a trend towards Diploma-level qualifications and discussion about Masters-level degrees in teacher and trainer education in European countries and beyond. Could you comment on this trend with respect to TAFE teacher preparation in Victoria?

XII. Other research (eg. Lucas, 2007) suggests a trend towards certain approaches to preparing TAFE teachers in European countries and beyond (briefly outline these). ‘The question is no longer should FE teachers be trained, but what form should their training take’ (Thompson & Robinson, 2008:170). Could you comment on this trend with respect to TAFE teacher preparation in Victoria?

XIII. What advice would you give to Senior Management regarding good practice TAFE teaching preparation?

XIV. Would you care to make any further comment about good practice preparation for TAFE teaching?
APPENDIX 4c

INTERVIEW SCHEDULE FOR A SENIOR TAFE MANAGER

Thesis topic:

Preparing to teach in TAFE: A curriculum inquiry into initial teacher education in the Victorian Technical and Further Education system

Research questions:

- Taking their unique roles and identities into account, 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?

Questions for semi structured interviews:

1. Biographical information
   XI. How long have you worked at this TAFE?
   XII. Have you worked at any other TAFE?
   XIII. How long have you been in a senior manager position in TAFE?
   XIV. When did you last teach in a TAFE or anywhere else and what did you teach?
   XV. Why did you choose to stop teaching in TAFE and why did you become a senior manager?

2. Occupational role and identity
   XVI. Could you describe your work role for me? What do you tend to do over the course of a week?
   XVII. How are you involved in the professional development of TAFE teachers?
   XVIII. What specialist expertise do you believe you use in this role?
   XIX. How did you build this expertise? Kindly describe the resources or means used eg. formal courses and qualifications and/or informal means.
3. **Certificate IV in Training and Assessment and the preparation of a TAFE teacher**

XV. How does Certificate IV in Training and Assessment prepare industry experts to teach at TAFE?

XVI. To what extent is this preparation adequate, in your view? Please explain.

XVII. Should changes be required, what changes would you like to make to this qualification in a bid to better prepare your teachers for their work?

XVIII. What other professional development do you offer your teachers?

XIX. Why or why not is this offered?

XX. If you could design a strategy for preparing TAFE teachers for their work, what would it look like?
   a. Would it be a course/s?
   b. Would it be an apprenticeship?
   c. Would it be a traineeship?
   d. Would it be a university degree?
   e. Other considerations? (eg. university-TAFE partnership, mentoring)

XXI. Recent research (Seddon, 2008) suggests that there’s a trend towards Diploma-level qualifications and discussion about Masters-level degrees in teacher and trainer education in European countries and beyond. Could you comment on this trend with respect to TAFE teacher preparation in Victoria and the needs and constraints of your organisation?

XXII. Other research (eg. Lucas, 2007) suggests a trend towards certain approaches to preparing TAFE teachers in European countries and beyond (briefly outline these). ‘The question is no longer *should* FE teachers be trained, but what form should their training take’ (Thompson & Robinson, 2008:170). Could you comment on this trend with respect to TAFE teacher preparation in Victoria?

XXIII. Projecting 5 years forward, what do you imagine TAFE teaching to be? How might TAFE teachers be best prepared to teach?

XXIV. Would you care to make any further comment about good practice preparation for TAFE teaching?
APPENDIX 5

22 November 2008

Dr Dianne Mulcahy
Melbourne Graduate School of Education
The University of Melbourne

Dear Dr Mulcahy

I am pleased to advise that the Melbourne Graduate School of Education Human Ethics Advisory Group (MGEHEAG) has approved the following Minimal Risk application:

Project title: Preparing To Teach In TAFE: A Curriculum Inquiry Into Initial Teacher Education In The Victorian Technical And Further Education System.

Researchers: Dianne Mulcahy and Sandra Walls
Ethics ID: 0630473
MGEHEAG ID: 161/08

The project has been approved for the period 27 November 2008 to 31 December 2009.

It is your responsibility to ensure that all people associated with the Project are made aware of what has actually been approved. Research projects are normally approved to 31 December of the year of approval. Projects may be renewed yearly for up to a total of five years upon receipt of a satisfactory annual report. If a project is to continue beyond five years a new application will normally need to be submitted.

Please note that the following conditions apply to your approval. Failure to abide by these conditions may result in suspension or discontinuation of approval and/or disciplinary action.

(a) Limit of Approval: Approval is limited strictly to the research as submitted in your Project application.

(b) Amendments to Project: Any subsequent variations or modifications you might wish to make to the Project must be notified formally to the Human Ethics Advisory Group for further consideration and approval before the revised Project can commence. If the Human Ethics Advisory Group considers that the proposed amendments are significant, you may be required to submit a new application for approval of the revised Project.

(c) Incidents or adverse affects: Researchers must report immediately to the Advisory Group and the relevant Sub-Committee anything which might affect the ethical acceptability of the protocol including adverse effects on participants or unforeseen events that might affect continued ethical acceptability of the Project. Failure to do so may result in suspension or cancellation of approval.

(d) Monitoring: All projects are subject to monitoring at any time by the Human Research Ethics Committee.

(e) Annual report: Please be aware that the Human Research Ethics Committee requires that researchers submit an annual report on each of their projects at the end of the year, or at the conclusion of a project if it continues for less than this time. Failure to submit an annual report will mean that ethics approval will lapse.

(f) Auditing: All projects may be subject to audit by members of the Sub-Committee. Please quote the ethics registration number and the name of the Project in any future correspondence. On behalf of the Ethics Committee I wish you well in your research.

Yours sincerely,

[Signature]

Assoc. Prof. P. Margaret Brown

Chairperson, Melbourne Graduate School of Education Human Ethics Advisory Group
Phone: 83440987, Email: p.m.brown@unimelb.edu.au

cc: Sandra Walls and Human Research Ethics, Melbourne Research Office

Melbourne Education Research Institute (MERI)
Melbourne Graduate School of Education, Level 4, Alice Hoy Building
The University of Melbourne Victoria 3010 Australia
T: +61 3 8344 6562 F: +61 3 9347 2468
APPENDIX 6

SAMPLE CODING

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<th>Frequency</th>
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<td>Reference to professional, profession and associate words</td>
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<tr>
<td></td>
<td>Reference to high level qualifications – above Cert IV</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Reference to Cert IV</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Reference to mentor, coach, supervisor, buddy (0)</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Reference to previous workplace (0)</td>
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Stage 1
Expert Interview Questionnaire: Question 3 (IV)
Now this is going back to Terri, recent research said in 2008, suggests that there was a trend towards Diploma level qualifications and discussion about Master level degrees in teacher and training education in European countries and beyond. Could you comment on this trend, with respect to TAFE teacher preparation in Victoria - is that going the right way?

Expert 15: Jenna (sample of worked transcript)
I believe it is, because if we are going to consider TAFE teaching, I mean the moment we have got the secondary teacher model and all the requirements to work in a secondary school, we have got university requirements, if we consider our TAFE environment to be as ... if we want it to be acknowledged in the education field and we do, what we are saying is, we have introduced Cert IV, we are saying it is a legitimate teaching ... whatever you might call it ... for professionals, it has to have its set of qualifications and they have to be articulated to the very top, otherwise we don't have the credibility that I believe we deserve and I think there is nothing more important than vocational education, I am a firm believer in that, so we do need the articulated pathway to the very, very top, even to Doctorate level to be a professional. I think we need people representing TAFE at those levels academically. So I have no problem with it all, I think we are moving in the right direction to being a professional. It is not going to suit everybody, it is not for everybody, but we must have all of those levels filled in order for us to be a legitimate education field.

Stage 2
Coding results were used to identify themes as appears in Table 3.3: Themes that emerged from participant interviews (Chapter 3 Methodology: Data analysis, p.164).

Theme identified in participant interviews
The theme ‘Cert IV is useful; is stated or implied by many participants, i.e. 8 neophytes, 7 experts and all 3 senior managers
TAFE teaching requires a teaching qualification
TAFE teaching requires high level qualifications, i.e. above Cert IV
Cert IV is enough for TAFE teaching
Mentors are required to prepare TAFE teachers for their work
It was stated by 4 neophytes that prior industry experience as a supervisor is enough to prepare a TAFE teacher for TAFE teaching
APPENDIX 7

Website visited 2nd February 2014: training.gov.au

TAE40110 Certificate IV in Training and Assessment

Revision Number: 2
TAE40110 Certificate IV in Training and Assessment

Modification History

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<td>TAE40110</td>
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<td>Release 2</td>
<td>New release created to update unit identifiers and correct typographical errors.</td>
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<tr>
<td>TAE40110</td>
<td>First released with <em>TAE10 Training and Education Training Package version 1.0</em></td>
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Description

Descriptor
This qualification reflects the roles of individuals delivering training and assessment services in the vocational education and training (VET) sector. Achievement of this qualification or an equivalent by trainers and assessors is a requirement of the Australian Quality Training Framework *Essential Standards for Registration* (Standard 1 as outlined in Appendix 2 of the *Users' Guide to the Essential Standards for Registration*).

This qualification, or the skill sets derived from units of competency within it, is also suitable preparation for those engaged in the delivery of training and assessment of competence in a workplace context, as a component of a structured VET program.

Job roles
Job roles associated with this qualification relate to the delivery of training and assessment of competence within the VET sector. Possible job titles and roles relevant to this qualification include:

- enterprise trainer
- enterprise assessor
- registered training organisation (RTO) trainer
- RTO assessor
- training adviser or training needs analyst
- vocational education teacher.

Pathways Information

Qualification pathways

Prerequisite requirements
There are no prerequisite requirements for individual units of competency.

Pathways from the qualification
After achieving TAE40110 Certificate IV in Training and Assessment, candidates may undertake TAA50104 Diploma of Training and Assessment or may choose to undertake TAE70110 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice.

**Licensing/Regulatory Information**

**Licensing, legislative, regulatory or certification considerations**
There is no direct link between this qualification and licensing, legislative and/or regulatory requirements. However, where required, a unit of competency will specify relevant licensing, legislative and/or regulatory requirements that impact on the unit.

**Entry Requirements**
Not applicable.
## Employability Skills Summary

<table>
<thead>
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<th>Employability skill</th>
<th>Industry/enterprise requirements for this qualification include:</th>
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<tbody>
<tr>
<td>Communication</td>
<td>• interpreting client needs and writing to these</td>
</tr>
<tr>
<td></td>
<td>• using a range of communication skills, such as listening, questioning, reading, interpreting and writing documents</td>
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<tr>
<td></td>
<td>• writing hazard and incident reports</td>
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<td></td>
<td>• using effective facilitation and interpersonal skills, including verbal and non-verbal language that is sensitive to the needs and differences of others</td>
</tr>
<tr>
<td></td>
<td>• mentoring, coaching and tutoring techniques</td>
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<tr>
<td>Teamwork</td>
<td>• working with colleagues to compare, review, and evaluate assessment processes and outcomes</td>
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<tr>
<td></td>
<td>• actively participating in assessment validation sessions</td>
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<tr>
<td></td>
<td>• managing work relationships and seeking feedback from colleagues and clients on professional performance</td>
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<tr>
<td></td>
<td>• developing and evaluating with others learning programs customised for individual or group needs</td>
</tr>
<tr>
<td>Problem-solving</td>
<td>• identifying hazards and assessing risks in the learning environment</td>
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<td></td>
<td>• using time-management skills in designing learning programs</td>
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<td>• calculating costs of programs and logistics of delivery, and accessing appropriate resources</td>
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<td></td>
<td>• generating a range of options to meet client needs</td>
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<td>Initiative and enterprise</td>
<td>• interpreting the learning environment and selecting delivery approaches which motivate and engage learners</td>
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<td>• monitoring and improving work practices to enhance inclusivity and learning</td>
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<td>• being creative to meet clients' training needs</td>
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<td>• applying design skills to develop innovative and flexible cost-effective programs</td>
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<td>Planning and organising</td>
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<td>• planning, prioritising and organising workflow</td>
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<td>• interpreting collected evidence and making judgements of competency</td>
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<td>• documenting action plans and hazard reports</td>
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<tr>
<td></td>
<td>• working with clients in developing personal or group learning programs</td>
</tr>
<tr>
<td></td>
<td>• organising the human, physical and material resources required</td>
</tr>
</tbody>
</table>
| **SELF-MANAGEMENT** | • working within policy and organisational frameworks  
| | • managing work and work relationships  
| | • adhering to ethical and legal responsibilities  
| | • taking personal responsibility in the planning, delivery and review of training  
| | • being a role model for inclusiveness and demonstrating professionalism  
| | • examining personal perceptions and attitudes  
| **LEARNING** | • undertaking self-evaluation and reflection practices  
| | • researching information and accessing policies and frameworks to maintain currency of skills and knowledge  
| | • promoting a culture of learning in the workplace  
| | • seeking feedback from colleagues  
| | • facilitating individual, group-based and work-based learning  
| **TECHNOLOGY** | • using technology to enhance outcomes, including online delivery and research using the internet  
| | • using student information management systems to record assessments  
| | • identifying and organising technology and equipment needs prior to training  
| | • using a range of software, including presentation packages  

**Packaging Rules**

**Total number of units = 10**

**7 core units plus**

**3 elective units**

At least 2 elective units must be selected from the elective units listed below. One elective unit may be selected from any currently endorsed Training Package or accredited course. Elective units must be relevant to the work outcome, local industry requirements and the qualification level. Where a unit is chosen from another currently endorsed Training Package or accredited course, it must be from a qualification or course at Certificate III level or above, and must contribute towards the vocational outcome of the program.
Packaging Rules

Core units

TAEASS401B Plan assessment activities and processes
TAEASS402B Assess competence
TAEASS403B Participate in assessment validation
TAEDEL401A Plan, organise and deliver group-based learning
TAEDEL402A Plan, organise and facilitate learning in the workplace
TAEDES401A Design and develop learning programs
TAEDES402A Use training packages and accredited courses to meet client needs

Elective units

Assessment
TAEASS301B Contribute to assessment
TAEASS502B Design and develop assessment tools

Delivery and facilitation
TAEDEL301A Provide work skill instruction
TAEDEL403A Coordinate and facilitate distance-based learning
TAEDEL404A Mentor in the workplace
TAEDEL501A Facilitate e-learning

Language, literacy and numeracy
TAELLN401A Address adult language, literacy and numeracy skills

Training advisory services
TAETAS401A Maintain training and assessment information

Imported units
BSBAUD402B Participate in a quality audit
BSBCMM401A Make a presentation
BSBLED401A Develop teams and individuals
BSBMKG413A Promote products and services
BSBREL402A Build client relationships and business networks
BSBRES401A Analyse and present research information
APPENDIX 8a

Unit name: TAEASS401B Plan assessment activities and processes

Required Skills and Knowledge
This section describes the skills and knowledge required for this unit.

Required skills
- cognitive interpretation skills to:
  - interpret competency standards and other assessment documentation, including material relating to reasonable adjustment
  - identify opportunities for integrated competency assessment
  - contextualise competency standards to the operating assessment environment, including RPL
  - consider access and equity needs of diverse candidates
- technology skills to use appropriate equipment and software to communicate effectively with others
- research and evaluation skills to:
  - obtain competency standards, assessment tools and other relevant assessment resources
  - research candidate characteristics and any reasonable adjustment needs
  - evaluate feedback, and determine and implement improvements to processes
- literacy skills to read and interpret relevant information to design and facilitate assessment and recognition processes
- communication skills to discuss assessment, including RPL processes with clients and other assessors
- interpersonal skills to:
  - demonstrate sensitivity to access and equity considerations and candidate diversity
  - promote and implement equity, fairness, validity, reliability and flexibility in planning an assessment processes.

Required knowledge
- ethical and legal requirements of an assessor
- competency-based assessment, including:
  - work focused
  - criterion referenced
  - standards based
  - evidence based
- different purposes of assessment and different assessment contexts, including RPL
- how to read and interpret the identified competency standards as the benchmarks for assessment
- how to contextualise competency standards within relevant guidelines
- four principles of assessment and how they guide the assessment process
- purpose and features of evidence, and different types of evidence used in competency-based assessments, including RPL
- rules of evidence and how they guide evidence collection
- different types of assessment methods, including suitability for collecting various types of evidence
- assessment instruments and their purpose; different types of instruments; relevance of different instruments for specific evidence-gathering opportunities.
APPENDIX 8b

Unit name: **TAEASS402B Assess competence**

**Required Skills and Knowledge**
*This section describes the skills and knowledge required for this unit.*

**Required skills**
- analysis and interpretation skills to:
  - break down competency standards
  - interpret assessment tools and other assessment information, including those used in RPL
  - identify candidate needs
  - make judgements based on assessment of available evidence
- observation skills to:
  - recognise candidate’s prior learning
  - determine candidate’s performance
  - identify when candidate may need assistance during the assessment processes
- research and evaluation skills to:
  - access required human and material resources for assessment
  - access assessment system policies and procedures
  - access RPL policies and procedures
  - evaluate evidence
  - evaluate assessment process
- cognitive skills to:
  - weigh up the evidence and make a judgement
  - consider and recommend reasonable adjustments
- decision-making skills to:
  - recognise a candidate’s prior learning
  - make a decision on a candidate’s competence
- literacy skills to:
  - read and interpret relevant information to conduct assessment
  - prepare required documentation and records or reports of assessment outcomes in required format
- communication and interpersonal skills to:
  - explain the assessment, including RPL process
  - give clear and precise instructions
  - ask effective questions
  - provide clarification
  - discuss process with other relevant people
  - give appropriate feedback
  - discuss assessment outcome
  - use language appropriate to candidate and assessment environment
  - establish a working relationship with candidate.
Required knowledge

- competency-based assessment, including:
  - vocational education and training as a competency-based system
  - criterion-referenced assessment as distinct from norm-referenced assessment
  - competency standards as the basis of qualifications
  - structure and application of competency standards
  - principles of assessment and how they are applied
  - rules of evidence and how they are applied
  - range of assessment purposes and assessment contexts, including RPL
  - different assessment methods, including suitability for gathering various types of evidence, suitability for content of units, and resource requirements and associated costs
  - reasonable adjustments and when they are applicable
  - types and forms of evidence, including assessment instruments that are relevant to gathering different types of evidence used in competency-based assessment, including RPL
  - potential barriers and processes relating to assessment tools and methods
  - assessment system, including policies and procedures established by the industry, organisation or training authority
- RPL policies and procedures established by the organisation
- cultural sensitivity and equity considerations
- relevant policy, legislation, codes of practice and national standards, including commonwealth and state or territory legislation that may affect training and assessment in the vocational education and training sector, such as:
  - copyright and privacy laws in terms of electronic technology
  - security of information
  - plagiarism
  - training packages and competency standards
  - licensing requirements
  - industry and workplace requirements
  - duty of care under common law
  - recording information and confidentiality requirements
  - anti-discrimination, including equal employment opportunity, racial vilification and disability discrimination
  - workplace relations
  - industrial awards and enterprise agreements
- OHS responsibilities associated with assessing competence, such as:
  - requirements for reporting hazards and incidents
  - emergency procedures
  - procedures for use of relevant personal protective equipment
  - safe use and maintenance of relevant equipment
  - sources of OHS information.
APPENDIX 8c

Unit name: TAEASS403B Participate in assessment validation

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- planning skills to participate in validation activities within agreed timeframes
- problem-solving skills to identify information that is inconsistent, ambiguous or contradictory
- evaluation skills to:
  - determine evidence requirements from competency standards
  - review assessment process, tools and methods
  - review collected evidence
- communication skills to share information in validation meetings.

Required knowledge

- how to interpret competency standards and other related assessment information to determine the evidence needed to demonstrate competence, including:
  - criterion-referenced assessment as distinct from norm-referenced assessment
  - various reasons for carrying out validation and the different approaches to validation that may be appropriate before, during and after assessment
  - critical aspects of validation, including validation of assessment processes, methods and products
  - relevant OHS legislation, codes of practice, standards and guidelines, impacting on assessment
  - legal and ethical requirements of assessors, particularly in relation to validation activities
- principles of assessment
- rules of evidence.
APPENDIX 8d

Unit name: TAEDEL401A Plan, organise and deliver group-based learning

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- presentation skills to ensure delivery is engaging and relevant, including:
  - synthesising information and ideas
  - preparing equipment, such as data projectors and computer presentation applications
  - speaking with appropriate tone and pitch
  - using language appropriate to audience
  - encouraging and dealing appropriately with questions
- group facilitation skills to ensure that:
  - every individual has an opportunity for participation and input
  - group cohesion is maintained
  - behaviour that puts others at risk is observed, interpreted and addressed
  - discussion and group interaction are enhanced
- conflict resolution and negotiation skills to:
  - identify critical points, issues, concerns and problems
  - identify options for changing behaviours
- oral communication and language skills to:
  - motivate learners to transfer skills and knowledge
  - engage with the learner
- interpersonal skills to maintain appropriate relationships and ensure inclusivity
- observation skills to monitor individual and group progress

Required knowledge

- introductory knowledge of learning theories
- sound knowledge of learning principles
- sound knowledge of learner styles
- industry area and subject matter of the delivery
- learner group profile, including characteristics and needs of individual learners in the group
- content and requirements of the learning program and/or delivery plan
- different delivery methods and techniques appropriate to face-to-face group delivery
- techniques for the recognition and resolution of inappropriate behaviours
- behaviours in learners that may indicate learner difficulties
- organisational record-management systems and reporting requirements
- evaluation and revision techniques
- specific resources, equipment and support services available for learners with special needs
- relevant policy, legal requirements, codes of practice and national standards, including
  - commonwealth and state or territory legislation that may affect training and assessment in the vocational education and training sector
- OHS relating to the facilitation of group-based learning, including:
  - assessment and risk control measures
  - reporting requirements for hazards
  - safe use and maintenance of relevant equipment
  - emergency procedures
  - sources of OHS information
  - role of key workplace persons
- policies and procedures relevant to the learning environment
APPENDIX 8e

Unit name: TAEDEL402A Plan, organise and facilitate learning in the workplace

Required Skills and Knowledge
This section describes the skills and knowledge required for this unit.

Required skills
- oral communication and language skills to:
  - motivate the learner
  - transfer skills and knowledge
- interpersonal skills to maintain appropriate relationships
- observation skills to monitor individual progress
- literacy skills to:
  - read and interpret organisational documents, legal documents and contracts
  - complete and maintain documentation
- organisational skills to provide guidance and feedback to individuals
- communication skills, including:
  - using effective verbal and non-verbal language
  - using critical listening and questioning techniques
  - giving constructive and supportive feedback
  - assisting learners to paraphrase advice or instructions back to the trainer/facilitator
  - providing clear and concrete options and advice
  - using appropriate industry/profession terminology and language
  - ensuring language, literacy and numeracy used is appropriate to learners

Required knowledge
- systems, processes and practices within the organisation where work-based learning is taking place
- operational demands of the work and impact of changes on work roles
- organisational work culture, including industrial relations environment
- systems for identifying skill needs
- introductory knowledge of different learning styles and how to encourage learning in each, for example:
  - visual learners
  - audio learners
  - kinaesthetic learners
  - theoretical learners
- relevant policy, legislation, codes of practice and national standards that may affect training and assessment in the vocational education and training sector
- OHS relating to the work role, including:
  - hazards relating to the industry and specific workplace
  - reporting requirements for hazards and incidents
  - specific procedures for work tasks
  - safe use and maintenance of relevant equipment
  - emergency procedures
  - sources of OHS information
APPENDIX 8f

Unit name: TAEDES401A Design and develop learning programs

Required Skills and Knowledge
This section describes the skills and knowledge required for this unit.

Required skills
- organisational skills to ensure resources are available and suitable
- evaluation skills to determine the time required for each learning segment and the overall timelines of the learning program
- cognitive skills to develop the learning program content and design its structure
- language and literacy skills to read and interpret a range of documentation, including technical and subject matter documents, references and texts

Required knowledge
- information about training package developers and course accreditation agencies responsible for specific learning program parameters
- training packages and relevant competency standards to be used as the basis of the learning program
- other performance standards and criteria to be used as the basis of the learning program, where relevant
- distinction and relationship between a training package/accredited course, learning strategy and learning program, where linked
- different purposes and focus of learning programs
- sound knowledge of learning principles
- instructional design principles relating to different design options for learning program design and structure
- availability and types of different relevant learning resources, learning materials and pre-developed learning activities
- methodology relating to developing and documenting new learning activities and related learning materials
- different delivery modes and methods
- relevant policies, legal requirements, codes of practice and national standards, including commonwealth and state or territory legislation that may affect training and assessment in the VET sector
- relevant OHS knowledge relating to the work role, and OHS considerations that need to be included in the learning program
APPENDIX 8g

Unit name: TAEDES402A Use training packages and accredited courses to meet client needs

**Required Skills and Knowledge**

*This section describes the skills and knowledge required for this unit.*

**Required skills**
- communication and interpersonal skills to collaborate with others in using training products
- planning skills to develop a structure for a particular application of training packages and accredited courses
- cognitive skills to analyse, interpret and apply the various components of selected training packages and accredited courses
- research skills to analyse and interpret training package and accredited course content to meet client needs

**Required knowledge**
- Australian Qualifications Framework (AQF) guidelines, including characteristics of AQF qualification levels
- functions and responsibilities of training package developers and course accreditation agencies, and their roles as key vocational education and training (VET) organisations
- dimensions of competency
- format and structure of accredited courses
- format and structure of competency standards
- function of training packages and accredited curriculum as benchmarks in a competency-based VET training and assessment system
- methodology relating to analysing and using competency standards for a range of applications and purposes to meet the needs of a diverse range of VET clients
- language and terminology used in training packages and accredited courses
- parts of training packages that can be contextualised and parts that cannot
- structure of training packages and the role and purpose of each endorsed component
- sources of training package information
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