

# The pros and cons of teacher education for VETiS

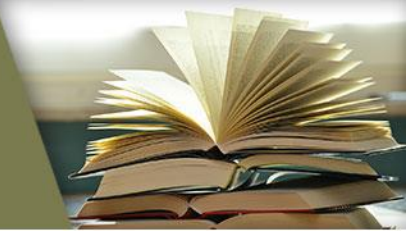
Dr Mike Brown

# Over the other side of the school





# Organiser



What qualifications should our VET in schools teachers have?

- What is required?
- What is desired?

Young people and jobs in the future

The Retention agenda

Outcomes of VET in schools programs

Teacher education

Demand and supply

Enablers and blockers

A stocktake of what teacher education is on offer to VET in schools teachers (NADLATE)

The attitudes and perceptions of leaders within Faculties of Education to VET teacher education (NADLATE)

A continuum: MAS at one end and Four years of university training at the other

Two models of teacher education: Undergrad BTeach and Postgrad MTeach

Specifically designed Hybrid teacher education

Credit for equivalent discipline studies add on education and teaching

Some case studies from around the country



What qualifications should our VET in schools teachers have?

What is required?

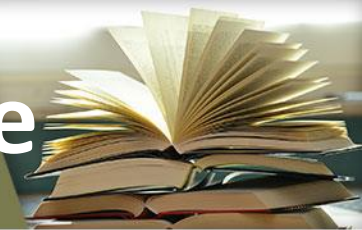
What is desired?

Who has taught VET in schools?

What qualifications do you think are required?

Why?

# Young people and jobs in the future



## THREE GLOBAL FORCES, AUTOMATION, GLOBALISATION AND COLLABORATION, ARE REVOLUTIONISING THE WAY WE WORK

### AUTOMATION:

**40%**

of Australian jobs are at high risk of automation in the next 10-15 years

### GAINED IN THE PAST 25 YEARS:

**700,000**  
professionals

**400,000**  
health & security workers

### LOST IN THE PAST 25 YEARS:

**500,000**  
secretaries

**400,000**  
labourers

**250,000**  
tradies

**100,000**  
machinery workers

### LOST IN THE PAST 25 YEARS:

**33%+**

manufacturing exports down in past 20 years

### GLOBALISATION:

**11%**

of our service jobs could be provided remotely from abroad

### GAINED IN THE PAST 25 YEARS:

**SERVICES FROM ABROAD**  
finance, IT, technical & professional

### COLLABORATION:

**30%**

of Australians workers are already participating in flexible working arrangements, involving multiple jobs / employers

## AUTOMATION, GLOBALISATION AND COLLABORATION PROVIDE BIG OPPORTUNITIES FOR YOUNG AUSTRALIANS

### LOWER BARRIERS:

Since 2005, the cost of starting a business has fallen

**65% GLOBALLY**



### MORE FLEXIBILITY:

**70% OF AUSTRALIANS <34**

are willing to use digital talent platforms like Uber and Freelancer.com to find work which could add **270,000+ JOBS** (and add 1.9% of GDP by 2025)



### WIDER MARKETS, MORE SPECIALISATION:

Since 2000, Australians have **DOUBLED THEIR EARNINGS** from foreign employment.

More young people are graduating from uni and VET which means we're well placed to sell our **SERVICES ABROAD**

### GRADUATION RATES



# Young people and jobs in the future



## AUTOMATION, GLOBALISATION AND COLLABORATION PRESENT KEY RISKS TO YOUNG AUSTRALIANS

### UNEMPLOYMENT:

**1 IN 3**   
young Australians are  
**UNEMPLOYED**  
or  
**UNDEREMPLOYED**

**50%+**

of the Australian workforce are  
in jobs that will be affected by  
automation in the next 10-15 years

**70%** 

of young people will enter the  
labour market in jobs that will  
be lost or automated

### INEQUALITY:

Over the past 15 years:



### MORE THAN HALF

of students and 71% of VET students are  
being trained for jobs that will be radically  
affected by automation

### INSECURITY:

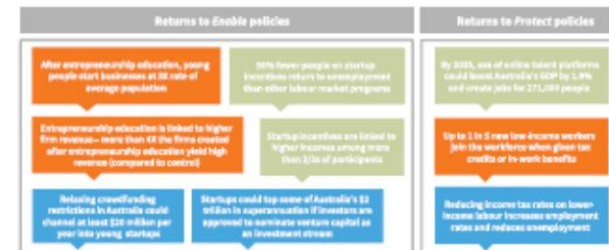
**ONE THIRD**   
of jobs created in Australia over  
the past 25 years have been  
**LESS SECURE** temporary,  
part-time or self employment

Australian workers are  
**AT RISK OF LOSING THEIR  
SOCIAL PROTECTIONS**,  
such as minimum wage, insurance  
and leave entitlements

## Policy options and international examples

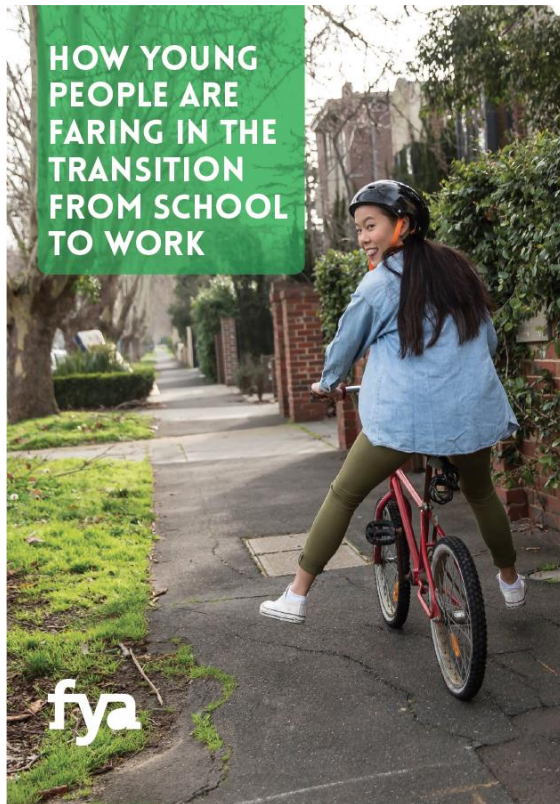


Globally, these policy options have generated different social and economic returns. Select, illustrative returns are outlined below.<sup>18</sup> Promisingly, the GDP, employment, income and equity impacts of some of the illustrative policy options can be significant.

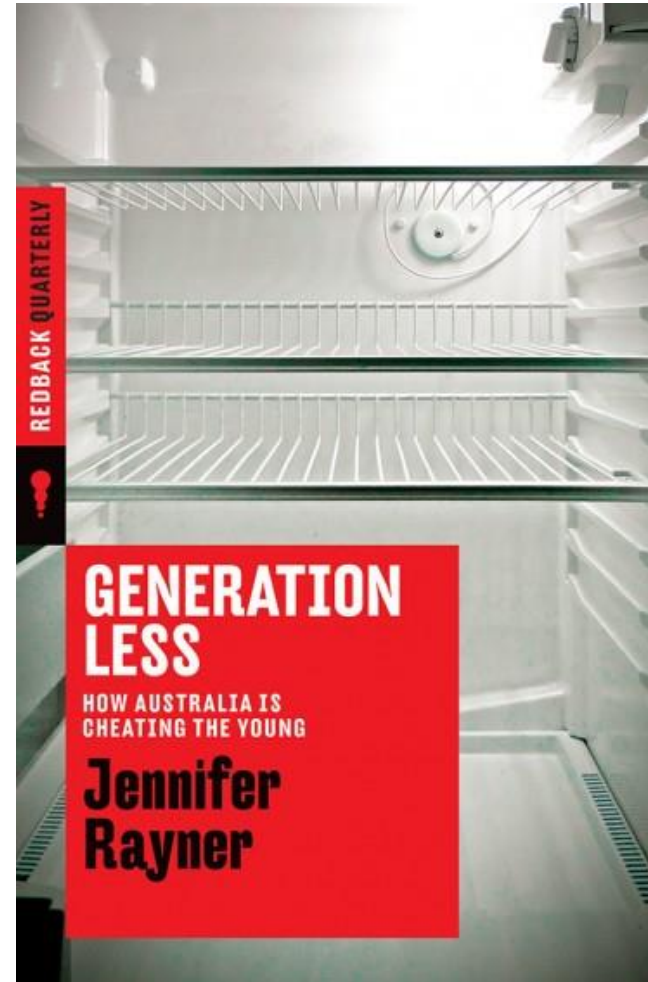
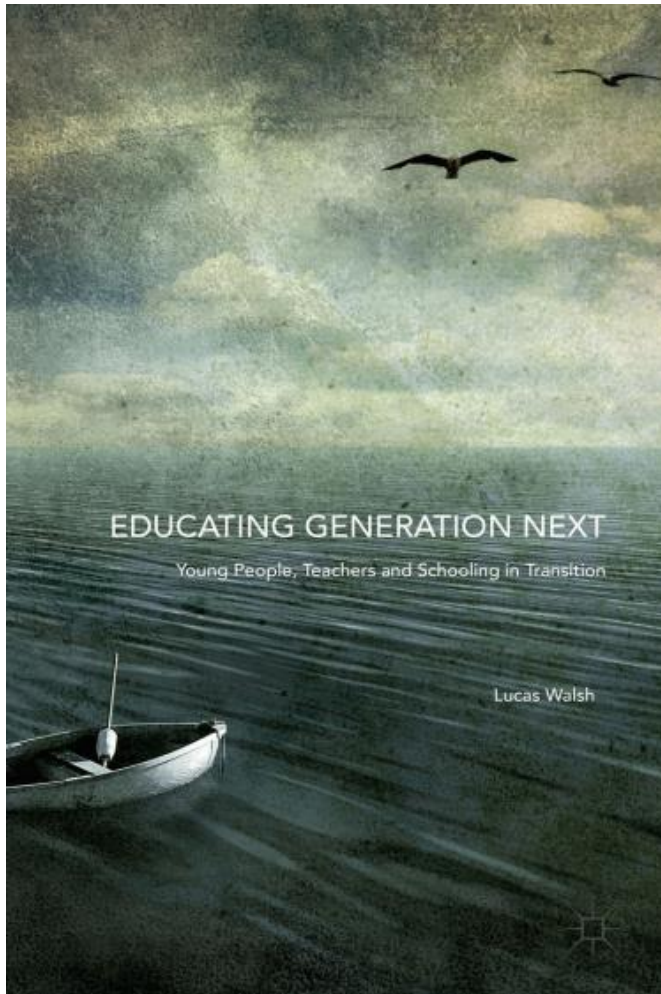




# Significant reports



# Sustained arguments





# Significant reports that impact VET

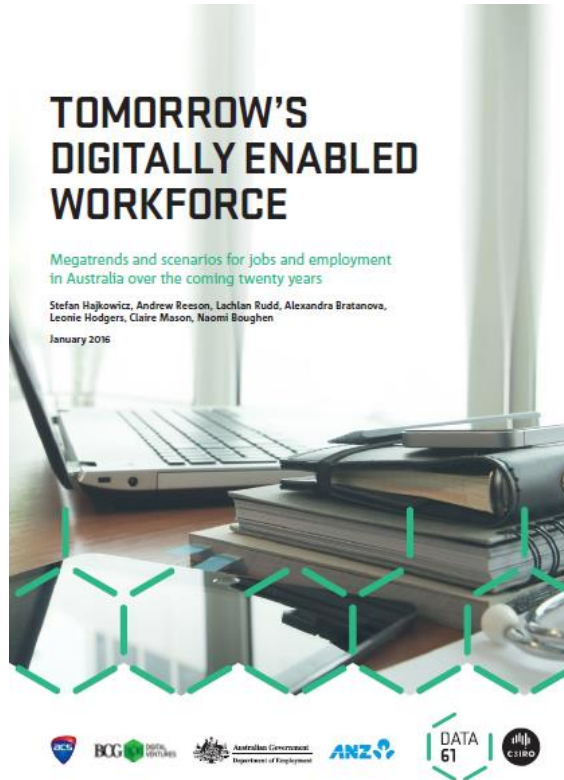


Global Challenge Insight Report

## The Future of Jobs

Employment, Skills and  
Workforce Strategy for the  
Fourth Industrial Revolution

January 2016

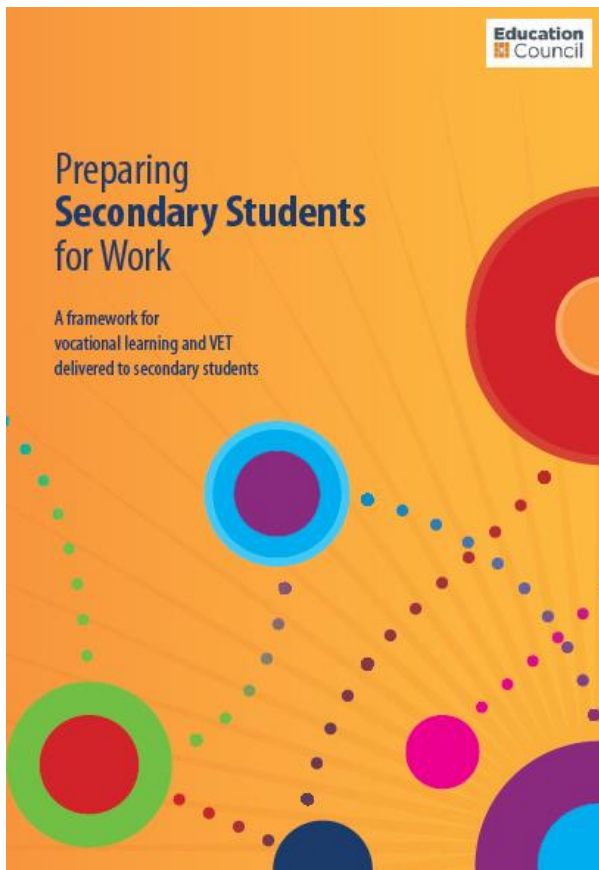
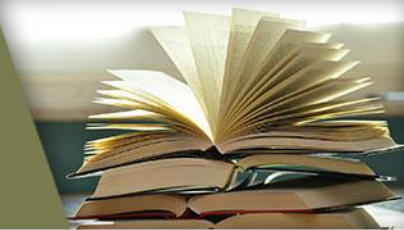


## Australia's future workforce?

June 2015

>ceda  
committee for economic development of australia

# VET references . .



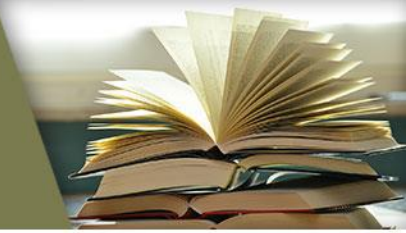
## Teaching in the VET Sector in Australia

**Edited by Ros Brennan Kemmis  
and Liz Atkins**



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# VET and future proofing?



How good is VET at preparing people for the jobs of the future?

Reproduction

and / or

Transformation





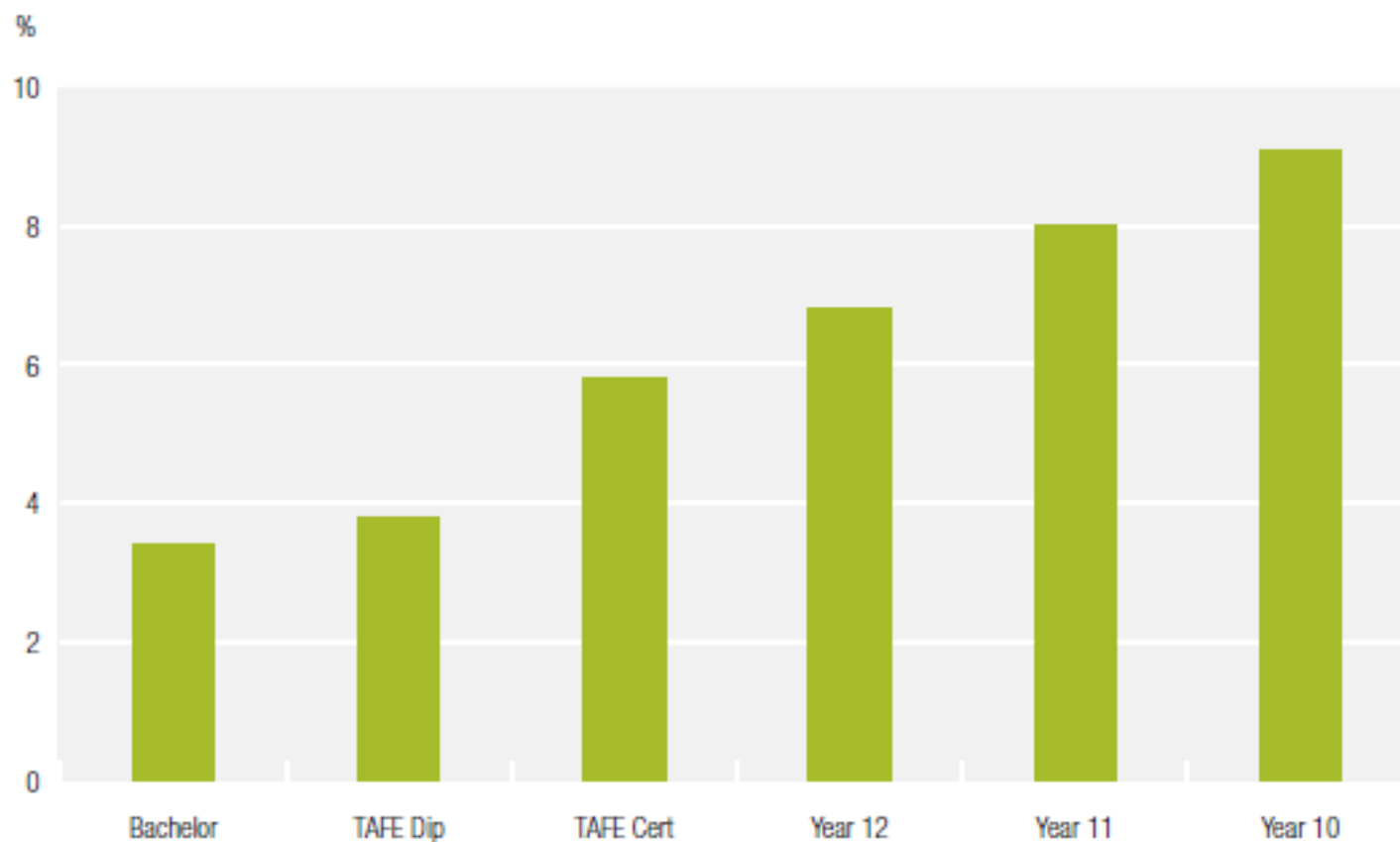
# The Retention agenda

It is considered desirable for society in general to increase participation and retention in post-compulsory schooling because . . .

it is argued that these students who complete Year 12 attain better outcomes with regard to economic payoff, periods of unemployment, and in terms of health and well being over the life course.



**FIGURE 19**  
**UNEMPLOYMENT RATE BY HIGHEST LEVEL OF EDUCATION 2013**



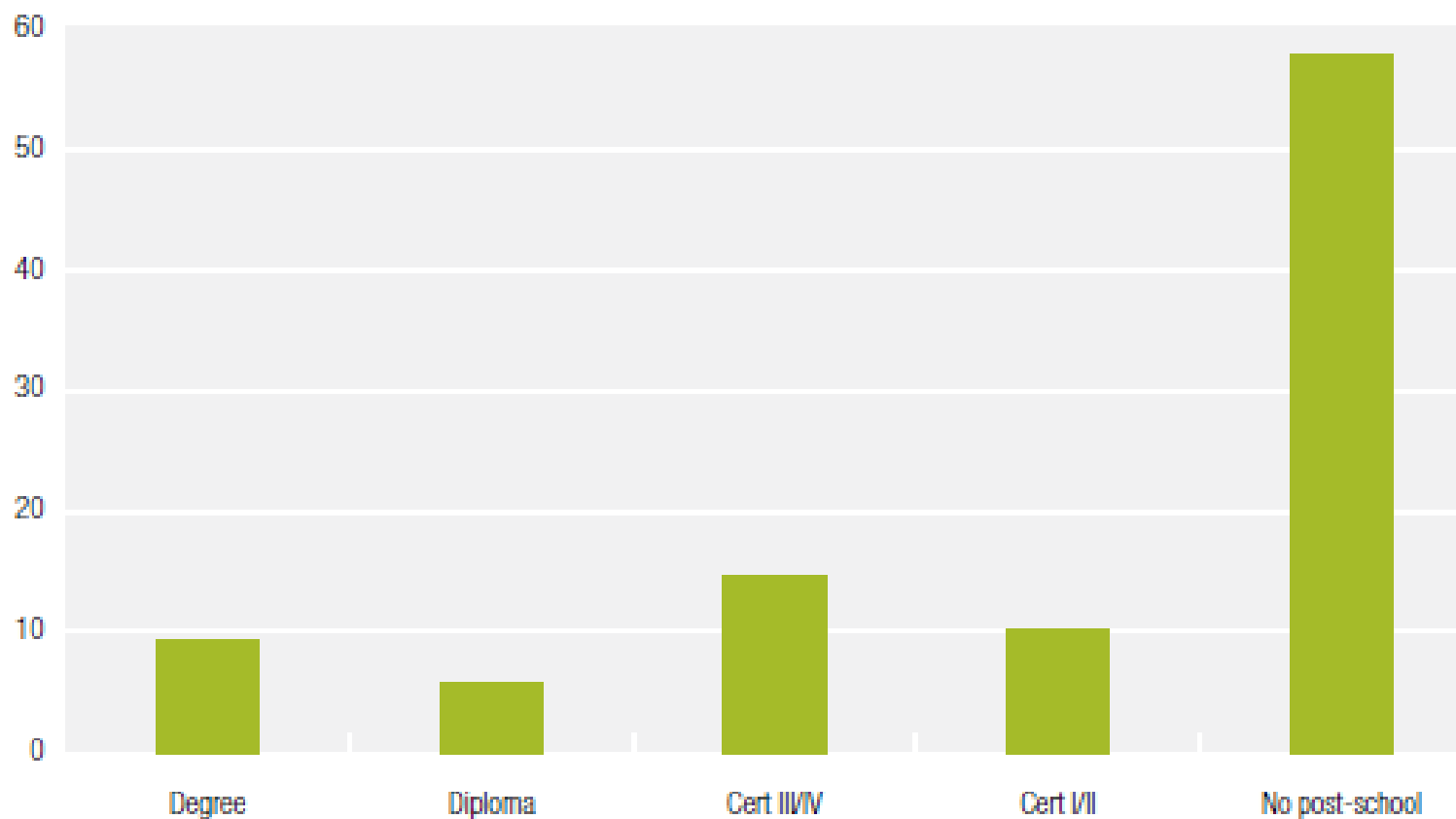
Source: ABS 2014, *Education and Work, Australia*, Cat. No. 6227.0



**FIGURE 22**

**LONG-TERM UNEMPLOYED BY HIGHEST LEVEL OF EDUCATION 2014**

% of total



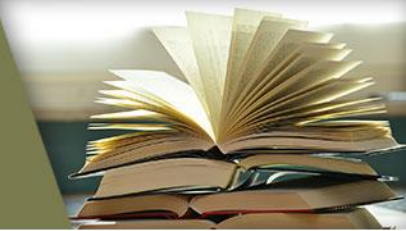
Source: ABS 2014, *Job Search Experiences, Australia*, Cat. No. 6222.0





An increase in numbers and diversity amongst the Students . . . need to differentiate the curriculum

- ▶ Fulfilling this strategy means that the curriculum for the post-compulsory years of schooling needs to cater for a increasing number and broadening diversity of students
- ▶ This includes in terms of curriculum, and in terms of pedagogy and assessment
- ▶ Therefore there has been a range of curriculum frameworks: VCE, VET, VCAL (and ACE) developed



## Outcomes of VET in schools programs

250,000 students participating in VET in schools across Australia

94,000 in Qld

51,500 in Victoria

330 Govt schools, 135 Independent and 94 Catholic schools

How many end up working in the occupation for which they trained at school?



# Teacher education

Demand

Supply

Enablers

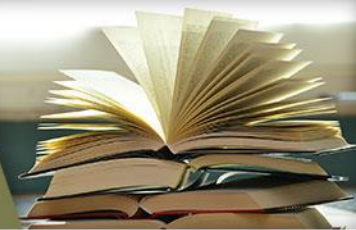
Blockers





## The current project

- A stocktake of what teacher education is on offer to VET in schools teachers (NADLATE)
- The attitudes and perceptions of leaders within Faculties of Education to VET teacher education (NADLATE)



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# ACDE

Australian Council of Deans of Education

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## NADLATE



**The Network of Associate Deans of Learning and Teaching in the Discipline of Education (NADLATE)** shares knowledge, identifies issues, and provides leadership about learning and teaching in the discipline of Education.

NADLATE was established in 2011 with an Office of Learning and Teaching (OLT) grant.

### NADLATE REPORTS

### NADLATE GOALS

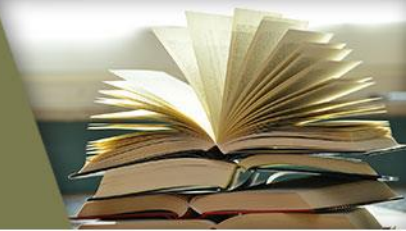
- Establish and maintain an open access database of best practice in strategic aspects of learning and teaching and related processes such as curriculum/ program design, program accreditation standards or other relevant artefacts developed in response to the work of the Network.
- Build leadership capacity and develop strategies to respond in a timely manner to current and emerging issues and agendas that include participation, engagement and success of Indigenous, low SES and rural/ remote students.
- Build sustainable infrastructure to provide support, mentoring and enhanced professional development.
- Encourage, support and embed a culture of good learning and teaching across the discipline of Education in all Faculties and Schools of Education.
- Build on the capacity, information and networks established during the Teaching Teachers for the



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A continuum: MAS at one end and Four years of university training at the other

What qualifications should our VET in schools teachers have?

MAS = minimum acceptable standard

or

Four years of university training



Two models of teacher education:

Undergrad BTeach and Postgrad MTeach

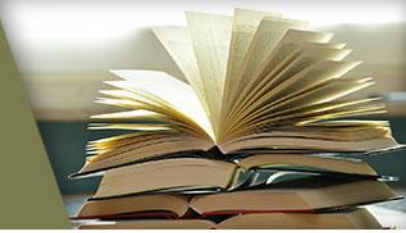
Two models of teacher education: Undergrad BTeach  
and Postgrad Mteach

A third way . . .

Specifically designed Hybrid teacher education that is  
a bit of both

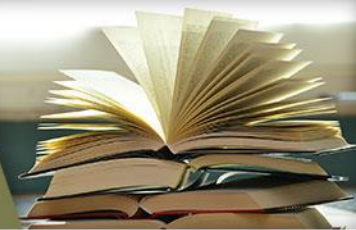
Credit for equivalent discipline studies add on  
education and teaching



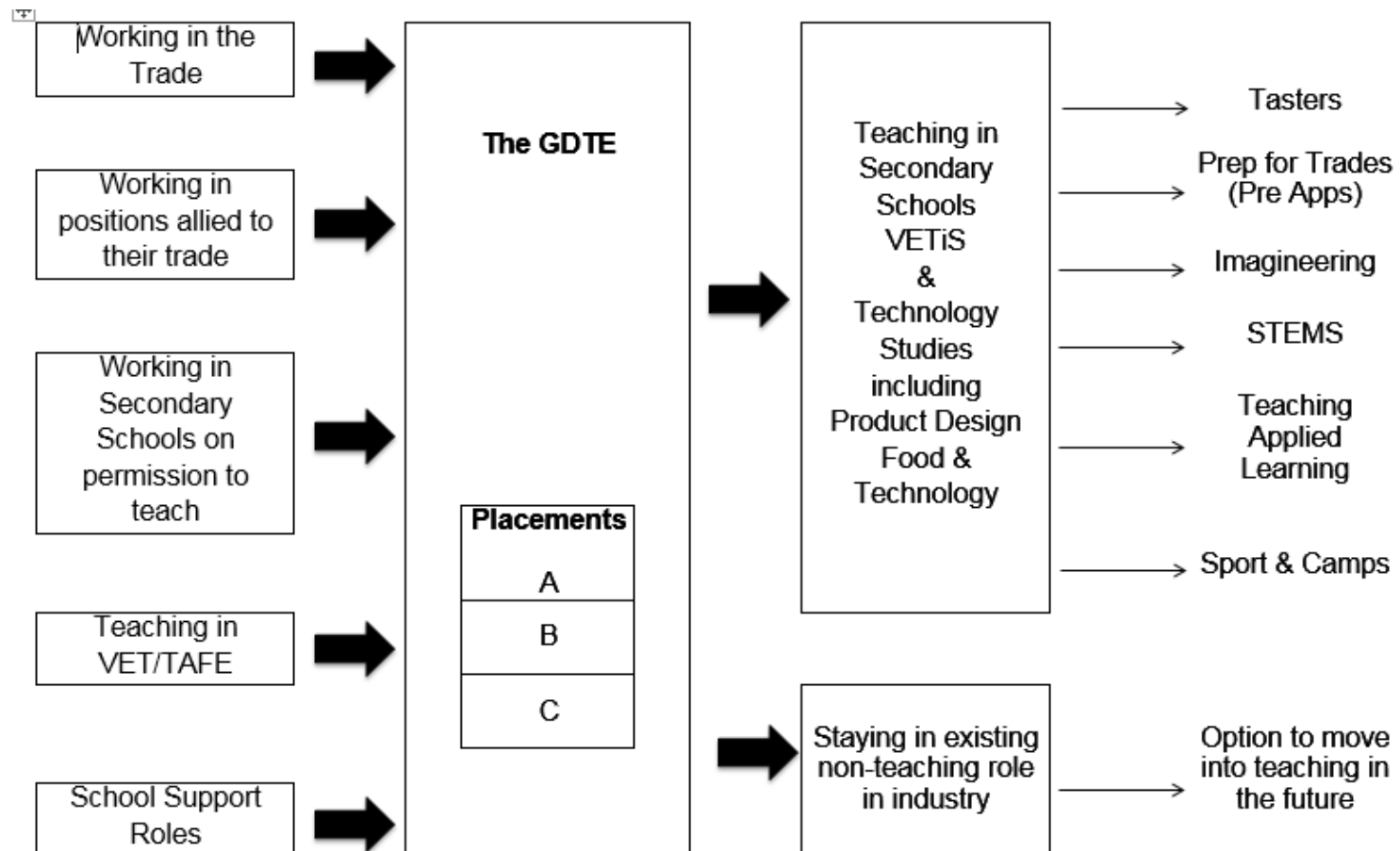


Some case studies from around the country

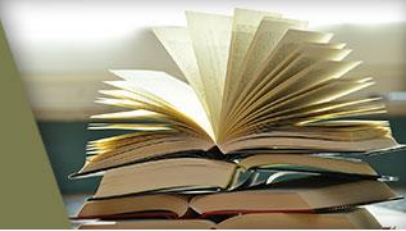
Description and analysis of how VET in schools teachers are being prepared from around the country



## A case study from Victoria: the GDTE



# Discussion point

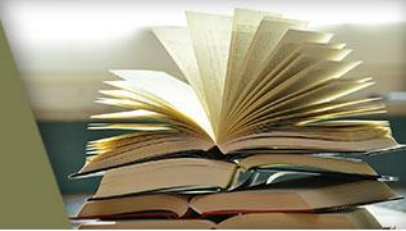


## Discussion

What qualifications should our VET in schools teachers have?

Would having two tiers work?

Maybe what we know as  
VET in schools needs to change?



## Some References

Brown M (submitted) The tradies entrance into teaching: the challenges in designing teacher education for VET in schools.

Brown M (2008) VETiS: how it works in Victoria, *Vocal* 7.

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Clarke K (2012) Entry to vocations: the efficacy of VET in schools, Adelaide, NCVET

Clark K & Polesel J (2013) in *Discourse* 34 (2)