Key messages – The quality of teaching in VET

- Unanimous agreement that the current arrangements for assuring the quality of VET teaching are unsatisfactory.
  - Disparity between delivery models of Certificate IV in TAA noted by all respondents highlighting truncated delivery practices that ill prepare people as teachers in TAFEs.
  - General agreement that the Certificate IV fails to recognise the role and complexities of a professional TAFE teacher. The new TAE is unlikely to address these concerns as the competencies remain largely the same.
  - Diversity of student cohorts and the breadth of the qualifications structures noted in all submissions as being undervalued in determining pre-service training for TAFE teachers.
  - Some support to differentiate between types of experiences – novice teacher, experienced teacher and highly experienced teacher.
  - Agreed that sessional, ongoing/permanent teachers all need to demonstrate the same skills for entry to teaching in TAFE.
  - Concerns that not all teachers have the skills needed to ensure literacy and numeracy skills of students are being developed/achieved.

- Qualified agreement that the paper’s presentation of options in stages was helpful but that a more fulsome approach must be adopted in the next stage of discussion/consultation.

- Support for distinguishing between category of teachers based on their level of responsibility (Option 3 – Structure of the VET teaching workforce)

- No support for the development of a new teaching stream that includes master practitioner roles (Option 3 – Developing new ‘master practitioner role’).

- There was generally a negative response to the option for developing cross-sectoral teaching roles. The main reasons noted to negate the option were the governance arrangements, that TAFE remains in the jurisdiction of states/territories and the various industrial relations instruments.

- There was guarded support for the creation of a staff data collection with all respondents commenting that privacy and confidentiality must be assured and that existing data collection should be considered for its fit-for-purpose before designing new databases.

- There was no consistent view on the most suitable option for entry level VET teaching qualifications. Some comments have been listed earlier. Respondents supported mentoring arrangements to support new teachers but respondents were divided between the options provided.

- Respondents were cautious in fully supporting the development of a range of different qualifications reflecting teachers’ occupational and disciplinary specialisations. It was noted by some respondents that a too highly specialised workforce can fragment the TAFE teaching profession.

- Respondents were open minded about the idea to establish a professional body for VET teachers and there was support for registering VET teachers but conditional upon the registration being optional and regulated by a professional association independent of any funding sources.

- Continuing professional development of teachers must include administrative skills, vocational competencies and teaching skills and knowledge.

- Comments on evaluating the quality of teaching in VET focused on peer evaluation noting the strengths of current moderation and validation processes to influence quality resources, delivery and assessment. Peer evaluation was linked to innovation. Agreed that the outcomes of any peer evaluation should not be published.