

Renovate or Rebuild? Exploring
the architecture of VET
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VET Teaching Realising Potential

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Unleashing the Potential. Transforming Tertiary Education, UNESCO, 2015

- Benefits of TVET - Economic, social equity, sustainability
- TVET is seen to be a key part of the solution to a myriad of challenges including sluggish growth, poverty, inequalities, employability and unemployment
- Teachers and trainers have a central role in strengthening TVET systems
- The role of TVET teachers and trainers in TVET reform and their developing professionalism are issues that require more research and policy attention.

A NZ tertiary context

- A diverse sector and a diverse workforce - Universities, Polytechnics (ITPs), Private Training Establishments (PTEs), Wananga. Different values placed on qualifications and training around teacher education
- In 2009 there were around 100 publicly listed qualifications offered by NZ providers for tertiary teachers ranging from level 4 to post graduate
- Large differences in support provided by different parts of the sector for in-service qualifications or professional development.

The tertiary teaching workforce

Approx. 27,000 (2012) estimate of those working in Tertiary Education (NZ pop. 4,700,000)

Part of sector	No. of FTEs
Universities	7,060
ITPs	4,440
Wānanga	751
PTEs	3,370
Total	15,570

Does not include those working in informal adult education, adult and community education, and Industry and workplace training

- Large proportion work part time
- Aging workforce (older than the NZ workforce as a whole)
- Younger staff finding it hard to secure tenured roles
- High proportion on temporary or casual contracts
- Increasing workloads
- Turnover – anecdotally related to restructure

Tertiary teaching qualifications

- ITPs traditionally place high value on teaching quals for full time staff (often inhouse). Provide a requirement to achieve within 2 years of appointment (??)
- Universities offer staff who are interested quals at level 7 and above.
- PTEs vary - about 40% regard it as an important pre req for employment
- ITOs require completion of a unit standard in assessment

Qualifications picture

- National qualifications include Certificate and Diploma level
- Unsustainable number of graduates
- Highly variable - Graduate profiles disparate
- Certs Level largest proportion
- Diploma smaller proportion (less than half the number over the same period) Expected outcomes from quals vary – a clear need for rationalization – varying outcomes
- Policy settings require increased accountability for teaching quality
- Professionalisation of tertiary teachers

Tertiary teaching qualifications reform

A strong sense in the sector that tertiary teachers should be fully equipped to address :

- Achieving parity of success for Māori and Pacific learners
- Engaging younger learners
- Addressing literacy and numeracy needs for tertiary learners
- Ensuring all learners have the appropriate digital literacies to support successful study
- Providing quality international education both within New Zealand and overseas.

Mandatory Review - opportunities

The 2009 targeted review of non-university tertiary certificate and degree qualifications aimed to ensure that qualifications are relevant to the needs of learners, employers and other stakeholders.

One of the key recommendations was that qualification outcome statements (which cover the graduate profile and further education and employment pathways) be strengthened and standardised. This is to make qualifications easier to understand and to compare.

Graduate profiles

- Graduate profiles are at the heart of the qualifications reforms ... on the New Zealand Qualifications Framework NZQF).
- To a large extent, graduate profiles [are] the primary measure of the effectiveness of qualifications. It is important to take the time to get them right.
- <http://www.nzqa.govt.nz/studying-in-new-zealand/understand-nz-quals/reviews-of-qualifications/guidelines-for-reviews-of-qualifications/practice-note-3/>

Developing a graduate profile for Adult and Tertiary Teaching Qualifications

- The graduate profile focuses on a graduate's skills (the minimum level of what they can do), knowledge (what they must know) and attributes (what they are capable of being
- It is high level and flexible to accommodate changing needs or technologies.
- It is written in plain English.
- The graduate profile provides the foundations for the development of the qualification specification and the conditions relating to specific outcomes.

Skills, knowledge and attributes

- Strategic Purpose Statement

This qualification is for individuals aspiring to or in a career in adult and tertiary teaching or training, including vocational education and training.

It is intended for those who already have a qualification or equivalent experience in their primary discipline e.g. a trade. It represents the base level qualification for a professional adult and tertiary teaching practitioner.

<http://www.nzqa.govt.nz/nzqf/search/viewQualification.do?selectedItemKey=2993>

Skills, knowledge, attributes

Level 5 – 60 credit

Design for learning to meet specified learning outcomes in a variety of contexts

Create and sustain a learner-centred teaching environment that respects learners' mana and diverse backgrounds, and the wider educational and societal context, in order to facilitate quality learning

Select and apply facilitation and teaching strategies appropriate to diverse learners

Enhance learning through the application of assessment and moderation practices

Critically evaluate and reflect on own professional practice and explore options to improve it. <http://www.nzqa.govt.nz/nqfdocs/quals/pdf/2993.pdf>

Level 6 – 120 credits

- Design for learning to meet specified learning outcomes in dynamic contexts
- Promote teaching environments that give primacy to learners
- Explore and implement facilitation and teaching strategies to meet the needs of diverse learners and contexts
- Select and implement assessment and consistency management and processes
- Undertake kaitiakitanga in an adult and tertiary teaching environment
- Provide leadership and professional support to other practitioners working both within and across programmes
- Analyse the educational environment and apply knowledge as a basis for influencing own and others' decision-making, innovation and change.

Conditions

- Outcomes should be integrated across programme design in a way that makes it clear outcomes are mutually supportive and not entirely discrete.
- In a programme, assessment of all outcomes should be integrated so each assessment task provides evidence of at least two outcomes in ways that demonstrate their interdependence.

Designs for Learning

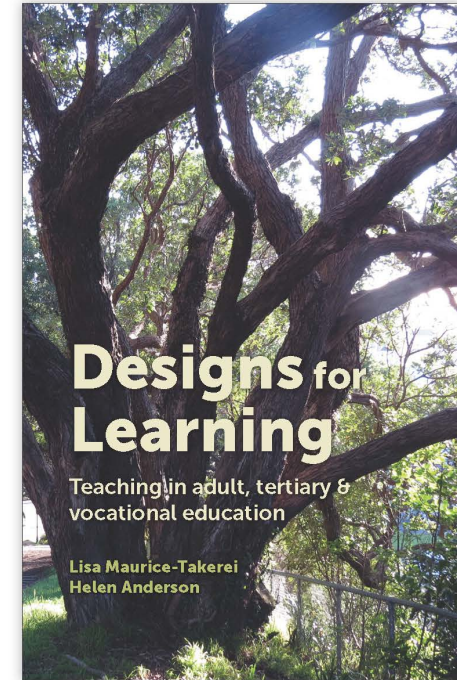
Teaching in adult, tertiary & vocational education

Lisa Maurice-Takerei & Helen Anderson

This book provides new and experienced teachers, tutors and educators ready access to current and future-focused thinking about how to design and implement learning and teaching in the tertiary vocational and adult education and training sector. The practical guide makes dynamic links between theory and practice in explaining the process of designing for learning.

The text is designed to support teaching as a creative and continuous process of designing, delivering, assessing learning and evaluating teaching. Its audience is teachers who are experts in their vocations, professions or fields of study who want to build their understanding and capability in teaching.

The authors are both engaged in tertiary and vocational education and have experience in the school, polytechnic, university and private training environments as teachers, teacher-educators, academic leaders, programme developers and researchers.



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Lisa Maurice-Takerei & Helen Anderson

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