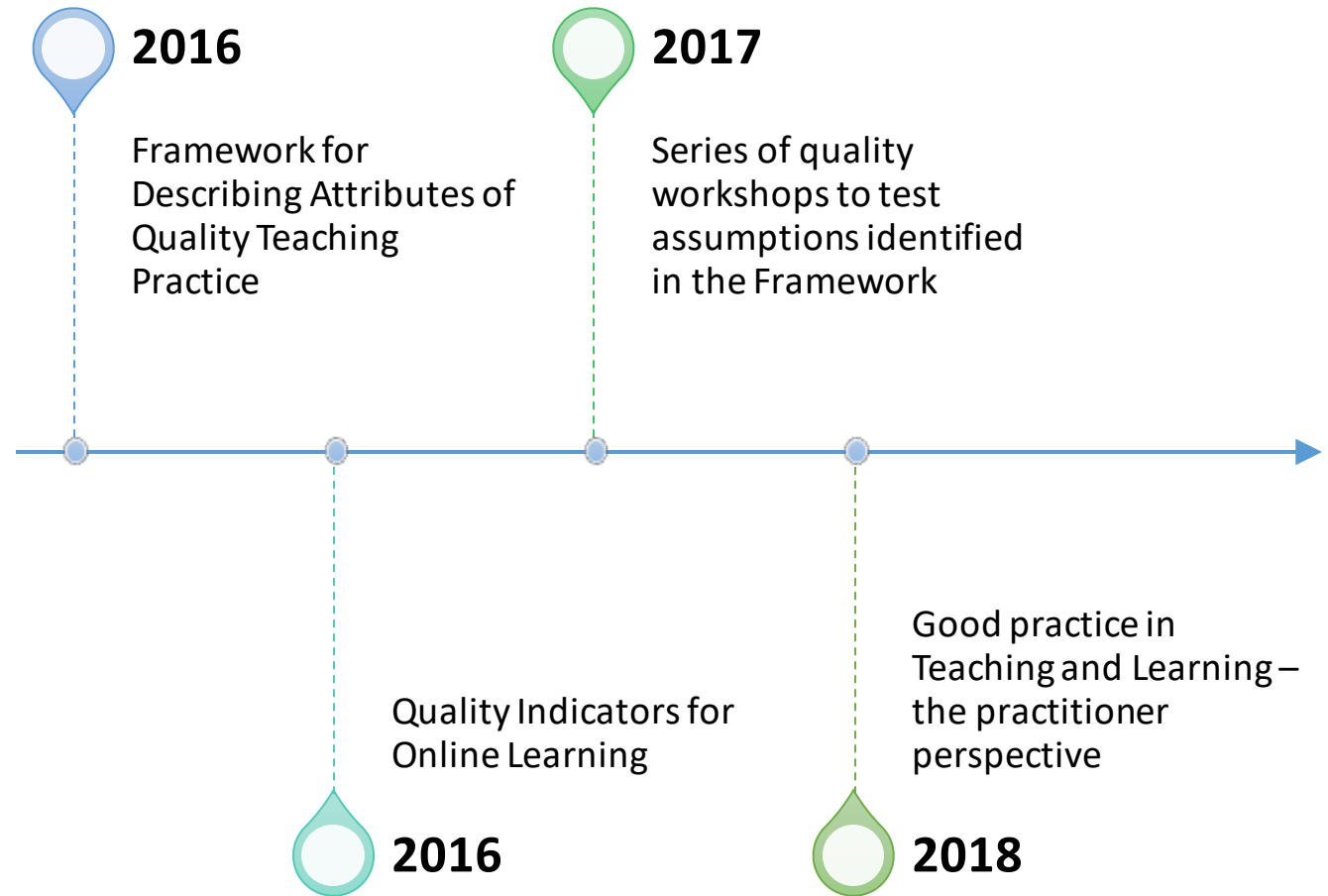AVETRA Conference:
Good Practice in Teaching and Learning – The Practitioners' Perspective

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The research activity.........

- Our four projects with the Victorian Department of Education:

- The Department has been implementing a range of reforms in Victoria's VET sector in response to the Review of Quality Assurance in Victoria's VET System and the VET Funding Review (2015/6).

- They needed assurance about the quality of the delivery and assessment processes, particularly given the considerable and persistent concerns related to consistency of delivery.

The purpose……

- To design and develop a Framework to support quality teaching and assessment processes and outcomes.

- The framework was developed from research into and consideration of government policy, sector regulatory and sector professional support documents from Australia informed by education practice across a range of countries.

- The study was situated in the context in which the educators worked, since understanding the complexities of the cultural setting was significant to the outcomes of the project reflected in the design and content of the framework.

The methodology...

Part 1. Report for DET. Indicators of good practice in teaching and learning

- Literature review. VET quality systems and reports in Australia, UK, NZ and Ontario, Canada.

- Interviews with practitioners

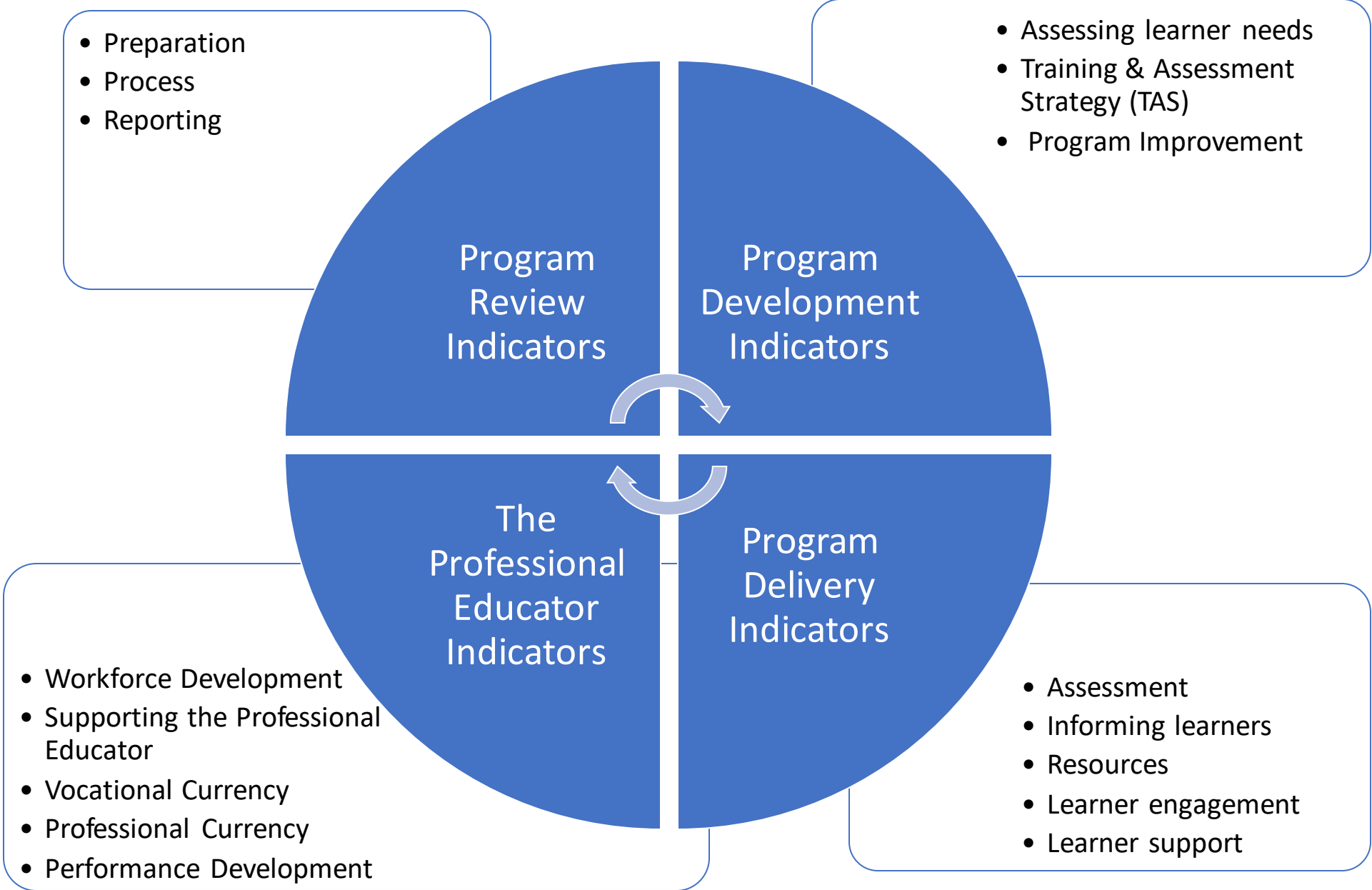- Draft framework of indicators tested with practitioners and adjusted

Part 2. Guide for practitioners

- Consultation with selected individuals, focus groups, workshops and seminars

- Participants from a wide range of public and private RTOs, from professional associations and from government.

- Framework validated and adjusted.

- Focus and voice of user guide confirmed with addition of provider experiences..

The outcomes…..

Part 1

- The framework research identified inconsistencies and gaps in teaching and assessment knowledge and practice and variations between providers regarding their understanding of 'quality delivery' as opposed to simple compliance.

- It identified gaps and variations in the experience of and support for teachers/practitioners who deliver in a range of learning environments.

- Practitioners (and organisations) are looking for practical support and guidance – they want to do the right thing.

- A framework of four factors with indicators linked to process and practice that describe minimum, good and excellent performance in teaching and learning in VET.

- Preparation
- Process
- Reporting

- Assessing learner needs
- Training & Assessment Strategy (TAS)
- Program Improvement

Program Review Indicators

Program Development Indicators

The Professional Educator Indicators

Program Delivery Indicators

- Workforce Development
- Supporting the Professional Educator
- Vocational Currency
- Professional Currency
- Performance Development

- Assessment
- Informing learners
- Resources
- Learner engagement
- Learner support

The outcomes…..

Part 2

- The framework as the organising mechanism of a **practical guide** to building quality in teaching and learning in VET to that are likely to result in improved outcomes for learners.

- Applicable at organisation, course and individual teacher levels

- Relevant to public, private, community, small, large, specialist providers

- Processes and practices illustrated with case studies and advice from practitioners

- A starting point for review, reflection, discussion with colleagues, building professional practice

Extract

Program Development: *Assessing Learner Needs*

Practice Perspective

- Develop your learner needs assessment with the learner in mind as the user. Start with simple questions that are easy to answer. Use plain language – avoid education jargon where possible.

- Give learners the opportunity to ask about what the questions in this tool might mean before they are required to complete it.

- Make sure the educator/course team have ready access to the outcomes, so they can use them to inform training program design, development and delivery.

- Provide relevant follow up support services related to the course requirements and the profile of the learner cohort. This might include:

Literacy Language and Numeracy (LLN)

- reasonable adjustments made to teaching materials and assessment tools and use of teaching strategies to respond to a learner's LLN support needs

- open access LLN support offered across training sites/campuses on a drop-in and appointment basis

- resources for developing LLN skills provided to professional educators and learners

And so on.........

Advice from the sector

Training providers interviewed for this project indicated that assessment of learner needs is routinely reviewed to address concerns for the individual learner and ensure the required support services are readily available. They discussed how the needs assessment process, which is for an individual, can be interpreted and addressed in developing a program for a group of learners. It provides a mechanism for linking individual and collective learning needs.

And

Examples from Campaspe College of Adult Education, AMES, SuniTAFE, Coonara Community House, VFA Learning, Master Builders Association of Victoria

Conclusion….ways to improve teaching and learning

- supporting & promoting excellence in teaching

- opportunities for valid & appropriate industry release

- developing agreed standards of professional practice

- developing a risk based model for assessing quality

- recognising, praising and sharing quality provision

- Our research aim is to stimulate discussion and support a real pathway to good practice in the sector