“The evolution of school-based Vocational Education and Training (VET) in Australia: A historical review and evaluation.”

NALLNAC Conference 2015
Thursday May 14th, 2015
11.00am to 12.45pm
Background

- VOCAL is the VETnetwork Australia’s academic publication with an esteemed past.
- In 2015, the 10th edition is due for publication and hence this edition will also help commemorate our 20th birthday.
- VOCAL includes papers / articles written by highly acclaimed academics from across Australia but also on occasion, internationally.
- Research undertaken by Mike Frost (Mike Frost and Associates / VETnetwork Australia Life Member) and Lori Hocking (CEO, VETnetwork Australia).
Why was this research needed?

A range of factors helped us determine this research was important including:

• The idea of a ‘comparative review’ (from the period 1995-2005) would help guide our work and fundamentally, help us (as an association), better understand the issues for Schools.

• The review of the “The new Framework for Vocational Education and Training in Schools’.

• The plethora of existing information that we already had access to.

• The wish / desire to enact change within VETiS by identifying factors of success and ongoing problems requiring public policy adjustment.
Research Objectives

• Identify and report on factors that explain the long-term success of VETiS programs across Australia using VETnetwork Australia’s national newsletter VETnetworker as a source of material.

• Identify and report on factors that might explain the lack of long term success in some VETiS programs.

• Identify through this process a set of common elements that can be used to inform VETiS programs in the future in terms of what are important considerations for long-term viability.
Criteria for inclusion

• How did we choose the Schools (sites) to review:
  a) Extensive review of internal and external sources.
  b) Data collection sources from NCVER.

• Determination of performance criteria including:
  a) Quality VETiS delivery
  b) School organisation facilitates VETiS delivery
  c) Innovation
  d) Partnerships
  e) Publicity
Performance Indicators

• **Quality VETiS delivery** – nationally recognised training, particularly through SBATs; Structured Workplace Learning (SWL) up to 30 days; VET qualifications delivered; training aligned to real employment market needs; VET teachers qualified; School-industry collaboration strong; and student pathways to further training and employment are clear and achievable.

• **School organisation facilitates VETiS delivery** – curriculum incorporates VETiS into mainstream; special arrangements (eg for SWL) incorporated; School leadership advocates VETiS; VETiS teachers supported with PD and skills for workplace assessment, industry currency, familiarity with training packages; timetables are flexible to allow for SWL under a range of circumstances; and resourcing is mainstream.
Performance Indicators

- **Innovation** – programs display innovative approaches in design and delivery; enterprise and entrepreneurship; and creative solutions to barriers eg funding.

- **Partnerships** – stakeholders (TAFE, Group Training, Private RTOs, industry and employer organisations) are actively engaged in programs though management committees; and community organisations engaged in supporting VETiS – eg local council, special programs.

- **Publicity** – VETiS programs are visible and actively promoted; students and parents are actively targeted; stakeholders voluntarily publicise programs; celebratory events (eg graduation ceremonies) are held regularly; and the impact of program on clients and stakeholders widely promoted.
Schools (Case Studies)

Those Schools involved include:

<table>
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<tr>
<th>State</th>
<th>Sites</th>
<th>Researcher</th>
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<tbody>
<tr>
<td>QLD</td>
<td>EQIP Gladstone and St Josephs College Nudgee</td>
<td>Mike Frost</td>
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<td>NSW</td>
<td>Bradfield College and Junee High School</td>
<td>Mike Frost</td>
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<td>VIC</td>
<td>Box Hill Secondary College and GRVEC</td>
<td>Mike Frost</td>
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<td>TAS</td>
<td>Rosny College</td>
<td>Mike Frost</td>
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<td>NT</td>
<td>Centralian College and Casuarina Senior College</td>
<td>Lori Hocking</td>
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<td>ACT</td>
<td>Daramallen College and Hawker College</td>
<td>Lori Hocking</td>
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<td>WA</td>
<td>Kwinana Industries Council</td>
<td>Lori Hocking</td>
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<tr>
<td>SA</td>
<td>Salisbury High School</td>
<td>Lori Hocking</td>
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The collection of information and data

- Site visits – what did they include and their overall objective/s.
The collection of information

• Site visits – what did they include and their overall objective/s including interviews with staff, parents, students and other partners.
• Responses – pre, during and post visits.
• Commonalities – pre conceived and evident.
• Diversity – sites, enrolments, students, parents and more!
EQIP Gladstone (QLD)

- Pioneering SBAT in metal fabrication 1997 at Toolooa State High School.
- Now EQIP - Education Queensland and Industry Partnership.
- 6 major projects on industrial sites from Engineering to Process Plant Operations.
- Fine example of industry-driven school-based VET program/s.
St Josephs College Nudgee (QLD)

“The schools in the network can be proud of their initiative in meeting the employment needs of young people, establishing sound links with industry, accessing quality training, changing the culture of schools, negotiating with unions and being pro-active in making school-based traineeships a reality”.

Bradfield College (NSW)

- Secondary College designed for young adults with a greater focus on autonomy and informed choice, with an absence of school uniform, flexibility across day and evening study times and adult relationships with teachers.
- Dedicated VET curriculum in Performing Arts, Design, Business, Media and Communications, and Digital Design.
Junee High School (NSW)

- Originally a TRAC school with an outstanding model for rural VET delivery.
- Featured strong and proud community ownership.
- Strong leadership in its early VET years.
- A study in the forces that can lead to VET decline.
Box Hill Secondary College (VIC)

- Early traineeships in Sport and Recreation.
- Partnerships with Group Training and AFL
- Social enterprise including Jell’s Park Catering.
- Rich mix of traditional trades to Allied Health and Community Services.
- 80% of students get a VET qualification.
GRVEC (VIC)

- Geelong Regional Vocational Education Council (GRVEC) established 1993.
- Brought TAFE, Group Training and education together to deliver VET programs to 17 schools.
- Major focus on SWL.
- “GRVEC has survived in a world challenged by policy shifts and changes to funding largely because it has adopted an innovative approach to shifts in the economic and educational environment.”
Rosny College (TAS)

- Introduced TRAC Retailing in 1993.
- TRAC model gave structure and purpose and was replicated across Tasmanian Secondary Colleges.
- Retains 24 qualifications across 12 industry areas ranging from units of competence and Certificate 1 through to Certificate IV.
Centralian College (NT)

• Located in Alice Springs and is a strong model facilitated by strong leadership who value VET and the opportunities that it provides.

• Located on site with Charles Darwin University (dual sector) and therefore students can access high level training facilities.

• VET has strong regional support and is linked to employment outcomes both in Alice Springs and more broadly in the NT.
Casuarina Senior College (NT)

• The College that has undergone significant change – no longer an RTO due to the heavy burden on compliance and change.

• Located in Darwin and most students are on a University pathway so VET enrolments have somewhat declined.

• A challenge for the College on may levels in terms of student engagement and participation – what is best for the young person?

• Department of Education in NT – centralised RTO.
Daramallen College (ACT)

- Catholic College located in central Canberra.
- The College is an RTO and delivers a diverse range of VET programs including Fashion Design, Hospitality and Construction.
- At least 50% of senior students enrolled in VET courses.
- Strong leadership who clearly value the opportunities VET creates.
- Full time VET Coordinator and support staff.
Hawker College (ACT)

- RTO and College – only has students in Years 11 and 12.
- A very flexible and dynamic adult learning environment.
- Operating a number of enterprises / businesses that support the delivery of School based VET.
- VET enrolments are high with probably 70% of students undertaking VET.
Salisbury High School (SA)

• An exciting and practical, regionalised model.
• Well supported by a strong membership base who commit financially to centralised positions.
• High uptake of VET in all member schools of NASSSA.
• Strong links with local business and industry and high levels of SWL and work experience.
• Strong VET support.
Kwinana Industries Council (WA)

- An ‘industry’ driven partnership funded by local industry.
- Located in the south west region of WA and industry is largely heavy industry.
- Education and training are key functions but not the core focus of the partnership.
- Work with and deliver VET programs for schools.
- Industry drive VET focus.
Commonalities – the top 3

The “good” including:

- Strong and active leadership / leaders who are strong VET advocates.
- VET is an active and considered priority within curriculum.
- Strong partnerships with business (industry) and the broader community.
## Evidence in the School Context

<table>
<thead>
<tr>
<th>The good!</th>
<th>Evidence</th>
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<td>Strong and active leadership / leaders who are strong VET advocates.</td>
<td>- Increasing students enrolments</td>
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<td>- Staff longevity</td>
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<td>- Engaged staff who are committed to teaching, learning and training (and who understand the difference between them)</td>
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<td>- High uptake of teacher / industry placements but more broadly, teacher professional learning.</td>
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<td>VET is an active and considered priority within curriculum.</td>
<td>- High numbers and a diversity of VET programs</td>
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<td>- Timetables are extremely flexible</td>
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<td>- VET is adequately resourced including physical resources supporting student learning.</td>
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<td>Strong partnerships with business (industry) and the broader community.</td>
<td>- High numbers of SWL</td>
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<td>- High numbers of ASbA’s and Traineeships</td>
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<td>- A diverse range of support programs including teacher / industry placements.</td>
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Commonalities – the top 3

The ‘bad’ including:

- Compliance and the speed at which change is required in relation to compliance.
- Funding and the differences (in current funding models) between the State and Territories.
- Teacher quality including issues of currency and skills related to compliance.
## Evidence in the School Context

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| Compliance and the speed at which change is required in relation to compliance. | - The continual need to change staff, training resources and more to be compliant  
- The funding implications from the continual change  
- A sense of fear, confusion and resentment amongst staff  
- A return to VET as an ‘add on’ to curriculum. |
| Funding and the differences (in current funding models) between the State and Territories. | - Resourcing implications  
- A sense of fear, confusion and resentment amongst staff  
- Student enrolments  
- A lack of understanding in relation to both local and national initiatives (at all levels). |
| Teacher quality including issues of currency and skills related to compliance. | - Teachers with no currency and often no VET qualifications  
- A double up of staffing (teachers and trainers)  
- A complete lack of understanding about student needs and student engagement. |
Timeline

- Data / information
- Site visits
- Case studies
- Partner work including NCVER and Editorial Committee
- Publication in mid 2015.
Recommendations

- School VET programs should be indistinguishable from VET in training outcomes and skills growth.
- School organisation must facilitate VET delivery – timetable flexibility to outside school support.
- Innovation must flourish leading to new initiatives and eliminating barriers.
- Genuine partnerships between stakeholders are reciprocal.
Recommendations

• Publicity used to promote and celebrate student success.

• Leadership through hands-on Principals and Leaders who understand VET and the elements necessary for success.
QUESTIONS AND ANSWERS