

Excerpt from

IDEAS FOR PRACTITIONERS

**A professional development guide to growth and
change in the Australian vocational education and
training sector**

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Who this book is for

I know from using my *Campus Review* articles in a wide variety of VET workshops that the book holds potential value for **all participants** in the sector – from public and private organisations, from providers and public service departments, from industry and from intermediary organisations. Below I focus on three particular categories of users.

Facilitators

The book provides valuable source material for facilitators initiating or presenting discussion-based sessions, such as:

- teachers, trainers or lecturers presenting formal courses about training and education
- managers or trainers conducting professional development programs
- managers and change leaders in RTOs and in enterprises wishing to stimulate debate and drive decision-making
- leaders of planning, management or governance groups in RTOs
- external facilitators presenting professional or organisational development programs in RTOs
- conveners or facilitators of self-directed groups, such as communities of practice or action research teams.

Individuals

While the book is relevant to all VET personnel, some individuals who could use this book include:

- individuals who wish to read about and reflect on a significant cross-section of initiatives and developments in the sector, including the vast number of part-time staff in VET – sometimes 70-80% of a training organisation – who often miss out on professional development
- people new to the sector who wish to learn about good practice and current issues, or experienced practitioners who want to learn about VET developments outside their specific vocational field
- participants engaging with the Training and Assessment (TAA) Training Package
- people undertaking study programs at universities or in VET in adult or further education – for example, the Graduate Certificate in VET (VIC); Graduate Certificate in Innovation in Education and Training (VIC); Diploma of Vocational Education and Training Practice (VIC); Graduation Diploma of Adult and Vocational Education (NSW); and the Graduate Certificate in VET Leadership (WA)
- people currently in leadership positions within VET organisations or practitioners preparing themselves for promotion.

Groups

Other intended user groups for this book include:

- project groups undertaking structured professional development activities, including Reframing the Future or LearnScope and structured state or territory programs
- groups of staff within Registered Training Organisations (RTOs) who wish to understand the changes moving through the sector and to develop new skills and strategies.

How to use the book

As the book aims to assist practitioners to generate ideas, some general suggestions follow about how to achieve this aim.

Work with a facilitator

You can use the book with the assistance of a facilitator. I have set out in Attachment 2 some ideas for facilitators, on ways to use the book.

Reflect on your own and/or in groups

The book can be used either by an individual or by groups. There is a growing body of research (e.g. Boud et al. 2006) which suggests that more learning occurs when reflection is undertaken by groups of people at work. While individuals are encouraged to use the book, individuals will also benefit significantly by participating in groups that are examining the articles.

General tips for groups

1. Focus on an article, a section or the whole book

The book can be used in many different ways, as follows:

- the whole of the book could be used as the basis of a year-long professional development program, where staff meet, say, weekly to discuss one-two articles and follow up the readings
- individual sections of the book – for example, the section on industry partnerships – could be used to support a professional development program, say a one-day program, on industry partnerships
- specific articles in the book – for example, articles on innovation, of which there are many more than the six in section 6 – could be used to support a professional development program on innovation. Similarly, there are many more than six articles on the following topics: industry, change, e-learning, work roles, leadership, policy, strategy-making, workforce development and teaching, learning and assessment.

2. Use the book on its own or complemented by other resources

The articles can be either the major focal point of discussion or one resource among a number of resources. The articles can be complemented by:

- inviting external speakers to expand on the issues raised in the articles
- encouraging users to prepare brief presentations on aspects of the articles
- persuading users to engage in structured debates about issues raised in the articles.

3. Contextualise the articles

A key to using the articles in groups is to use them as a springboard for discussing local issues, by comparing the experiences of the practitioners described in the articles with the experiences of the practitioners discussing the articles. Additionally, groups can consider the broad national issues raised by the articles that could impact locally.

Reference: Boud, D., Cressy, P. & Docherty, P. (eds.) (2006), *Productive Reflection at Work*, Routledge, London.

1. NEW WORK ROLES

The articles in this section suggest that VET practitioners are now performing more roles and new roles – amidst rising complexities and increasing opportunities.

Discussion starters

1. Discuss whether your job is more demanding now than it was three years ago.
2. What new roles have you performed in your job in the last few years?
3. Discuss why your job roles may have changed over that period.

Other related articles

Articles in *other* sections of this book that refer to new work roles for VET practitioners include:

- 2.3 Empowering disengaged youth
- 3.3 Visions and strategies of an industry-aligned world-class RTO
- 5.1 National workplace training
- 5.5 Creating skill ecosystems
- 6.5 New-age trading of learning materials
- 10.2 Change agents in VET

1.1 New ways of working in VET

Key terms: changes in the world of work; learning specialists; repertoire of pedagogical approaches

Given the current national debate about industrial relations, it is timely to explore the nature of the work required of the VET practitioner. The brief exploration below indicates that the work required of the VET practitioner is becoming more diverse, more subtle and more complex, as the world of work changes.

A swathe of research reports in the last few years consistently shows that changes in the world of work are forcing changes in the way training is delivered in Australia. Changes in the world of work include the need for skill development that is timely, occurs in the workplace where possible and assists organisations to achieve a competitive advantage. Hence, VET practitioners need to develop new ways of working, in response to such changes in the world of work

In the NCVER publication ‘The vocational education and training workforce. New roles and ways of working. At a glance’ (2004), Guthrie notes that reforms in VET over the past ten years have had a significant effect on the work of its staff. VET staff now operate in more competitive markets and face increased demands from their various clients for higher quality and more relevant programs. Understanding and keeping up with these changes and working in new and more flexible ways are major challenges for the VET workforce.

To meet the demand for customised workplace training, Mitchell, Clayton, Hedberg and Paine in ‘Emerging Futures: Innovation in Teaching and Learning in VET’ (2003) found that one result of the industry-led national training system is that detailed and customised workplace training demands on VET are potentially as varied as there are enterprises in Australia. This is bringing about new and intensified professional, technical and educational roles for VET practitioners especially at the frontline, and particularly for teachers, workplace trainers and assessors, workplace mentors and supervisors.

NEW SKILLS OF VET PRACTITIONERS

- have and choose from a sophisticated pedagogical repertoire
- use more learner-centred, work-centred and attribute-focused approaches
- eschew traditional transmission pedagogies
- can work with multiple clients, in multiple contexts and across multiple learning sites
- assist in the integration of learning and work in the contemporary work environment

From: Chappell et al. 2003

In response to the increased number of settings where VET practitioners need to provide training services, Chappell, Hawke, Rhodes and Solomon (2003), in the Phase 1 report for the High-level Review of Training Packages project, suggest that VET is increasingly reliant on highly skilled VET professionals with a raft of new skills. They find that VET must rely more than ever on learning specialists who have an appreciation of the full pedagogical choices that are open to them and which are consistent with the context, clients and learning sites in which they work.

Dickie, Eccles, FitzGerald and McDonald in ‘Enhancing the Capability of VET Professionals Project: Final Report’ (2004) describe the environment in which VET professionals will work in the future. It

will be an environment characterised by increasing diversity in the client base; increasing sophistication in client expectations; change in products and expansion of options for training delivery; changes in employment, work roles, team structures and places of work; increasing competition and increasing demand; and globalisation of the training market.

Obviously VET practitioners will need continual professional development to meet these substantial forces of change. In 'Moving On' (2004), the final report of the High Level Review of Training Packages project, Schofield and McDonald recommend support for the ongoing professional growth by VET practitioners, including promoting a stronger sense of professional identity, building the capacity of training managers and providing professional guidance to teachers and assessors.

Simply put, to meet the demand for customised industry training, VET practitioners need to perform new and multiple roles and to develop a repertoire of pedagogical approaches. Numerous descriptions of VET practitioners performing different roles and developing fresh approaches to their profession are provided in a report released by Reframing the Future that I co-authored with McKenna, Perry and Bald, called 'New ways of working in VET' (2005). This article is based on the report.

Questions and topics for discussion

1. Discuss any modifications you have made to your approach to your work in recent years.
2. In what ways, if at all, is your work becoming more diverse or more subtle or more complex?
3. What are the some external pressures on VET that are impacting on your work?

Further reading

Chappell, C., Hawke, G., Rhodes, C. & Solomon, N. (2003), *High Level Review of Training Packages Phase 1 Report*, ANTA, Brisbane. Available at <http://antapubs.dest.gov.au/publications/search.asp?qScope=1>

Dickie, M., Eccles, C., FitzGerald, I., & McDonald, R. (2004), in *Enhancing the Capability of VET Professionals Project: Final Report*, ANTA, Brisbane. Available at <http://antapubs.dest.gov.au/publications/search.asp?qScope=1>

Guthrie, H. (2004), *The vocational education and training workforce. New roles and ways of working. At a glance*, NCVER, Adelaide. Available at <http://www.ncver.edu.au/teaching/publications/1521.html>

Mitchell, J.G., Clayton, B., Hedberg, J. & Paine, N. (2003), *Emerging Futures: Innovation in Teaching and Learning in VET*, ANTA, Melbourne. Available at <http://reframingthefuture.net> (click on 'Publications' and then 'General Publications')

Mitchell, J.G., McKenna, S., Perry, W. & Bald, C. (2005), *New Ways of Working in VET*, ANTA, Melbourne. Available at <http://reframingthefuture.net> (click on 'Publications' and then 'General Publications')

Schofield, K. & McDonald, R. (2004), *Moving On...Report of the High-level Review of Training Packages*, ANTA, Melbourne. Available at <http://antapubs.dest.gov.au/publications/search.asp?qScope=1>

1.2 Complexities and opportunities

Key terms: customisation; client demands; innovation

A major challenge for VET practitioners is to understand the complexities raised by the enormous changes occurring in the economy and in the workplace, while at the same time responding positively to the opportunities arising for the sector. Meeting this challenge is the theme of a discussion paper called 'Complexities and Opportunities'.

The discussion paper is an early product of a large, two-year research program managed by the National Centre for Vocational Education Research (NCVER) and funded by the Australian, state and territory governments through the Department of Education, Science and Training (DEST). The research program, *Supporting vocational education and training providers in building capability for the future*, is being undertaken by a consortium of researchers from around Australia.

The discussion paper was prepared as part of a sub-project on critical issues in teaching, learning and assessment by a team I lead, consisting of fellow researchers Clive Chappell, Andrea Bateman and Susan Roy. The paper draws on an extensive literature review called 'Critical Issues' prepared by the research team.

SOME COMPLEXITIES IN VET

- addressing skill shortages affected by multiple and sometimes uncontrollable factors
- understanding the training implications of the changing structures of work and occupations
- keeping abreast of rapid technological developments and how they impact on skill needs
- developing new strategies to engage youth and mature-aged workers
- participating in an increasingly competitive arena for VET providers

SOME OPPORTUNITIES IN VET

- developing new partnerships with employers to tackle skill shortages
- making the VET system more responsive and flexible
- meeting the skill needs of learner groups such as associate professionals
- increasing labour force participation through new skilling strategies for the under-skilled
- strengthening the national skills base for the longer-term future

The first theme in the paper about complexities is based on a raft of VET research over the last two years. The research demonstrates that major challenges still need to be resolved, such as effectively assisting different learner groups and different communities. There is also a new awareness in VET of the complexities involved with catering for learning styles and preferences, understanding different types of workplace experiences, and providing assessment services such as recognition of current competence.

The second theme about opportunities is based on recent ANTA publications which demonstrate that VET practitioners are capable of meeting challenges posed by these complexities, provided adequate support, resources and systems are put in place.

The discussion paper examines the complexities and opportunities arising from an analysis of the needs of VET's individual learners and industry clients. The findings include the increasing demand for the customisation and personalisation of training services; the need for VET practitioners to understand the many different ways learning can occur in workplaces, especially when the training only occurs on-the-job and often in an informal manner; and the need to develop partnerships between external teachers and enterprise-based managers and trainers, in addressing the requirements of both the employer and the employee. All of these needs create opportunities.

Next, the discussion paper explores the skills and resources needed by VET practitioners to meet these complexities and to take up these opportunities. Some critical issues identified are that many VET practitioners need enhanced skills in implementing training packages and that VET practitioners need skills to provide a range of assessment services.

Finally, the paper considers critical success factors for developing and disseminating examples of innovation in teaching, learning and assessment. For individual VET practitioners, critical success factors include adopting new work roles such as learning manager, facilitator, mediator, broker or strategist. For VET organisations, critical success factors include developing a culture that is agile and flexible and encourages diverse thinking and individual initiative.

Fostering, implementing and sustaining innovation in teaching, learning and assessment involves many complex issues. But the opportunities are substantial, potentially leading to the enhancement of teaching practice and the improvement of outcomes for students, enterprises and industry. For VET to thrive, this tension between complexity and opportunity needs to be embraced. The complexities deserve to be addressed continuously, just as the opportunities deserve to be pursued relentlessly.

Questions and topics for discussion

1. What are the main complexities and the main opportunities for your organisation, at the moment?
2. Discuss some current client demands on your organisation.
3. Discuss the skills and knowledge you need to meet these demands from clients.

Further reading

Mitchell, J. G, Chappell, C., Bateman, A. & Roy, S. (2005), 'Critical Issues. A literature review on teaching, learning and assessment in vocational education and training'. Available at <http://consortiumresearchprogram.net.au>

Mitchell, J. G, Chappell, C., Bateman, A. & Roy, S. (2005), 'Complexities and Opportunities. A discussion paper on critical issues in teaching, learning and assessment'. Available at <http://consortiumresearchprogram.net.au>

Smith, P. & Blake, D. (2006), *Facilitating learning through effective teaching: At a glance*, NCVER, Adelaide. Available at: <http://www.ncver.edu.au/publications/1660.html>

1.3 Identifying the new VET practitioner

Key terms: supply-driven; demand-driven; business outcomes

As VET shifts from being supply-driven to demand-driven, a new practitioner is emerging, to satisfy the increasing expectations of industry clients and individual students. Traditionally, the VET practitioner was supply-driven. This practitioner believed that the best or only learning environment was the classroom – a site for learning far superior to the student’s workplace. In contrast, the new VET practitioner is demand-driven and only provides services that are wanted by enterprises and individuals. This progressive practitioner can customise programs to suit enterprises and personalise learning activities to suit the individual.

The new VET practitioner lets go of the old certainties, like pre-set curriculum and didactic instruction, and develops attributes, attitudes, ideas and techniques that meet the needs of clients. The new practitioner looks outwards at market needs and seeks to meet those needs.

FEATURES OF THE NEW PRACTITIONER

- Views individual students as lifelong learners on career pathways
- Respects the business risks and pressures of enterprise clients
- Appreciates that enterprises need skills to achieve business outcomes
- Understands links between training, HR and workforce development
- Functions effectively within supply chains and skill ecosystems
- Exercises professional judgment in delivery and assessment
- Develops and sustains long-term relationships with clients
- Participates within a team to access colleagues’ specialist skills
- Taps into wider networks for information and resources
- Understands the value of accessing and applying industry research
- Contributes to the development of innovative products and services
- Commits to achieving and maintaining the quality of the profession
- Improves the tools and frameworks of professional practice
- Updates technical skills and industry-specific knowledge
- Copes with complexities and uncertainties about industry skill demands

To address the idiosyncratic demands of each and every student and enterprise client, the VET practitioner needs a raft of new skills: so many, in fact, that many practitioners need to be able to draw on the specialist skills and knowledge of colleagues and partners.

New skills are required by the range of VET practitioners, from those employed by RTOs, either part or full time, to workplace trainers and assessors employed either by an enterprise or by an RTO. New skills are needed by all VET personnel, from managers to front-line trainers and support staff, in both public and private RTOs.

This profile of the new VET practitioner began to emerge in research published in the last two-three years, and is summarised in *Critical Issues*, which I co-authored with fellow researchers Dr Clive Chappell, Andrea Bateman and Susan Roy. We have built on that emerging portrait of the VET practitioner by conducting further research both in Australia and the UK, as part of a project called ‘Critical issues in teaching, learning and assessment’.

Our project is one of nine activities in a research program managed by NCVER and funded by the Australian, state and territory governments through DEST. The research program, *Supporting vocational education and training providers in building capability for the future*, is being undertaken by a consortium of researchers in 2005-2006.

In the project on critical issues, our first research question was the following: What do clients want from VET? This question drew us into the minds of clients and showed us that more and more enterprises are beginning to understand better their distinctive training needs – for example, for training that is just in time, or just for me, or just enough.

Our second research question flowed on from the first, as follows: What skills do VET practitioners need to service this multitude of client needs? In currently analysing the data, a picture began to form of a new VET practitioner who has a sophisticated understanding of how adults learn in different ways and in different settings, and of how skill development underpins business outcomes for enterprises and career development for individuals.

Questions and topics for discussion

1. Which features of the “new practitioner” do you see in your colleagues?
2. Which features of the “new practitioner” describe you?
3. To what extent are you demand-driven?

Resource

Chappell, C. & Johnston, R. (2003), *Changing work: Changing roles for vocational education and training teachers and trainers*, NCVER, Adelaide. Available at <http://www.ncver.edu.au/teaching/publications/936.html>

Harris, R., Simons, M. & Clayton, B. (2005), *Shifting mindsets: The changing work roles of vocational education and training practitioners*, NCVER, Adelaide. Available at <http://www.ncver.edu.au/teaching/publications/1524.html>

Mitchell, J. G., Chappell, C., Bateman, A. & Roy, S. (2005), *Quality is the main issue. Report on critical issues in teaching, learning and assessment*. See <http://consortiumresearchprogram.net.au>

See also reports on the 2004 and 2005 “New ways of working Forums” conducted by Reframing the Future at <http://reframingthefuture.net>

Attachment 1: Index of articles

The index table below supplies additional information about each article, to provide you with further guidance in selecting topics to meet your needs. It lists the main topic in the article, the key terms used and the organisation profiled.

Referring to the main topic below may clarify the core focus of each article, not always evident in the title of the article.

The key terms are taken from the start of each article. They draw your attention to terms that have an important bearing on the meaning of the article. You could use these key terms as the focus of further discussion.

<i>No.</i>	<i>Main topic</i>	<i>Key terms</i>	<i>Organisation</i>
1	New work roles		
1.1	New ways of working in VET	changes in the world of work; learning specialists; repertoire of pedagogical approaches	VET Researchers/Reframing the Future
1.2	Complexities and opportunities facing VET	customisation; client demands; innovation	NCVER/ Consortium research program
1.3	New skills needed by practitioners	supply-driven; demand-driven; business outcomes	NCVER/ Consortium research program
1.4	How to make professional judgments	professional judgment; professionals; profession	Reframing the Future
1.5	Implementing personalised learning	personalised learning; student empowerment	TAFE NSW South Western Sydney Institute
1.6	Integrating work and learning	work-integrated learning; design-engineering paradigm; diploma-degree; super tradespeople	RMIT VIC
2	Teaching, learning, assessment and equity		
2.1	Effective indigenous skills development	Indigenous participation; employment outcomes	TAFE NSW New England Institute
2.2	Strategies to assist mature-aged workers	mature-aged cohort of learners; industry partnerships	Swinburne University TAFE Division VIC
2.3	How to work with disengaged youth	disengaged youth; youth friendly learning environment; compassion fatigue	DFEEST SA
2.4	Ways to integrate language, literacy and numeracy	integrated delivery and assessment; whole-of-person approach; shared responsibility	TAFE SA Adelaide South Institute
2.5	Increasing the recognition of prior learning	unrecognised skills; alternative pathway	DFEEST SA
2.6	How TAFE can improve service	learner's perspective; learner's capability; client management	TAFE NSW

3 Workforce development

3.1	Uses of professional conversations	professional conversations; reflective practitioner	TAFE NSW Northern Sydney Institute
3.2	Integrating coaching in the organisation	business coaching; negotiated expectations	TAFE NSW North Coast Institute
3.3	Workforce development principles	a strategic approach to developing the workforce; workforce development drivers	Challenger TAFE WA
3.4	Teacher education for technology industries	new generation technical teachers; tiers of education	Uni SA and TAFE SA
3.5	Types and benefits of VET networks	open and closed networks; intermediaries	NCVER project
3.6	Reasons for attracting younger staff	business continuity; generational differences; talent in the workforce	Institute of TAFE Tasmania & Goulburn Ovens Institute of TAFE VIC

4 Industry training needs

4.1	Training can assist business goals	achievement of business goals; performance benchmarking	Boral
4.2	Innovative bundling of skills sets	skill convergence; an integrated framework of competencies and qualifications	Innovation and Business Skills Australia
4.3	Manufacturing training in a global economy	competitive manufacturing; whole-of-manufacturing approach	Manufacturing Industry Skills Council
4.4	Transferability of industry-specific units	contextualisation of skills; sector-specific skills	Service Skills
4.5	Unique needs of enterprise RTOs	inconsistencies between auditors; enterprise-wide consistency in assessment judgments	ERTOF IAG Westpac
4.6	Media industry requires flexible VET	capability to continually reinvent itself; creative tension between the ABC and the VET system	ABC Corporation

5 Industry partnerships

5.1	How to deliver nationally	training needs of national enterprises; specialising in a small number of national industries	Gordon Institute of TAFE VIC
5.2	Responses to chef shortage	electronic training plan; case managers	TAFE SA Adelaide North Institute
5.3	Training keeps up with technology change	cutting-edge technologies; transfer knowledge to industry	Swinburne University of Technology TAFE Centre for New Technology
5.4	Multi-dimensioned provider-industry model	ecological system; interdependence; multi-dimensional partnership model	Central West Community College NSW
5.5	Skill formation in ecosystems	skill ecosystems; employment clusters	NSW DET
5.6	National collaboration for industry training	communities of practice; social capital	Gordon Institute & National Plumbing and Services Training Advisory Group

6 Innovation			
6.1	How to foster and support innovation	systematic approach to innovation; being opportunistic; one-percenters; calculated risk-takers	Box Hill Institute of TAFE VIC
6.2	Embedding sustainability principles	sustainability principles; tapping into networks; skilled facilitation	Challenger TAFE WA
6.3	Knowledge management driving innovation	knowledge management; disseminating knowledge; ideas generation	Centre for Learning Innovation (CLI), NSW DET
6.4	VET in Schools partnership model	fast-track careers; increase their earning potential straight out of school	Charlton Brown Institute and QLD Government
6.5	Online trading of learning materials	online trading; leveraging learning resources	AEShareNet
6.6	Strategies for the TAA Training Package	model for national collaboration; sharing methodologies	TAFE NSW Sydney Institute TAFE NSW Riverina Institute
7 E-learning and E-business			
7.1	Designing blended learning for industry	blended learning; workplace training	TAFE NSW Hunter Institute
7.2	Brokering pre-packaged online learning	brokering; pre-packaged courses; educational, business and technological criteria	Western College, Dubbo NSW
7.3	Integrating learning and work with web tools	e-performance; performance improvement; learning management	e-Works VIC
7.4	The marketing value of email databases	customer email databases; permission marketing	Manly Warringah Community College NSW
7.5	Why and when to outsource delivery	outsource existing functions; partnerships with suppliers	Distance Learning Australia ACT
7.6	Importance of managing intellectual property	online resource banks; IP management; contextualisation	AEShareNet
8 New structures			
8.1	Replacing faculties with industry centres	centres of industry specialisation; alignment with industry need	Challenger TAFE WA
8.2	Enterprise- and learner-centric team model	client performance; performance benefits; enterprise-centric	Innoven Food Industry Centre, Goulburn Ovens Institute of TAFE VIC
8.3	Customer service drives organisational chart	enterprise-based teams; repositioning the organisation	Institute of TAFE Tasmania
8.4	Satisfying customers is reason for existence	currency and credibility in specific industry sectors; unencumbered by bureaucracy, legacy practices	Australian Institute of Public Safety VIC
8.5	Repositioning VET to meet critical skill needs	skills as part of a state's infrastructure; aligning delivery with labour market needs	QLD Dept Employment and Training
8.6	Australian VET compared to English system	franchise arrangements with universities; separation of workbased learning and	City of Westminster College, London UK

9 Leadership and Strategic Management

9.1	Making profits while delivering quality	commercial not-for-profit; growth strategies	MEGT (Australia) Ltd, VIC/NSW/TAS
9.2	Enhancing a leading brand	brand improvement; brand management	Billy Blue Schools Group NSW
9.3	Ways to improve strategies	shared cultural identity; honest conversations about strategy	TAFE NSW Sydney Institute
9.4	Four perspectives on strategy-making	four perspectives on strategy; multiple strategies for a multitude of issues	Kimberley College of TAFE WA
9.5	New strategies to meet changing client needs	strategic flexibility; strategic direction	TAFE NSW New England Institute
9.6	Why strategies always need refreshing	strategic fitness; characteristics of high-performing organisations	Gordon Institute of TAFE VIC

10 Change Management

10.1	A model for change management	planned change model; client-focused culture	Drysdale Institute TAS
10.2	Challenges for VET change agents	internal and external change agents; resistance to change	Reframing the Future: NSW, VIC, TAS, NT
10.3	Ways to achieve high-performance	the right people in the right positions; resourcing the change process; high-performance	TAFE NSW North Coast Institute
10.4	How to design indigenous training models	reconciling Indigenous ways with regulated training; culturally appropriate training	Goolarri Media Enterprises WA Jobs Australia Ltd VIC
10.5	Sharing Australian VET overseas	smorgasbord approach; quality-assured Australian VET brand	Australia-China (Chongqing) VET project
10.6	Why DEST values provider engagement	relationship building; a commitment to shared values	DEST ACT

11 Policy

11.1	Reasons for quality being high on policy agenda	policy agenda; quality of provision	English, Scottish, Australian VET systems
11.2	Why no one strategy solves skills shortages	assumptions and biases; attitudes to capacity; views about possible outcomes	Chamber of Commerce and Industry; TAFE Directors Aust
11.3	The need for cooperation on credit transfer	pathways; cooperative responsibility	TAFE NSW
11.4	The fragility of national VET arrangements	high quality audit and registration system; states' rights	ANTA
11.5	Federal Minister's plans for VET	industrial awards; nation-building trades; user choice model	Minister for VTE, Gary Hardgrave MP
11.6	Why TAFE faces being 'residualised'	the mass provider; TAFE workplace reform	TAFE NSW