Mapping Professional Development in TAFE

Patricia Joan Bradley

Doctor of Education

School of Education

Faculty Arts, Education and Human Development

2009

Student Declaration

I, Patricia Joan Bradley declare that the EdD thesis entitled *Mapping Professional Development in TAFE* is no more than 60,000 words in length including quotes and exclusive of tables, figures, appendices, bibliography, references and footnotes. This thesis contains material that has not been submitted previously, in whole or in part, for the award of any other academic degree or diploma. Except where otherwise indicated, this thesis is my own work.

Signed:..…………………………………………..   Patricia Bradley

Date:

Dedication

I dedicate this thesis to my darling Mother (Joan) – for your never failing love and support and in memory of my very much loved Father (Gilbert).

Acknowledgements

Abstract

Since beginning in 1974, Technical and Further Education (TAFE) in Australia has experienced significant changes due to the implementation of a series of government policies of vocational education and training reform. TAFE teachers are now part of a national Vocational Education and Training (VET) system and responsible for the delivery of National Training Packages and the Australian Quality Training Framework (AQTF). Seemingly, the Australian government has underlined the value of a constructivist learning theory by actively seeking to embed this theory through initiatives originally implemented by the Australian National Training Authority (ANTA). These include a major pedagogical change to a student-centred approach that allows multiple perspectives and stresses the importance of collaboration. Since the abolition of ANTA in 2004, their former roles were absorbed by the Federal Government Department of Education, Science and Training (DEST) and later by the Department of Education, Employment and Workplace Relations (DEEWR).

The aim of this qualitative study was to learn how TAFE teachers felt about various professional development activities and examine their individual perceptions of issues, concerns and assumptions about change in their working lives. Ethnographic techniques and participant observation enabled the gathering of primary data. The subsequent identification and rich description of their life in their educational environment added a cultural dimension that is not readily available through the application of quantitative or experimental methods.

The schedule of research questions sought to reveal certain dimensions of their lives as TAFE teachers: teaching practice; history; perceptions of changes; and factors influencing their professional development. The data revealed two distinct pictures. The TAFE teachers are dedicated to their students and have strong, positive feelings for their teaching but conversely feel disappointed with the role of management, their workplace, and the changing nature of teaching. Further, the teachers are aligned in their perception that professional development is vital to their professional and personal development and student's outcomes and they share an intention to continue to initiate, fund and fulfil their own professional needs. It is anticipated that findings will contribute to a deeper understanding of TAFE teacher's experiences and inform federal and state policy development for the VET sector and future professional development programs, professional practice and student learning. This will be significant for a wide range of groups and individuals involved with vocational education and training.

Table of contents

Chapter 1: Introduction

Background

The Australian Federal Government had promoted the notion that in order for the nation to succeed in a rapidly changing world, there is a need to foster a psyche and culture of lifelong learning (ANTA, 1999). Therein lies a challenge, for if one reflects on past experiences of teaching dissatisfied students, then learning new information and ways to learn requires not only support and mentoring to maintain a high level of self-esteem but also incentives to begin again, or to continue, learning. Teachers are in an ideal position to know and understand the needs of their students and to supply the necessary support and guidance as a role model for lifelong learning in the form of their own ongoing professional development.

The impetus for the research for this thesis comes from complex changes in the TAFE sector due to the implementation of Federal and State Government policies aimed at reforming the vocational education and training system (Dawkins, 1987). These changes have clearly impacted on the professional development of TAFE teachers and this investigation has been framed to determine their perceptions and concerns regarding their professional development.

On 26th April 1973, the then Australian Minister for Education, the Hon. Kim E. Beazley, declared the appointment of the Australian Committee on Technical and Further Education (ACOTAFE), led by Myer Kangan. Their mission was to report to the Australian Government on the development of technical and further education in Australia. The report was introduced to Parliament on 10th April 1974. The Minister envisaged that the report, commonly known as the 'Kangan report', would radically change technical education in Australia. The report acknowledged the significance of technical and further education as vital to the education system of Australia. The report recommended that college type institutions of technical and further education should offer courses that aimed to develop the individual. Industry needs should be seen as the context of the courses (NCVER, 2008). 1974 heralded the beginning of a national identity for vocational education and training in the form of Tertiary and Further Education (TAFE).

Schofield (in NCVER, 1994), argued that the key concept of the Kangan Report philosophy is: 'The freedom of the individual to choose the courses that in their judgement best suit their needs, as distinct from those seen by industry to best suit its demands' (p.59).

Schofield further reports that the Kangan Report had an educational and social purpose (p.59) and cites the major debate between the Hon. Kim. E. Beazley and Clyde Cameron as the start of the still current debate on education versus training. Schofield reports that Clyde Cameron believed that labour market policies needed to be kept detached from educational deliberations (NCVER, 2004, p.61).

Goozee (2001) argues that it was anticipated that this new TAFE sector would seen as an optional education organisation that was equal in status to other educational institutions. However, after more than three decades, the term 'Higher Education' continues to be used to differentiate between universities and TAFE and perhaps acts to prevent the achievement of the original goal to have TAFE perceived as an equal-status alternative to the higher education system. Conversely, in an Australian egalitarian society it may well serve TAFE to be seen as non-elitist and serving the broader community.

The research questions aimed to disclose an in-depth appreciation of individual TAFE teacher experiences, viewpoints and goals in relation to government changes to the vocational education and training system, their professional development as well as the culture and cultural patterns within a particular TAFE department.

The 15 teachers' stories are the foundation of the investigation, providing a record of their memories and perspectives about major changes to both their working lives and their role as teachers. The ethnographic methodology (Spradley, 1979) used in this study enabled a mapping of these changes to their working lives through the eyes of the participants. The taped interviews provided valuable data related to the following research questions:

- What professional development has each teacher engaged in?
- What are the teachers' responses to professional development?
- What connection does each teacher perceive between professional development and the issues and changes that have transformed their work?
- What connections does each teacher perceive between the changes to their role and professional development?
- What does each teacher value in professional development?

Deliberating on the answers to those questions identified a picture of the culture of the TAFE department in relation to professional development, and provided answers to the following questions:

- How do the teachers' perceptions suggest particular patterns of practice in the culture of the department?
- What are the implications of the cultural patterns for the department, for the teachers and for the provision of professional development?

This investigation is an opportunity for the voice of the TAFE teacher to be heard across the wider community: to learn about individual TAFE teachers' experiences, viewpoints and goals in relation to professional development in a TAFE department; to examine the place of work in the life of an individual TAFE teacher in the context of change within this TAFE department; and to allow an opportunity for issues, concerns and assumptions to surface. This study will contribute to an understanding of teachers' professional learning and development within the TAFE sector. The findings have the potential to inform policy development and future professional development programs and as such will have significance for: members of vocational education and training communities internationally; the Australian Government Department of Education, Employment and Work Relations (DEEWR); groups that form the integrated body of the Vocational Education and Training (VET) sector; Industry Skills Councils (ISCs); Australian, State and Territory Ministers of Education; funding bodies that invest in vocational education and training; Industry Training Advisory Bodies (ITABs) and other industry groups that have formed partnerships with Registered Training Organisations (RTOs); the Australian Education Union (AEU) and TAFE departments; TAFE teachers and TAFE students.

Since the inception of TAFE in the early 1970s and through to the 21st century, Federal Government policies aimed at developing and reconstructing vocational education and training have had, and continue to have, a significant impact on the TAFE teachers' work. Goozee (2001) reported that in 1978, prior to the establishment of the TAFE Board in 1980, the TAFE Commission announced seemingly uncomplicated, pragmatic criteria about how to become a TAFE teacher. For instance it was expected that in order to teach adults and improve the quality of delivery and development of TAFE courses, TAFE teachers needed maturity, work experience in vocational areas and certain elements of teacher training.

Between the late 1970s and the early 1980s, there was a cycle of change to Labor Market Programs to meet the needs of industry. There was Federal Government expectation that the

TAFE teacher of the 21st century will be a highly skilled and multi-skilled manager and facilitator of their students' learning. Pre-apprenticeship training programs were introduced to offset the decrease in the number of apprentices. The establishment of the Australian Training System (Dawkins, 1987) provided training for young people by integrating 'off-the-job' broad-based vocational education and training such as TAFE and 'on-the-job' training.

In the late 1980s, the Federal Government recognised that to be more productive and effective globally, Australia needed a more highly, multi-skilled workforce. New production technologies were being introduced and it was clear that the workforce needed to be more flexible in the ways of organising work and participating in educational and training opportunities throughout their working life. The government's new agenda was reported in Dawkins' (1987) paper, *Skills for Australia*. The paper clearly signalled a belief that TAFE teachers had a vital role to play in this reconstruction of the Australian workforce and were capable of implementing vocational education and training opportunities in an industrial relations framework. Embedded in this focus appeared to be the assumption that TAFE teachers, and the rest of the Australian workforce, would not only be willing and able to change, but also have some understanding of the need to adjust as well as learn the new technologies. As a TAFE teacher with three years experience at this time, I was aware of colleagues expressing goals to purchase and gain experience in some of the modern equipment and others who stated their absolute disinterest and refusal to be involved.

Dawkins' paper revealed that from 1st January 1988, there would be major restructuring of Federal Government funding for TAFE whereby TAFE Institutes would have to compete for funds based on the merits of their funding proposals. This was a clear indication that TAFE teachers were implicated in the need to have the latest technological skills and knowledge in order to help their organisation compete and receive funds. By 1989 the Federal Government guidelines for TAFE funding had removed certain restrictions, and the government actively encouraged TAFE Colleges to adopt a more entrepreneurial role. Several of my own colleagues described how their immediate managers were suggesting that they become personally involved in networking with both large and small business organizations to encourage them to send their employees for training at their TAFE Institute. The criteria to be a TAFE teacher had a new focus and, presumably, a willingness to accept this role and change in identity was required.

The restructuring process included higher education and resulted in considerable angst among academics. McWilliam, Hatcher and Meadmore (1999) noted that in universities there was a new 'client driven' set of pedagogical performance criteria and 'best practice' was no longer driven by the 'dictates of an intellectual field, but by a degree of client satisfaction' (p.63). Arguably, whilst the same observation could be applied to TAFE, to the TAFE teacher with trade experience and close customer interaction, there may be some familiarity and perhaps pragmatic agreement with the concept of 'client satisfaction' being applied to a vocational education and training organisation.

In order to meet the needs of industry (National Training Board, 1992), the early 1990s saw the endorsement of a set standard of skills to underpin 'Competency Based Training' (CBT) implemented throughout Australia. Competency Based Training had been introduced in the late 1980s as part of extensive economic policy procedures to develop the skill levels and establish new career structures for the Australia workforce. The intention was to enable Australian industries to be more competitive in the worldwide markets (NCVER, 2000). The set national standards were introduced to TAFE via staff development, and government funding was made available for TAFE courses to be re-written by TAFE teachers into 'learning outcomes', each with a set of specified 'performance objectives'. The eventual result was 'modules' that arguably, could be delivered by non-teachers. The intervention of government and industry bodies meant that the creation of vocational education and training programs was no longer based on the professional judgements of TAFE teachers.

Entrepreneurs, including some entrepreneurial TAFE Colleges, offered courses to enable people to train as 'Trainers'. Arguably, some of these trainers could be employed at much cheaper rates than TAFE teachers and had no teacher union to protect them from unreasonable working conditions. Conceivably, vocational education and training teachers could now be removed from their teaching practice and relegated to writing modules whilst being replaced by trainers who were willing to work flexible hours with less money to suit the vocational education and training institution. It would seem that maturity, trade experience, skills and knowledge that the vocational teacher brought to their teaching practice was no longer valued in the simulated workplace environment of the vocational education organisation.

The year 1994 heralded the full-time establishment of a Federal Government department named the Australian National Training Authority (ANTA) (Goozee, 2001). ANTA was now responsible for implementing major national reform of the vocational education and training sector and produced a National Training Framework that included the Australian Recognition Framework and later, endorsed Training Packages for specific industries (Goozee, 2001). ANTA also created new Industry Advisory Bodies (ITABs) to keep the Federal Government informed about what changes industry might need (Goozee, 2001). The national vocational education and training plan had been framed in terms of improving employability and economic competitiveness by continuing to build on and create new knowledge for life with the emphasis on flexibly delivered, student-centred skills training and assessment that recognised individual performance. Seemingly, these major changes to learning were under-pinned or influenced by a constructivist theory of learning or philosophy.

While there appears to be no single interpretation of constructivist theory, the notion of flexibility can be found within it. It appears eminently suitable in training and learning for the 21st century as it allows multiple perspectives in the process of constructing knowledge. From the 1900s, the embedded learning theory fundamental to the pedagogy of vocational and technical education had been behaviourism where the behaviour of the individual was observed and assessed rather than the psychological constructs. The constructivist theory of learning had slowly emerged (Doolittle and Camp, 1999). The constructivist theory of learning proposed that the learner is active within the environment and is intrinsically motivated to seek knowledge to make sense of things (Piaget, 1967). It would seem that the Australian government has, in its own way, emphasised the value of this theory and is actively implementing it through innovative approaches implemented by ANTA (ANTA, 1996d).

ANTA (1996) argued that industry, employers and employees, as clients, have been influential in pushing for changes to vocational education and training. ANTA revealed that they wanted quality and flexible learning experiences and greater accessibility to the education processes (flexible learning and flexible delivery). Evidently industry, businesses and clients wanted a greater say in what they learned, where they learned and how they learned.. It would appear that concepts aligned with the constructivist learning theory are embedded in the vocational education and training packages that direct teachers and trainers to implement a flexible delivery approach and varied assessment techniques. Arguably,

multiple situations of learning opportunities help to promote individual development of relevant knowledge.

The innovative 'flexible delivery' approach highlighted a radical pedagogical change from the traditional role of a TAFE teacher, as the primary source of information and central to the way the information was passed on and memorised by students, to that of encouraging the students to take more responsibility for their own learning. The criteria to be a TAFE teacher now included the skills and knowledge to be an innovative and flexible manager and facilitator, to have entrepreneurial skills needed to liaise with businesses and schools to attract clients, as well as achieving on-going client satisfaction. Arguably, it was assumed that these skills would be enhanced with the use of modern technology.

ANTA was clearly focused on the future. The authority was aware that clients of the future will be well informed and technologically aware and they may well demand and expect flexible learning and delivery of their vocational education and training in their workplace. The TAFE teacher was now expected to work outside the usual education setting and outside the hours of work that were within the teacher union guidelines.

By 1996, the National Flexible Delivery Taskforce, created by ANTA, reported that it had identified an absence of a national approach to staff development. By 1997, funding and materials were available with the message that flexible delivery 'is here to stay' (ANTA, 1997). Prominent researchers argued that the National Training Reform agenda was government intrusion in education and teachers were now subject to external forms of answerability (Brown, Seddon, Angus & Rushbrook, 1996). Seemingly the researchers' perception is one of greater intrusion by government. Arguably, governments have a history of vested interest and involvement in education and training.

On the 22nd of October 2004, the Federal Government abolished ANTA, and by the 1st July 2005 the former ANTA roles had been absorbed into the Federal Government Department of Education, Science and Training (DEST) and later the Department of Education, Employment and Workplace Relations (DEEWR).

Although the Tertiary and Further Education (TAFE) division appears to have no acknowledged position of distinction within the national Vocational Education and Training

(VET) sector, the measure of its place in society would seem to be as the popular public choice for education and training being a 'close' and 'intimate' link with the community as noted by Anderson (1997).

Arguably, this may be evidence of the community acknowledging that TAFE teachers generally come from industry, maintain their ties with industry and are perceived by the community as being easier to relate to and learn from. Furthermore, this assumption may strengthen the notion that the intrinsic value of TAFE teachers is that they know and understand the needs of their industry and the vocational education and training students.

The thesis title: 'Mapping professional development in TAFE' was chosen to capture the notion of a process and commitment to ongoing professional growth.

The shape of the thesis

This thesis contains 7 chapters. Following the introduction and content of Chapter 1, Chapter 2 provides a review of the relevant and significant literature that provided background and validation for applying a research project to the TAFE department. It contains three parts: changes impacting on TAFE; changes to TAFE teachers' work; and the TAFE teacher and professional development.

Chapter 3 details the aims of the research and the research methodology selected to enable the teachers' voices to be recorded and reported as they reflected on their experiences of changes that had impacted on their workplace, their teaching practices and roles as teachers.

The findings, as a collection of 15 portraits of TAFE teachers, are given in Chapter 4. These are individual descriptions of each teacher in the research study and their memories and insights about how they developed as TAFE teachers. The teachers' quotes revealed their experiences, viewpoints and goals. Chapter 5 takes a slice through all of the portraits in order to examine the teachers' perceptions about working as TAFE teachers. It contains two sections: information about TAFE teachers and the teachers' working environment.

Chapter 6 focuses on TAFE teachers and professional development. There are six sections: mandatory and self-selected professional development in the context of TAFE; professional

development: formal and informal; TAFE teachers' professional development trajectories; professional development issues; professional development locations; and professional development sources.

Finally, Chapter 7 presents a broad general discussion of the findings of the research project, including practical implications and significance. This chapter also discloses the limitations of the research and recommendations for further research.

The following chapter introduces the research project and selection of important texts that provided an overview and justification for the subject under investigation. The published materials (journal papers, books, reports on government policies and research findings) were relevant to changes that have impacted on TAFE, changes to TAFE teachers' work and the professional development of TAFE teachers.

Chapter 2: A presentation of the dominant discourses central to the research project

This chapter provides a review of literature that was not only pertinent to the research project but also provided the setting and rationale for applying a study to the TAFE department. Three dimensions of the literature have been examined: the history of changes impacting on Technical and Further Education (TAFE); types of changes to TAFE teachers' work; and professional development. Consequently the chapter is divided into three parts in order to reveal the extent and complexity of factors influencing the professional development of TAFE teachers.

Part 1: The history of changes impacting on TAFE

The TAFE system began in 1974 as a direct result of the 1974 Kangan Report (Goozee, 2001). NCVER (2008) report that the Kangan Report was introduced by the then Australian Minister for Education, the Hon. Kim E. Beazley. He predicted that the report would radically change technical education in Australia. The report acknowledged the significance of technical and further education as vital to the education system of Australia. The report further recommended that college type institutions of technical and further education should offer courses that aimed to fulfil the needs of individuals. Industry needs, as manpower needs, should be seen as the context of the courses.

NCVER (1994), stated that the Kangan Report presented a significant moment in Australian education history by enabling it to move into the modern era. Prior to the Kangan enquiry into technical education there had been an lack of co-ordination within the nation, a chronic lack of funding, poor facilities and a national image of low status for those going to 'tech'. The Kangan Committee, made up of representatives from State education systems, industry and unions, had visited technical facilities, or 'techs', in all States and Territories and realised the poor standards of accommodation for offering technical education (NCVER, 1994, p.45).

The Kangan Report offered a vision of faith and purpose in the future of vocational education and training and its vital place as an integral part of the education system by presenting a series of transforming strategies and principles.

The Chairmen of the Kangan Committee, directed people to read a UNESCO Report *Learning to be*. NCVER (1994) argued that the UNESCO Review 'provided a means whereby Australia could join this largely European movement and embrace the economic theory in a way which was responsive to the ideology of the government '(p.83).

Goozee (2001) argues that the Kangan Report reflected the then Labor Government policy to promote an ideology of social justice by providing equality of opportunity in education and that 'the TAFE system should be seen as an alternative education system that was neither inferior nor superior to other streams of education' (Goozee, 2001, p.25). It was suggested that TAFE implement a change of focus, from anticipating and meeting vocational needs within society, to meeting the needs of the individual whilst retaining the context for the type of education offered in technical colleges (Goozee, 2001).

In the 1980s, TAFE and higher education were under considerable pressure from the government to restructure in order to comply with the economic agenda. Under the Federal Labor Government, Dawkins' (1988) *White Paper* recommended fewer, larger and more efficient institutions in the tertiary sector. TAFE became inextricably involved in this change since both TAFE and higher education were responsible for providing post-secondary education and training.

The next two decades saw increased involvement of the Federal Government in TAFE policies, and during the 1990s, TAFE felt the impact of government intervention and ensuing change of position and status (Seddon 1997; Billett 1998; VLSC 2002). In 1992, the Australian National Training Authority (ANTA) established a national Vocational Education and Training (VET) system (Goozee, 2001).

The TAFE sector was now expected to implement an ideological shift to an economic and industry-driven approach for marketing and competition, from one that was based more on liberal human values of social justice. TAFE Institutes were also adjusting to major internal restructuring. TAFE has endured enormous changes and whilst continuing to evolve from

each challenge, it continued to have an important role of filling 'all the educational and training gaps' (Goozee, 2001, p.10). TAFE is now situated as one component of the VET sector since industry became increasingly critical of TAFE for straying from the training objectives of meeting the needs of industry, during the 1980s (ANTA, 2004).

What is TAFE? Schofield (in NCVER, 1994) cited Keith Coughlan's explanation: 'TAFE is what happens between teachers and students. Nearly all of TAFE takes place in classrooms or workshops in colleges' (NCVER, 1994, p.68).

Anderson (1997) argued that TAFE had maintained its popular place as the main choice for education and training at post-secondary level and statistics supported this position (NCVER, 2000). Schofield (1999) offered a more deeply defined description of the position of TAFE within the Australian culture. She believed that whilst a VET system is vital, TAFE is 'essential' (p.5) and is 'one of the fundamental institutions of civil society along with family, social movements, the church and voluntary associations' (p. 5). Arguably, there is considerable diversity within TAFE organizations throughout Australia such as location, types of students, types of courses, influences by individual state governments. However, the Victorian TAFE Association (VTA) published their positive findings on their own state TAFE organisations in a report that stated 'Victoria's TAFE Institutes are recognised as the most flexible, efficient and entrepreneurial Institutes in Australia' (VTA, 2003, p.4).

In 2002, the Victorian Minister for Education and Training, Lynne Kosky, signalled the State Government's acknowledgement of the important role of TAFE teachers in achieving the demands of an ideology now based on economic and social development. During late 2002, she announced details of a future TAFE Centre aimed at raising the professional status and quality of TAFE teachers' professional practice in order to deliver quality knowledge products and services (Kosky, 2002). By July 2005, the establishment was fully operational and named the TAFE Development Centre.

Part 2: Types of changes to TAFE teachers' work

2.1 Key competencies and Competency Based Training (CBT)

Throughout the 1980s and into the 21st century, Federal Government rhetoric had consistently highlighted the place of TAFE in achieving its conviction that to be more effective and productive in a global market and meet the needs of an economic agenda, it was necessary to train the Australian workforce to prescribed industry competencies and technological skills (OECD 1996; ANTA 1997; VTA 2001).

Between 1991 and 1992, two sets of key competencies were published and TAFE teachers were expected to ensure that teaching and training reflected awareness of these competencies. Clearly, the Federal Government expected that all young people would achieve them. The publications were the 1991 Finn report *Young People's Participation in Post Compulsory Education and Training*, and the 1992 Mayer report *Employment Related Key Competencies*. Later in 1992, the *Carmichael Report* resulted in the introduction of a new, industry driven, entry-level training scheme and the Australian Vocational Certificate that included the Mayer key competencies and the pathways to learning, noted in the Finn Report. However, it would seem that the major impact on the working lives of TAFE teachers has been the 1992 introduction of a *Competency Based Training* (CBT) policy to deliver a consistent, national standard of training that aimed to meet the needs of industry. Ewer (1996) contended that the role of CBT was to both regulate and control work performance. TAFE teachers were directed to re-write their TAFE courses into learning modules with strict learning outcomes, each with their own specific performance objectives.

2.1.1 Defining CBT

Whilst acknowledging that CBT is a key component of the national vocational education and training reform process, Simons (1997) argued that there have been a wide variety of definitions and interpretations in the way CBT has been implemented in the national VET system. She offered her own definition of CBT, in the Australian context and stated:

> Competency-based instruction is instruction based on precisely defined skills to be achieved to specified standards under specific conditions (Simons, 1997, p.8).

Further, Simons explained that the location for the delivery of CBT was more flexible and instructional processes took place in both on-job and off-job sites.

Smith and Keating (2003) argued that they found it difficult to obtain total agreement on the definition of CBT. They offered two 'fairly standard' definitions that had been used by the Australian Chamber of Commerce and Industry in 1992, and the Vocational Education and Employment Advisory Council (VEETAC, 1992, pp.5–8). They argued that the key positions in both definitions were: the focus of the training is on the outcome of the training; the outcome is measured against specified standards, not against other students; and the standards relate to industry. Measuring results in relation to meeting particular standards rather than in comparison to other students indicated a major change allowing each student to be assessed at their own pace. This presented a considerable challenge to TAFE teachers to reconsider their assessment techniques that included exams and tests set as a class activity. This would, in turn, impact on their teaching practice.

CBT has evolved since its introduction in the early 1990s. Smith and Keating (2003) argued that prior to competency based training there was no national consistency in the curriculum approaches in VET. They explained that the definition of CBT was now more extensive and continuing to grow. Up to the time of their study they found very few TAFE courses that were *not* written in a CBT format. They also acknowledged that the implementation of a CBT approach was complex because it necessitated changes in the way that the curriculum was written and that this impacted on the way teaching and training were delivered and the way in which students were assessed.

2.1.2 Negative impact of CBT

Earlier studies revealed some of the negative impact on TAFE teachers' practice. Simons (1997) argued that TAFE teachers felt excluded, less professional and less valued by the government directive to rewrite curriculum as modules in a calculated, atomised format. These modules provided a form of detailed lesson plans that, it was argued, could be delivered by trainers with a Certificate 1V Workplace Training and Assessment qualification who may not be specialised in the topic area. TAFE teachers were directed to complete the same certificate to enable them to teach in the workplace, regardless of whether they came from industry and had other teaching qualifications. There is anecdotal evidence, from the research location, that university qualifications, such as a Diploma of Education, were not considered

appropriate for workplace or simulated workplace training.

Clearly empathising with TAFE teachers, Simons (1997) implied that the introduction of CBT had negative impacts both on their status and professional practice that appears to reflect the Federal Government's negative perception of teachers in the vocational education and training sector. She argued:

> The impact and processes of implementing competency-based training from the perspective of the teacher – the human face of the implementation process – has long been neglected by bureaucrats and policy makers … Teachers felt little ownership over the products and hence no compulsion to implement them (Simons, 1997, p.8).

Simons also noted that TAFE teachers':

- felt a loss of autonomy because they were not involved in the development and evaluation of the national curriculum;
- felt that the curriculum products were defective in some way due to the separation of the role of writing the curriculum from the implementation of the curriculum;
- believed that the national curriculum was not up to industry standards, and challenged their professionalism;
- valued their close knowledge of what industry needs and their own level of expertise.

Simons further argued that the reform process had led to excessive government administration processes, and that inferior information about the reform process – noted later by McBeath (1999) – as well as the lack of time to implement changes, had been major barriers to effective communication. She further reported that there was considerable tension among the policy makers and researchers in regard to the implementation process of CBT and believed that teachers would react against some of the changes. She proposed that teachers might respond by modifying the modules in order to achieve the goal of improving learning opportunities for their students.

Arguing that the teachers' resistance to and responses against the CBT reforms were not necessarily negative, Simons (1997) cited Fullan (1991) as arguing that not all educational change produces positive outcomes and that the teacher may in fact be responding appropriately to what are seen as poorly considered changes. She reported that during her study, TAFE teachers' admitted to sometimes applying the former lock-step method (where students move together as they achieve learning) as well as giving students individual

attention as in a self paced situation, if the topic was deemed vital. In fact, she reported that one teacher inferred that to a certain extent, teachers had previously been student-centred.

2.1.3 Critics of CBT

The implementation of CBT has not been without its detractors. Opponents argued that education had now become subordinate to industry and that CBT was an out-dated behaviourist approach to education (Chappell, 1996). Critics argued that it was not appropriate to promote one method of vocational education and training practice to cover the wide and diverse range of study areas, providers, workplaces and learners that were covered by the Vocational Education and Training (VET) sector and that from a practical application, the difficulties were too large (Simons 1996; Choy, Imhoff & Blakeley, Queensland TAFE, Brisbane 1996).

2.2 National Training Packages

In 1992, the newly appointed Prime Minister, Paul Keating, spoke of his plans to take over the funding and control of TAFE, or start his own system. The then Premier of Victoria, Joan Kirner, suggested that representatives from industry, state governments and Federal Government should unite and equitably run a national TAFE system. The result was that in 1994 the Australian National Training Authority (ANTA) was established, arguably based on assumptions that not only would industry, state government and Federal Government work in unity but also that TAFE, regardless of location, would be administered equally.

Central to the literature search were a compilation of ANTA documents that were sourced directly from government departments from 1996 until 2004. These documents revealed dominant discourses and were the basis for gaining a greater understanding of the issues driving change in vocational education and training and future directions.

In 1996, ANTA formed the National Delivery taskforce, which produced a National Training Framework that included the Australian Quality Framework (AQF) and Training Packages. Each Training Package, managed by ANTA, consisted of a number of units of competence , (competency standards), and details on assessment to cover different areas of industry. There were instructions on how certain units of competence could be packaged together to form categories of qualifications. These packages were written with a focus on workplace delivery that could take place in a simulated workplace environment or on-the-job, or a mixture of

both. By the early 2000s the quality of the standards were presented as the Australian Quality Training Framework (AQTF). These revised standards provided a method of regulating the national VET system. The AQTF continues to be modified and the current, revised version of the framework, the AQTF 2007, became effective from 1st July 2007. The Australian Chamber of Commerce and Industry (ACCI) state that central to the revised AQTF 2007 is the change to an outcomes-based approach whereas its predecessor was more out-put based (ACCI, 2008, p.130).

The Training Packages provided a structure for a defined market in national education and training systems. They further enhanced the quality of the national VET system and increased the portability of skills across state and territory borders. Embedded in the National Training Packages was the philosophy that individuals would be more responsible for their education and training (ANTA, 1996b).

Noonan (2001) stated that whilst working for ANTA and being given responsibility for the introduction of the Australian Recognition Framework, National Training Packages and the New Apprenticeship reforms, he was concerned about the possibility of difficulties arising from 'poor implementation arrangements' made by the education and training organizations affected by the change to National Training Packages. He later discovered that problems had occurred and speculated that this had happened because there was a lack of ability to properly interpret the standards. Arguably, Noonan appears to refer to a lack of professional development specifically intended to disseminate information in regard to interpreting the government's expectations of the correct implementation process.
He contended:

> The investment in new registration and audit arrangements will be pointless unless there is a complementary investment in building provider capacity and in enhancing the professional skills of VET staff (Noonan, 2001, p.4).

2.2.1 Negative impact of the National Training Packages

During the late 1990s there were growing reports that teachers saw the change to a flexible delivery approach, embedded in the National Training Packages, as an attack on their professionalism and a cost cutting exercise that would see them replaced with new technologies. It was argued that the TAFE teacher had been 'de-professionalised' (Seddon, 1997), 're-professionalised' (Billett 1998; VLESC 2002) and marginalised (Boorman, 2001).

The Victorian TAFE Association (VTA, 2001) argued that the changes were 'anti-professional'. An investigation implemented by OTTE (2003), and published in their report *Have Your Say,* revealed that many teachers 'expressed the view that they had lost their identity as a profession' (p.34). An extensive study of TAFE teachers' viewpoints had not been sought since 1992 (OTTE, 2003).

2.2.2 National Training Packages and work-based learning (WBL)

By 1997, ANTA emphasised the need to deliver the National Training Packages with a more flexible approach. The directive was to allow clients more flexible choices about when, where and how they would learn. It was expected that this would increase work-based learning (WBL) and the possibility of online learning (ANTA,1997). Underpinning the implementation of the National Training Framework was a staff development program titled *Framing the Future* and central to this was the concept of WBL. Since late 1990, WBL had been the major staff development methodology funded and promoted across the VET system. In 2001, the program was renamed *Reframing the Future* (ANTA, 2000).

2.2.3 National Training Packages and changes to teaching practice

ANTA (1997a, p.7) implied the need for teachers to change their teaching practices from teacher-centred to student/client-centred whilst apparently assuming that this was not the case. Further, it appeared that ANTA believed that providers were not only ready and willing to accept this ideological and pedagogical shift but were also capable of transforming their educational community.

During the late 1990s, the new National Training Packages resulted in major changes to traditional teaching roles and teaching practice. Teachers were directed to change their focus to the individual student, respond to students' preferred learning styles and offer flexible learning choices of where and when they would be assessed. Teachers were expected to have the ability to fast-track students that showed an early achievement of competencies and assess on demand.

Clearly, the role of teacher has dramatically changed from one of being seen as the traditional, primary source of knowledge to the more complex role of manager of learning and facilitator of change. The role of the TAFE teacher has become more multifaceted since the Kangan era.

However, rather than being perceived by the teachers as a positive addition in their evolving role, researchers (Seddon 1997; Billett 1998; VLSC 2002) noted that teachers perceived a considerable range of negative impact on their professional status.

2.2.4 National Training Packages and the global market place

The implementation of the government policies on vocational education and training reform revealed issues related to varying definitions and applications of key ideas such as: globalisation; flexible delivery/flexible learning; work-based learning; learning styles; lifelong learning; knowledge-economy; information-economy; and an innovative economy (ANTA, 1996). Although in the 1980s the Federal Government had published documents that made references to a global market place, the concept of globalisation appeared to have simply been a term that referred to a process related to international trade influenced by time and space. By the late 1990s, the definition had clearly become more complex (ANTA 1996; 1999). Cole (1998) reported that the term 'globalisation' had been used in a variety of ways. It had been used to refer to the global movement of capital, as an ideology to justify the political agenda of the new Labor Government, and it had been added to the rhetoric of political speeches, newspapers and union meetings. Arguably, there was a need for the government use and application of the term 'globalisation' and other key ideas to be disseminated and understood by all stakeholders within vocational education and training. Perhaps this knowledge would lead to a greater and shared understanding of the need to have the national training packages and influence the way they are implemented. Particular professional development for vocational education and training teachers has the potential to achieve this.

2.2.5. National Training Packages and implementing a flexible delivery approach

Whilst ANTA argued that there was a need to apply a flexible delivery approach in order to meet the Federal Government's largely national and international economic agenda, Nunan (1996) argued that there were wider implications for society:

> Whilst part of the framework for flexible delivery may be borrowed from economics there are progressive interpretations of flexible learning which are structured around competing social and humanist values which have educational expression through concepts such as constructivism, open education, student-centred learning lifelong learning, deep learning, and accessible learning structures (Nunan, 1996, p.1).

In 1996, the Australian Government published its interpretation of flexible delivery with the apparent assumption that members of the national VET sector would accept and apply their meaning without question and without changes to suit their own specific needs. They stated:

> Flexible delivery is an approach rather than a system or technique; it is based on the skill needs and delivery requirements of clients, not on the interests of trainers or providers; it gives clients as much control as possible over what and where and how they learn; it commonly uses the delivery methods of distance education and the facilities of technology; it changes the role of trainer from a source of knowledge to a manager of learning and a facilitator (ANTA, 1996d, p.11).

Clearly, the change to a marketing discourse such as 'delivery' rather than 'teaching' and 'clients' rather than 'students', now encompassed the role of the TAFE teacher who had now become a 'manager of learning'. The teacher or trainer was now expected to ease the learner into gaining the necessary skills and knowledge. This highlighted a major change from teacher-centred education and training to student-centred education and training.

By the late 1990s there was some concern that the term 'flexible delivery' was not clearly understood. ANTA (1996) acknowledged that there was some confusion about a precise definition of the term. They stated their expectation that their interpretation of the term would be used nationally. This was to reduce the possibility of the concept of flexible delivery being redefined to satisfy certain trainers, or providers of vocational education and training. ANTA defined the characteristics of a flexible approach as: placing control on the demand side of training where clients determine the content, sequence, time, place and method of learning; the provision of appropriate information systems; the provision of appropriate learning support systems; the provision of appropriate learning management systems; and flexible assessment processes (ANTA, 1996).

Chris Horton (1999), an inaugural ANTA Fellow within the Flexible Delivery Fellowship program, reported his own, profound concern for the variety of interpretations of 'flexible delivery'. He believed that the definitions were capable of 'being ambiguous, obscure, selective and ideological' (p.46). Horton cited the ANTA (1997a) report as successfully tackling the dichotomy of delivery and learning, saying:

> The term 'flexible' delivery encompasses two discrete developments in VET: firstly, the demands by industry and enterprises for greater flexibility in the delivery of training, and secondly, the demands for a more student-centred approach to teaching and learning (ANTA, 1997a, p.7).

Horton (1999) offered his own definitions of 'flexible learning' and 'flexible delivery'. He suggested that: *flexible learning* provides choice for learners with regard to the structure and pace of their program of study, learning and assessment modes, [and] place, time of learning activities, [and]:

> *flexible delivery* refers to the way in which organisations respond to the expressed needs of both learners and their employers in organising and managing VET activities. The range of this flexibility is determined by the available options and combinations of learning interaction, whether face- to-face or at a distance, the mix of learning resources, the level of self- direction and teacher facilitation, and the communication and information technologies that support these options on and off campus (Horton, 1999, p.46).

However, he contended that certain elements of explanation are missing when he admitted:

> a definition of flexible delivery needs also to recognise the meaning and intention of flexible learning. It must also emphasise that what is being sought is to enhance the features of both learning and its delivery systems, to increase options and flexibility, not just substitute one mode or option for another, except through learner consultation and choice (Horton, 1999, p46).

Much of the literature on 'flexible delivery' and 'flexible learning' demonstrated that the two terms were contested territory and showed major concerns for the negative responses to the mandatory implementation of the flexible delivery/flexible learning approach.

There was substantial concern voiced about assumptions of readiness for the changes. These assumptions not only included an apparent willingness to gain new technological skills but also the accessibility of computers and other technological equipment (Baron, Thiele, & Heinze 1995; Calder, McCollum, Morgan & Thorpe 1995; Hampton 1997; The University of Western Australia 1997; The University of Wollongong 1997; Boote 1998; Tickell 1998; McNickle 1999; Smith 1999). Calder (1995) argued that the role of teacher was now far more complex and should include the skills of motivator and initiator of action. Possibly, there were assumptions that the TAFE teacher had received notice of the need to acquire or display these new skills.

2.2.6 Lack of dissemination of information of the National Training Packages

McBeath (1991) argued that while it was not an easy process, her literature research supported the argument for an improved dissemination of information in relation to the National

Training Packages. She believed that dissemination tactics that may have facilitated acceptance of the Australian national training reform agenda were neglected. This was echoed by ANTA (2003a) who acknowledged that teachers would benefit from improved sources of information that would help them to understand the changes to teaching and learning across the VET sector and further suggested that an understanding of the changes needed to be also developed at the industry level.

2.2.7 National Training Packages and teacher input

Since the late 1990s teachers within the VET system had been directed by their education organisation to implement new programs that arrived as *National Training Packages* that were written as competency based learning outcomes and national standards that were controlled by ANTA, without any contribution from teachers. Brown, Seddon, Angus and Rushbrook (1996) argued that the changes to the national agenda in VET were not only government interference in education but also rendered TAFE teachers directly accountable to the government.

Brown et al (1996) noted a paradox in the implementation of the national standards that appeared to restrict teacher input. They argued that the new programs allowed for individual teacher input. Teachers were able to enrich the Training Package by customising it. ANTA (2000a.) clearly signalled this ability as its most valued teacher/trainer criterion, noting:

> The key to the successful application of Training Packages in any learning environment is the ability of the teacher/trainer to develop customised learning strategies within the framework of competencies and assessment that the Packages provide (ANTA, 2000a, p.3).

2.3 Lifelong learning

The Federal Governments' national plan for the VET system for the 1990s was framed in terms of the need for continued learning for life or lifelong learning. Lifelong learning was adopted as the key organising concept in the education and training programs of OECD (1996) and UNESCO (1996). In 1996, OECD ministers adopted the common goal of lifelong learning for all. They argued that as knowledge-based societies increased, there was a need for higher-level competencies for all members of society. Their message was that the development of individual competencies continued after the individual entered the workforce and unequal access to early education adversely affected employment, the amount a person could earn, and their place in society. OECD (1998a) acknowledged that Australia was one

country where discussions on lifelong learning emphasised skills training and retraining to improve employability and economic competitiveness.

In 1999 ANTA declared acceptance of the need for all Australians to develop a fondness for learning throughout one's life, or lifelong learning, claiming:

> In Australia, we are rediscovering the power and importance of learning. In fact there is a growing national and international acceptance consensus that a love of learning by a country's people will be the key to prosperity in the new millennium (ANTA, 1999, p.18).

However, they further added what could be interpreted as both a simplistic philosophy on lifelong learning and a veiled directive with their inclusion of 'must' in the following statement:

> Today's and tomorrow's workers must never stop learning: learning is not just for children and young adults: it is lifelong. Only lifelong learning can guarantee that individual Australians will be prepared for change … [and] only lifelong learning can guarantee our standard of living. Australia's international competitiveness depends on a well-educated workforce (ANTA, 1999, p.18).

ANTA reaffirmed their stance on lifelong learning when they revealed their expectations that teachers would encourage students to develop an attitude of wanting to learn for life and for themselves to be skilled in the use of flexible modes of teaching using the new technologies as well as educational and business management skills (ANTA, 2004).

However, not everyone perceived the acceptance and implementation of a philosophy of lifelong learning as a panacea for improving the standard of living. John Field, Professor of Lifelong Learning at England's University of Warwick, declared his mixed feelings when he commented:

> Lifelong learning is not a political fad or intellectual fashion – or rather it is not only those things – but also an observable part of the world as we live it. However, as well as offering us an attractive vision of sustainable prosperity, a knowledgeable citizenry and civilised government, the shift towards a learning society has brought about a number of potential problems (Field, 1998, p.2).

Field argued that there would be difficulties related to what is learned, who the learners would be and the results of learning. He showed concern that lifelong learning could legitimise repressive socio-economic divisions. Also critiquing lifelong learning, Waterhouse (2002) recognised this negative side of lifelong learning and argued that in order to protect society

from this new type of oppression 'the policy agenda must recognise the reality of lived experience for the diverse 'target' constituencies of the policy (Waterhouse, 2002, p.130).

Danish academic Olesen (n.d.) identified two distinctly ominous processes associated with lifelong learning when he warned:

> The first is an institutionalizing process, adding schools for adults to the schools for children and adolescents, which continues a basic trend in modernization – institution building … [and] The second is a de-institutionalizing process, broadening the concept of learning beyond the boundaries of school. The emphasis on learning rather than education has lately sometimes been seen as an educational drawback – and sometimes it also is part of a neo-conservative dismantling of welfare policies [and] it may also be integrated in a critique of the illusionary expectations that are put on institutional education, both in terms of efficiency and in terms of their emancipatory potential (n.d, p.2).

He argued that educational institutions had ways of organising knowledge and also blocking knowledge through the interrelationship between institutions, knowledge and power.

2.4 The Australian economy and TAFE

The OECD (1996b) defined an economy that relies on a knowledge base as a knowledge-based economy: a conceptual framework that refers to the increased availability of greater amounts of quality knowledge being produced, distributed and used to assist with the growth in the economic status of a country. Information and communication technologies, particularly the Internet, have broken down many barriers to accessing knowledge and there was increased use of the Internet in Australia (Australian Bureau of Statistics, 2000). This situation had led to the creation of a knowledge-based society, sometimes referred to as an information-based society. The production, distribution and use of knowledge had subsequently been directly applied to the economy. Growth in technology resulted in new and innovative products and services that could profoundly change the nature of the way we live and work and implied a need for employing higher-skilled employees who had been trained and educated by people with skills and knowledge relevant to what was needed to be produced and offered (Drucker 1994).

The Federal Government acknowledged that teachers in the VET sector are knowledge workers and perhaps inferred that they were capable of being innovative when they

successfully manage work whilst acquiring new skills and knowledge through research (DEST, 2006). In the vocational education and training context, innovation can be achieved by adapting an idea, technique, technology or process into an improved product, service or process that can be used to meet the needs of clients.

ANTA warned that innovation in teaching can be inhibited by many factors such as: managers who disregard pressures from clients for innovative delivery; overlooking the worth of staff (social capital); and their practitioner knowledge and skills; lack of resources; inability to adapt innovative ideas into innovative services; and the constraints of compliance in the VET system (ANTA, 2000).

In February 2000, the National Innovation Summit was held in Melbourne to discuss innovation in Australia. A final report *Innovation: Unlocking the Future (2000)* also referred to as the *Miles Report*, made a number of recommendations about government and business funding and increasing the measurement of innovative activity. In January 2001, the Federal Government released a report *Backing Australia's Ability*. This report confirmed its strategy to support innovation and improve Australia's global competitiveness, economic success and societal well-being (Commonwealth of Australia, 2001).

Another important perspective on the changes to vocational education and training in Australia is documented by the Australian Education Union (2000). The union acknowledged that TAFE had changed over the 1990s and described the reform process as a revolution that had a series of extremely negative effects on TAFE teachers. It argued that the growth of tendering out and funding pressures as the key features of the TAFE reform process had led to increased workloads, increased pace of work and the increased casual employment status of the national workforce. TAFE teachers could no longer be certain of permanency in their employment and had to accept sessional work and/or short-term contracts. The result had been an increase in female teachers who were more willing to take fewer hours and no work over the traditional Christmas period because it fitted in with family life with young children (AEU 2000). The AEU (2001) identified funding cuts and constant change or restructure as having the 'most impact on the work of TAFE teachers' (AEU, 2001, p.1).

2.5 Management in TAFE

In 1996, Douglas Mawson Institute of TAFE explained in the *Karpin Report* that TAFE had a proven ability to provide role models of 'best practice' through the development of senior TAFE managers. This led to TAFE being seen as the most suitable provider of management development courses. The report was written as a direct result of a Federal Government initiative to improve business dealings in the Asia Pacific area. The report was primarily aimed at showing management level personnel how to deal more successfully in enterprises involving the Asia Pacific area.

Schön (1996) argued that the use, or 'institutionalisation' of signs of change, reflected a level of acceptance of the change. The TAFE teachers of this research location were now expected to add a marketing discourse genre to their everyday practice as well as endure the influence of the implementation of a market ideology on their TAFE hierarchical structure. During the late 1990s the former Principal, Vice-Principal and Head Teachers of this particular TAFE organization became Director, Head of Department and Program Managers. Arguably, TAFE teachers were being asked to change the ideology and culture of the institution by changing their identity and way of thinking. TAFE teachers were being transformed from educators in a learning institution, to a team of managed employees in a business that marketed 'education and training'. There was an apparent government supposition that all members of the education and training institution would accept changes to the management structure. Arguably, as education and training are managed in Australia as a valuable business asset in the education market, it can be said that management within this particular TAFE context is hierarchical, 'corporate management'.

Taylor, Rizvi, Lingard and Henry (1997) referred to Wilenski (1986, 1988) as being the key intellectual originator of the concept of corporate management of Australia. They claimed that Wilenski:

> … formulated a Labourite version of public sector restructuring aimed at achieving greater efficiency and effectiveness of government policy delivery, while at the same time retaining Labour's commitment to social justice and democratic participation. (Wilenski,1988, p.82).

In exploring the changing nature of leadership Taylor et al (1997) also referred to Yeatman (1987) as suggesting that corporate managerialism is about 'doing more with less (efficiency)', focusing on outcomes and results (effectiveness)' and 'managing change better'

(Yeatman, 1987, p.341). Taylor et al (1997) described how the concept of corporate
managerialism had been adopted by the Federal Government both to its own activities and its
agents responsible for managing education and training policies. They claimed that:

> Australia has been restructured by corporate managerialism, a concept
> used to describe the ways in which the state and its agencies are now
> expected to manage change and deliver policy outcomes more cheaply
> (Taylor, Rizvi, Lingard and Henry, 1997, p.81).

Further, Taylor et al (1997) drew on the work of Bush (1986; 1995; 1999; 2003) who
consistently argued that educational management should be primarily focused on the intent of
educational values and warned of the negative effects of managerialism. He reported that
managerialism focused on procedures to the detriment of the intent of educational values
(Bush, 2003, pp.37-38).

Taylor et al (1997) cited Bush (1995) as arguing that research had indicated that no single,
educational management model could be applied in order to understand and manage
educational establishments. Bush classified the main educational management theories into
six models: formal; collegial; political; subjective; ambiguity and cultural. He believed that
within the formal model were five theories: structural; systems; bureaucratic; rational; and
hierarchical and that these various theories suggested how people 'ought' to behave and
formed the basis of educational reform. Levacic (1999, p.15) argued that formal models of
educational management had major limitations. Adapted from Levacic is the following list of
these restrictions:

- vague general goals and difficulties in gauging if objectives had been achieved;
  decisions were possibly irrational rather than carefully considered;
- the total focus was on the organisation;
- contributions by individuals were under-valued or disregarded;
- there was an awareness that top-down management was central to the management style
  of the institution and this awareness resulted in tension between the conflicting needs
  and wants of the professionals and the management hierarchy;
- a belief that management had the competence to manage because management had been
  appointed on merit;
- there were assumptions that the organisational structure was relatively stable.

The Victorian Government report titled *TAFE Development: A Guide for TAFE managers.
The changing nature of the TAFE workforce* (OTTE, 2001), revealed deep concern with
TAFE managers. The report was based on extensive research both locally and overseas and
their findings acknowledged that there were concerns about the management of TAFE
teachers. They strongly believed that TAFE managers should change the way they directed

TAFE teachers. This concern was also implied in a later research project implemented by NCVER (2004). The government believed TAFE managers should lead and facilitate development, but advised managers to be more careful with their management style. The report concluded that staff development might lead to a sense of empowerment by the employee and this could then precipitate a dispute between management and the employee.

The report further suggested that managers collaborate with all teaching and non-teaching staff to identify, plan, implement and evaluate on-going professional learning. This involved identifying goals for the individual and the organisation in order to keep up with the rapid changes in education, technology and the economy. However OTTE (2001) found that there was no evidence of a shared understanding of the factors that influenced the provision of staff training and development and, because there was also very little evidence of recent action based on enterprise-based staff training and development, there was clearly a need to publish a guide for a consistent approach to staff training for TAFE managers.

The Victoria Government admitted finding evidence of an entrenched corporate management style in TAFE. It strongly recommended that managers look at their own learning styles and the factors that facilitated or inhibited their learning, and by doing so consequently reach a greater understanding of the diverse nature of learning styles and to recognise the multiple ways to learn and develop both within and outside the workplace (OTTE, 2001). The report noted that the philosophy and personal style of managers had a direct influence on the culture of the working environment and teachers' responses to change. The report acknowledged that the work of teachers in the vocational education and Training (VET) sector had increased and branched out, and although there had been professional development to assist with new work practices, there had not been sufficient professional development to meet all individual and or organisational needs.

The investigation found that both the TAFE institute and individuals would benefit from supporting managers to design staff development that built on the skills and knowledge of employees. The report proposed that older, more experienced TAFE teachers might become mentors and coaches for newer staff and help them to adjust to the TAFE environment. At the same time, the mentors would be learning about the current state of the industry from the new TAFE staff rather than taking costly time-out in industry. The report further argued that with

the aging TAFE teacher population and possible *en masse* retirement in the very near future there was a very real concern of not having enough suitable staff to teach in TAFE.

This comprehensive report (OTTE, 2001) offered valuable staff and professional development guidelines for TAFE management. However, the extensive use of qualitative and quantitative methods of data collection aimed at a variety of TAFE personnel across a range of organisations did not include an in-depth study of a group of individual TAFE teachers within a TAFE department community. Neither did the report reveal the teachers' perceptions and feelings about their own professional development. This research sought to fill this gap.

2.6 The criteria to be a TAFE teacher in the 21st century

There was evidence of an expectation of revitalisation and transformation for the role of TAFE teacher in the 21st century. NCVER (2001) reported that generally, the profile of VET employees was 'one of a very diversified workforce, where shifts are occurring in terms of such important work factors as employment patterns, required qualifications, field of study, training market competition and nature of delivery' (p.411). It stated that VET sector staff would probably confront a number of significant issues during the first 'five to seven years' of the 21st century (p.vii). It argued that the most serious were: 'operating in a competitive market, keeping up to date with the changes in VET, flexible delivery, understanding and working with training packages, and using technology' (p.vii). NCVER (2001) stated that they believed 'Only about half of the current VET staff were considered to possess the necessary attributes, skills, knowledge and capabilities needed to meet these challenges' (p.vii).

Seemingly, this statement is not supported by current research findings. It is not congruent with statistics reported by NCVER (2000) that showed that the Australian population favoured TAFE. Schofield (1999) and the Victorian TAFE Association (VTA, 2003) offered extremely positive findings about TAFE and TAFE outcomes. It could be argued that the apparently negative perception of the VET sector (NCVER, 2001, p.vii) was about learning institutions other than TAFE. These included private providers that form part of the whole VET sector.

In August 2001, the Victorian TAFE Association (VTA) sponsored an event titled *Future of the TAFE Workforce Search Forum.* The Forum argued for the 'renewal' (p.14) of TAFE teachers and stated 'in the future, TAFE employees would, broadly speaking, need to be:

- Staff with technical and professional skills needed to lift the quality of TAFE teaching and learning and who are empowered to be innovative and respond flexibly to community, enterprise and individual demand;
- Staff with the ability to work positively with diversity and continuous change, to innovate, solve problems as they arise and achieve tangible results along the way;
- Staff capable of working together in cross-functional, cross-hierarchical groups for open exchange of information and development of solutions' (VTA, 2001, p.15).

In 2001, the Federal Government continued to assert the need for TAFE teachers to remain competitive in their delivery of vocational education and training. The government publication *The Australian Flexible Learning Framework for the National Vocational education and Training System 2000–2004,* clearly affirmed its mission to help industries and citizens to move rapidly into the information economy and become global leaders in applying new technologies by 2004. The authors revealed that the new framework was based on their understanding that a successful market economy could only be achieved if the governments of all states and territories encouraged competition in the education and training market.

In July 2002, the Institute Workforce Working Party from OTTE, issued a paper titled *From responsive to leading edge: transformation of the Victorian Institute workforce.* This paper argued that future education and training personnel needed more than 'basic competence' (p.5) and stated:

> For the education and training workforce this means energetic pursuit of quality beyond regulatory requirements and renewed interest in broadly based educative practice. Capability – the ability to meet and tackle unfamiliar problems – must become a feature of the TAFE workforce … [and] The institute workforce needs to begin operating as an innovation economy workforce now because it can best contribute by skilling the wider workforce by modelling and leading, not by responding to change. In workforce terms, responsiveness is no longer what is needed: we now need a leading edge' (p.5).

Earlier, OTTE (2001) affirmed their belief that the information possessed by TAFE teachers was a valuable, intangible asset that would grow in importance. It would seem that they also believed that TAFE was capable of taking the lead in transforming the workforce.

Clearly, the improvement of the status of the TAFE teacher in the 21st century is a main concern for the VTA. Its report titled *VET Educators Careers and Job Classifications* (VTA,

2000), argued that in the integrated VET system in which TAFE is one provider, 'TAFE staff need to become professional educators, rather than teachers' (p.26). The report further stated 'Importantly, the professional concept of 'doing the job' rather than an hours-based approach would be the dominant criterion for all levels of the Professional Education classification' (p.29). The career classifications were published as: VET Teacher; Professional Educator; Industrial Skills Instructor and VET Trainer.

The VTA (2002) cited the Ministerial Statement from the Minister for Education and Training, Lynne Kosky (Kosky, 2002). This document revealed that future TAFE teachers would need expertise in eighteen specific criteria to meet the demands of an ideology based on economic, social and community development. The Minister considered that future TAFE teachers would need to be able to:

- further develop and manage new relationships and partnerships with communities, industries, businesses and other educational institutions;

- trial new initiatives in innovation, emerging skills and industries;

- design training services for small to medium sized enterprises;

- create, adjust to and innovate change;

- increase investment from the private sector in TAFE;

- promote safe, healthy community environments and active and inclusive networks at regional, state, national and international levels;

- respond in a flexible way to clients' needs;

- provide high quality training products and quality assurance systems;

- develop new and better-articulated TAFE products and qualifications;

- work as teams;

- lead knowledge creation and innovation;

- apply existing knowledge in new ways;

- make lifelong learning a reality;

- make successful submissions for government funding;

- be recognised as education and training leaders;

- have a positive attitude towards learning and the ability to learn;

- shift between modes of employment;

- operate via flexible accountability mechanisms (VTA, 2002, p.16).

Kosky (2002) further advised that:

> Clearly, the skill sets required by Institutes in the future will
> necessitate changes to their staff recruitment and retention strategies
> as well as to their classification structures (Kosky, 2002, p.16).

In June 2003, ANTA stated its preference for VET practitioners, including TAFE teachers, to knowingly take on the roles of: learning manager; facilitator; mediator; broker; and strategist in order that they become 'innovators' who could adapt an idea, a process or technology in order to meet the needs of clients (ANTA, 2003). In the context of their profession, TAFE teachers were urged to be knowledge managers in a knowledge economy (VTA, 2001; Kosky, 2002; ANTA, 2003). ANTA (2003) defined knowledge management as the creation, development and sharing of knowledge in an organisation and argued that extensive knowledge management was necessary to implement the National Training Framework and the National Training Packages.

In its report *Australian Training Report* (2003) ANTA's ministerial council (MINCO) stressed the importance of teachers learning to liaise with businesses at a local level in order to develop and sustain 'partnerships' and to know how to deal with older workers and help them to achieve improved training outcomes. The report identified the need for the VET teacher to apply quality customer service and this approach was supported by a new national complaints policy *National Code of Good Practice for Responding to Complaints about VET Quality* (ANTA, 2004).

The Australian Flexible Learning Framework (2004) reasserted an earlier declaration in their publication *Your future, your choice: Flexible learning futures* (2003) stating 'VET is about helping people get a job or get ahead, helping Australian businesses become more competitive, and helping communities become more successful' (p.5). This report affirmed 'The challenge for ANTA and the providers of vocational education and training is to expand staff engagement in the innovative processes required to create improved training and learning experience for VET customers – trainees, employees, businesses and communities' (p.5).

2.7 The importance of TAFE teachers to quality education

In March 2001, the VTA published a discussion paper, which cited two major international education research projects that clearly identified the importance of teachers to quality education. The first project, initiated by the United Nations Educational, Scientific and Cultural Organisation (UNESCO), resulted in a report *Learning: The Treasure Within.* This report proposed that teachers 'are instrumental in the development of attitudes – positive or negative - to learning. Good teachers create life-long learners'. The second research project was initiated by the Organisation for Economic Co-operation and Development (OECD). Its report, titled *Quality in Teaching*, also confirmed the vital role for teachers are 'promoting student achievement' (OECD, 1996, p.8).

In 2001, a research project *What makes a great teacher? Attributes of excellence in VET,* revealed the skills, knowledge and characteristics necessary for VET teachers to be regarded as effective and outstanding. The research was conducted in a large, rural TAFE institute. Management of this TAFE institute was asked to nominate teachers who they felt could be described as 'expert' or 'excellent' and/or 'someone who has the skills and knowledge to be able to assist beginning teachers in their practice' (p.13). When questioned about being an 'expert' the nominated TAFE teachers' considered themselves to be confident but 'certainly not expert' (p.42). The study was motivated by the need to investigate the knowledge and skills that expert TAFE teachers draw upon in order to do their work effectively (TAFE NSW, North Coast Institute; NSW Department of Education, 2001, p.11).

The investigation acknowledged that the Australian VET sector has had to participate in enormous change since 1990. They further accepted that the work of teachers and trainers had become more complex and demanding as they confronted issues in a competitive training market such as CBT and assessment, flexible learning, workplace learning and assessment, new technologies and changes from traditional teaching to facilitating learning.

The report revealed 'excellence in VET teaching extends far beyond competence in a set of practical skills' (p.1). The results were categorised into: learner focus; technical knowledge and currency; expertise in teaching and learning methodologies; personal beliefs, values and attributes; and influences on teacher development. The paper contended that not only was there a strong emphasis on 'learner focus' but it was also a recurrent theme. Results for the

'learner focus' category revealed that the TAFE teachers' felt a strong sense of empathy and respect for their students and that examination of their teaching practices showed that it was not mere rhetoric. The research concurred with Smith (1997) that teachers adjust their teaching environment and teaching practice to match not only learning styles but also stages of learning.

An investigation into 'technical knowledge and currency' showed that whilst the TAFE teachers' acknowledged that this was essential, it was not enough. They maintained that it had to be accompanied by 'passion' or 'enthusiasm' for the teacher to be truly effective (p.28). The TAFE teachers' believed that familiarity with the content of their area gave them confidence and credibility. There appeared to be a strong emphasis that the teacher needed to link learning and theory with the real world. This was an important point for adult learners (Knowles, 1984). The participants emphasised that it was necessary to be committed to 'professional renewal' and to stay up-to-date with the 'reality of the workplace' (p.29). They acknowledged that it was not easy but they valued maintaining their credibility by reading trade and professional journals, studying industry information on current trends and accessing the Internet.

Exploring the teachers' 'expertise in teaching and learning methodologies' illustrated the notion that 'Good teachers carry with them resources which enable them to respond readily to variations in learners, curriculum or situation' (TAFE NSW et al, 2001, p.29). The researchers contended that the data revealed a significant consistency and depth of response for them to infer that the core of the identity of a VET teacher is their knowledge and ability to facilitate learning.

It was clear to the researchers that the nominated TAFE teachers displayed a profound level of experience and knowledge aligned with an enthusiasm to reflect on their practice and a willingness to try new teaching and learning strategies. The teachers further identified the processes of teaching and learning as being related to 'three major areas: using appropriate resources and strategies; organising and structuring learning; and applying theories about learning' (TAFE NSW et al, 2001, p.30).

The investigation showed that the most noticeable characteristic of the teachers was the TAFE teacher's ability and self-confidence to 'draw on' a 'bag full of techniques' as well as to

demonstrate flexibility in responding to students' needs (p.30). Although it was noted that the TAFE teachers believed that 'flexibility had developed with experience', there was no apparent discussion of how this skill had been gained. However, the teachers added that new TAFE teachers appeared to lack this attribute and kept firmly to a particular teaching strategy, even if there was evidence that it was not appropriate.

The findings demonstrated that the study group of TAFE teachers clearly expressed the need for learning to be thorough in regard to preparation and planning, assessment and feedback and when implementing the national curriculum. One teacher stated 'A good teacher can breathe life into a syllabus or training package – sequence it in ways that make sense, weave in the necessary underpinning knowledge' (p.31). In regard to their own subject matter, the TAFE teachers expressed the need to integrate theory with practice and to aim for activities that were authentic and relevant to the real world of work. The report did not reveal whether this philosophy, usually associated with Knowles (1984) and adult learning theory, was a reflection of the TAFE teachers' own studies into adult education and/or based on experience.

The study also demonstrated that TAFE teachers encouraged students to take responsibility for their own learning and actively encouraged them to think independently. The fourth category, 'personal beliefs, values and attributes' was included to show that the TAFE teacher participants seemed to share 'a number of significant beliefs, values and attributes' (p.34). These were: communication skills that develop a rapport; enthusiasm for making it easy to learn; and a dedication to professional and personal development as a TAFE teacher. Perhaps there is an important link here with Donald Goleman's (1995) argument that the measure of 'Emotional Quotient' (EQ) might gain a higher recognition than the measure of intelligence (IQ).

The investigation revealed a category of findings titled 'influences on teacher development'. These findings identified diverse opinions on the value of formal teacher education programs. Most of the TAFE teacher participants felt that their Diploma of Education and Graduate Diploma could have been more appropriate for meeting their needs as new teachers by adding a psychology component in order to enhance their teaching skills. The teachers identified an extensive range of learning theories that were being applied within their current practice.

Further, it was revealed that the TAFE teachers were enthusiastic about the benefits of observing examples of 'best practice', reflecting on practice, mentoring, regular evaluation, appropriate professional development and being part of an educational environment that valued the discussion of educational issues.

The findings of the TAFE NSW, North Coast Institute; NSW Department of Education (2001) study showed that the participants often automatically reflected on their teaching sessions and that at their current career stage they were looking for professional development that was appropriate to their own needs as a TAFE teacher. The project also revealed that there was strong evidence of self-determined professional development. The TAFE teachers judged that they were 'in the best position' (p.4) to evaluate their emerging needs. Whilst this research was focused on only one TAFE institute it uncovered the skills, knowledge and characteristics necessary for VET teachers to be regarded as effective and outstanding and provided a bench mark in which to compare the TAFE teachers of this research project that aimed to allow 15 TAFE teachers to share their viewpoints and goals related to their own professional development needs.

Part 3: The TAFE Teacher and professional development

2.8 Defining teacher expertise: professional practice; professional performance; and professional development

Is the TAFE teacher a professional? Goode (1969) argued that the term 'professional' was inaccurately used in popular language and that

> .. many aspiring occupations and semi-professionals will never become
> professional in the usual sense: they will never reach the levels of knowledge
> and dedication to service the society considers necessary for a profession (p.276).

In order to teach in a TAFE organisation, the government has specific entry requirements. The aspiring TAFE teacher must achieve government accredited qualifications that are necessary at the time of application and receive the relevant documentation. With the establishment of the TAFE Development Centre in 2005, and their stated mission to raise the professional status of the whole Victorian TAFE workforce, the term 'professional' may be accurately applied to TAFE teachers.

The literature search revealed three interchangeable terms used to describe teacher expertise, or the use of one's knowledge in the teaching profession. These were; professional practice; professional performance; and professional development. ANTA (2004) published their definition and broad criteria for professional practice:

> Professional practice includes expert knowledge of the field, a deep understanding of underlying principles, accumulated experience in the practice of the profession, a familiarity with recent advances in the professional knowledge base, and mastery of the best available techniques and tools (p.7).

This contrasted considerably with the prescriptive list of criteria (see p.28) communicated by the Victorian Minister for Education and Training, Lynne Kosky (2002). However, in the context of the VET sector, ANTA had earlier selected two terms that had distinct interpretations and applications for the development of teachers: staff development and professional development (OTTE, 1997 in PETE, 2000, p.2). They reported:

> staff development means 'work-related purposeful learning for individuals and groups, which is negotiated and *sponsored by the employer* (authors' emphasis*)* organization (OTTE, 1997 in PETE, 2000, p.2).

Further they suggested that professional development referred to activities selected by the teacher:

> This is in contrast to other development activities undertaken on the initiative of the individual and *sponsored by the individual* (authors emphasis). For instance, a VET staff member enrolling in a postgraduate course such as a Masters in Education is an example of the individual investing in his or her own professional development (OTFE, 1997 in PETE, 2000, p.4).

Nevertheless, in a 2000 report *A new model of work-based learning in the VET sector,* ANTA acknowledged that within the VET sector the terms 'staff development' and 'professional development' were used interchangeably. For the purposes of this research the two terms were also interchangeable. The data for this research did reveal evidence of this practice.

Conceivably, having become a professional engaged in professional practice, there is an inherent assumption that to maintain the status of being a professional the individual will purposefully seek ways to continue to develop and grow in their particular area of professional practice. From an American perspective, it would seem that central to the purpose of professional development was for teachers to improve student learning. The U.S. Department of Education's Professional Development Team (1994) argued:

> Professional development serves as the bridge where prospective and experienced teachers are now and where they will need to be to meet the new challenges of guiding all students in achieving to higher standards of learning and development (p.1).

America's North Central Regional Educational Laboratory (NCREL, 2001), contended 'The ultimate worth of professional development for teachers is the essential role it plays in the improvement of student learning' (p.1). This purpose was embedded in a report published by the Australian Government Department of Education, Science and Training (February 2005) *Skilling Australia: New Directions for Vocational Education and Training,* where students were variously described as: students; clients; members of the workforce; employees; learners; and adult learners. The paper revealed the goal to offer these individuals and groups high quality skills training. The dominant objective appeared to be achieving benefits for the Australian economy. However, at the Council of Australian Governments meeting on the 10th February 2006, it was implied that the purpose of professional development, as skills development was beneficial for the individual and the nation.

The Education Resources Information Center (ERIC, 2004), an education data base thesaurus, defined professional development more broadly to encompass 'activities to enhance professional career growth', and cited purposeful activities such as: individual development; continuing education; in-service education; curriculum writing; peer collaboration; study groups; peer coaching or mentoring. The professional development activities cited by ERIC would seem to infer that professional development may be formal, structured learning specifically required by the organisation or selected by the teacher or informal, unstructured learning and include experiences that can occur at home and at work and throughout the life-span of professional employment.

Whilst a literature search revealed differences of opinion about the assumptions, definitions, purposes, applications and experiences of the term 'professional' and 'professional development' the term 'professional development' appeared to be interchangeable with 'staff development', 'professional education' and 'in-service education'. (Wilensky 1964; Goode 1969; Butler 1996; ANTA 2001; ERIC 2004).

Tiezzi (1991) revealed four categories of assumptions that formed the fundamental purposes for professional development. In an educational context, these assumptions influenced the

selection and the type of professional development. The following are a précis of her four categories of assumptions:

- the 'deficit' assumption - the teachers need to improve their skills;
- the 'subordinate assumption' - the organisation is implementing educational change;
- the 'unfit' assumption - the teacher needs curriculum that is 'teacher proof';
- the 'continued growth' assumption-teachers want to learn about teaching and are interested and willing participants.

These categories of assumptions were useful when analysing the data to investigate the basic types of purposes for professional development when either as directed by management or sought by teachers.

The National Centre for Vocational Education Research (NCVER, 2005) discussed the role of staff development and cited Martinez, Houghton and Krupska (1998) for recognising a series of significant functions that staff development performed: 'staff and student attraction and retention, understanding new technologies and practices in the workplace, especially in an industrial context, and in introducing innovative teaching and learning practices into the classroom' (p.3).

In America, the NCREL (1994, pp.1-3) noted that some of the assumptions that had traditionally driven professional development had led to disappointment with in-service activities. Some of these assumptions were: professional development is relevant; the number of in-service days is sufficient; there are always positive outcomes for all professional development; 'experts' successfully 'transferred' their knowledge to teachers; it is more effective for teachers to listen to guest speakers; professional development is an 'add-on' and a 'luxury' (NCREL, 1994, p.1). Arguably, it would seem that further underlying assumptions are that individuals are capable of judging professional development needs, capable of self-direction and able to initiate learning and therefore will learn more effectively.

2.9   Professional development: formal and informal

This literature review revealed a belief that professional development occurs both as formal, structured learning and informal, unstructured learning (ANTA 1997, OTTE 2001, Beckett & Hager 2002). In particular, Beckett and Hager (2002) presented a strong argument to raise the status of informal, incidental, personal and professional development in the workplace. They stated that although daily work, both unpaid and paid, was full of messy and confusing

problems, this could still lead to good prospects for learning and that workplace activities themselves had the potential to educate.

ANTA (1997) emphasised that formal and informal approaches could be applied in VET staff development programs, and offered suggestions to encourage practitioners to read, learn and reflect on the latest theories about adult learning and 'action learning'. ANTA warned practitioners to not over simplify work-based learning to mean any staff development undertaken in their work environment. 'Action learning', allowed the practitioner to take total responsibility for improving their own teaching practices and could be accomplished while they work, when they chose.

ANTA (1997) further advised that it was important to remember that work-based learning was an umbrella term that arched over a range of different staff development methodologies and techniques, ranging from facilitation and mentoring to action learning and developing 'Communities of Practice' (p.6). ANTA offered a definition for action learning and 'Communities of Practice' as follows:

> Action learning is a staff development technique for learning from current activities, and involves the use of the cycle of experiencing, reviewing, concluding and planning. Successful Communities of Practice, however, are those that are able to transform themselves by the learning synergies contained within any group (ANTA, 1997, p.4).

This simplistic quote implied that transformation was always positive and failed to acknowledge the complex nature and interaction of factors that led to success, or that change did not necessarily happen within a prescribed time-frame.

2.10 The professional development of the TAFE teacher from the 1970s to the 21st century

From an historical perspective, TAFE teachers were initially recruited according to their occupational and industrial experience and formal qualifications. However, towards the late 1970s the then Prime Minister, Malcolm Fraser, established a Commission of Inquiry into Technological Change in Australia. The resulting Report, named the *Mayer Report,* highlighted concerns about literacy and numeracy skills in the Australian workforce which resulted in appropriately qualified teachers of literacy and numeracy being recruited by TAFE departments (Goozee, 2001).

As noted earlier in this thesis, a 1978 TAFE Commission report stated that in order to teach adults and improve the quality of delivery and development of TAFE courses, TAFE teachers needed maturity, work experience in vocational areas and certain elements of teacher training (Goozee, 2001). By 1987, the Federal Government recognised that to be more productive and effective globally, Australia needed more highly skilled and multi-skilled workforce (Goozee, 2001). The implications were that the TAFE teacher also needed to develop and become more highly skilled and multi-skilled in order to train employees and potential employees and achieve the Federal Government's economic aims.

In 1989, the Federal Government guidelines for TAFE funding had removed certain restrictions and actively encouraged TAFE colleges to adopt a more entrepreneurial role. Private providers were encouraged to be more register and by being responsive to client needs, they would be more flexible in what, where and when they offered training. This resulted in TAFE being part of a competitive education market. Victorian TAFE colleges were mostly autonomous and able to be competitive in the provision of student places and fee-for-service courses. Teachers were now expected to display entrepreneurial skills and to successfully liaise between their TAFE institutes and business. The criteria to be a teacher in the TAFE sector had a new focus.

The Federal Government Department of Education, Employment and Training (DEET), introduced, in 1991, a project titled *National Plan of Action - Women in TAFE,* that included an innovative policy of *Recognition of Prior Learning* (RPL), as an incentive to encourage women to participate in TAFE courses. TAFE teachers, particularly women, were encouraged to volunteer to train and implement this new and innovative policy as part of their normal workload.

In the early 1990s, CBT was introduced to TAFE teachers via directives from the Federal Government to implement mandatory staff development in this area. Funding was made available for TAFE teachers to rewrite TAFE courses into learning outcomes, each with prescribed performance objectives.

During 1992, the government had increased the criteria to be a TAFE teacher to 96 complex functions listed in the Federal Governments' paper *Staffing TAFE for the 21st Century*

(VEETAC, 1992). By the late 1990s, ANTA had declared the need for TAFE teachers to have skills in guiding, supervising and encouraging students (ANTA, 1997).

Late in 1996, the National Flexible Delivery Taskforce reported an absence of a national approach to staff development. By 1997, funding and materials were made available, with the subtle message that flexible delivery would remain. There were clear signs that familiarity with new technologies, especially computers, would add another criterion to being a teacher in the VET system and the addition of further ways to learn and teach. New technologies offered new ways to learn for both the teacher and the student.

In August 1999, ANTA endorsed their policy *Flexible Learning for the information economy: A framework for National Collaboration in Vocational Education and Training 2000-2004*. By 2001, a new label was applied: *Australian Flexible Learning Framework for the National Vocational Education and Training System 2000-2004*. The Australian Flexible Learning Framework (AFL) described a national project plan aimed at implementing the concept of flexible learning and using new technologies via the professional development of VET teachers. One stated purpose was 'To build a critical mass of VET staff who are able to use flexible learning approaches to accelerate Australia's transition to the information economy' (p.13).

By 1999, VET teachers were being encouraged to 'dare to be different' and look to the future (Schofield, 1999, p.16). Schofield stated 'I want to encourage VET practitioners - VET leaders – to challenge the dominant and approved way of thinking and doing VET things' (p.16). Schofield argued that the leadership role of the VET practitioner and the VET system needed to maximise success in four dimensions of the concept of 'globalisation': the economy; technology; social and political. Concerns with the economy and technology were seen as overshadowing the social and political dimensions. Schofield (1999, p.8) argued that there were five indicators of the degree of likely success of using new technologies:

- to be competent in the various technologies;
- to have specialists in technology in order to organise and facilitate vocational learning;
- to have technology specialists available to help VET staff;
- to maintain the technology;
- to have multi-skilled people.

During 2000, the Victorian Government initiated and funded a project *Notebooks for TAFE Teachers' Program*, administered by the department of Post Compulsory Education, Training

and Employment (PETE), formerly DEET. The program was designed to promote the integration of new technologies into the classroom. There appeared to be an underlying assumption that TAFE institutes had the facilities to allow computers to be used to teach units of study in the classroom, and familiarise students with learning via the new technologies both in and outside a classroom environment, or online. Certainly at this research site, some of the teacher's comments reflected a lack of new technologies and related facilities.

Government funding was made available for professional development in technological skills. The goal was to enable teachers to develop their computer technology skills in order to put their courses online, a vital step needed to enhance the flexible delivery of courses and implement a policy of flexible learning. Implementation of this mandatory professional development program at the research location highlighted a number of apparent assumptions: TAFE teachers were ready and willing to complete the program; TAFE institutions had suitable facilities, resources, technical support and students who were suitably skilled and willing to participate. My own participation in several of the mandatory professional development programs for computer use at the research location revealed colleagues who were eager to learn more about computers and computer programs and colleagues who communicated to fellow participants that they were not keen to learn the new technologies or buy computers to use at home. It was evident from the data that some teachers were frustrated by the lack of facilities, a lack of resources and technical support and a lack of students who were willing to participate and/or did not have easy access to the new technologies away from their TAFE environment. There were some colleagues unwilling to purchase the new technologies for their own time away from their workplace. Arguably, this situation would be similar in many TAFE organizations.

Although TAFE staff at this research location were encouraged to complete technological courses that did not involve fees, to date there is no evidence of a directive from the Federal Government to TAFE to add incentives (such as organised support in the form of time off teaching duties, promotion or increased pay) to encourage participation.

In October 2002, the Victorian Minister of Education and Training, Lynne Kosky, announced details of a proposed TAFE Centre and signalled the government's interest in TAFE teachers and the growing importance of teaching and learning as a means of delivering knowledge products and service. By April 2003, it was proposed that the TAFE centre would not only

raise the professional status of the TAFE teacher but also enable the improvement of teaching quality and effectiveness by sharing knowledge that has been generated by excellent teachers. This in turn, would lead to the promotion of professional practice standards, offer opportunities for ongoing professional development and build capability in educational leadership.

The TAFE Centre was established and fully operational by July 2005, and named the TAFE Development Centre. Its stated business was to 'Raise the professional standing of staff working in Victorian TAFE Institutes; Support high quality initial teacher training; Fund and sponsor teacher development activities and conduct professional development events for the system'. Its central philosophy is towards 'reinvigorating and raising the standard of the TAFE workforce' (TAFE Development Centre, 2007, p.1).

ANTA's Ministerial Council (MINCO, 2003) noted in their publication *Australian Training report*, their plan to start in 2004 to focus on professional development for teachers in the Vocational Education and Training (VET) sector. This report implied the need for professional development with a stronger focus on: teachers having a deeper knowledge and understanding of teaching and learning methodologies; technological skills that support high quality assessment practices; and knowledge of how to implement improved National Training Packages. Overall, the goal was to improve the capability of VET teachers so that clients would be provided with quality learning experiences.

Supported by ANTA through funding from the Federal Government, the Australian Flexible Learning Framework (2004), published its final report *Working and Learning in Vocational Education and Training in the knowledge Era,* in February 2004. The report affirmed its focus was to 'research and investigate professional development for the future' (p.5) and 'outcomes of this project will assist VET providers to plan and implement continuous improvement strategies, including professional development strategies, that will improve VET staff capabilities as knowledge workers' (p.6). The report revealed that when considering professional development for VET, they included all staff within the VET system, and that staff are 'knowledge workers' (p.2). The report disclosed 'What each VET staff member knows and shares will become increasingly central to their work' (p.4). This point was noted by OTTE (2002).

It would seem that the ideology supporting these statements is one focused on the individual and the community rather than the acknowledged principles that placed consideration for the Australian economy as the main focus (Dawkins, 1988; ANTA, 1997; Kosky, 2002). Initially, the report appeared to be hesitant in aligning the goals for professional development in VET with meeting the economic needs of the nation: 'New approaches to professional development also need to align the VET sector more closely with the growing demands of the global knowledge economy of which Australia is rapidly becoming a member' (p.5). However, the report did eventually acknowledge with certainty that 'There is a direct connection between the VET sector and Australia's economy' (p.35).

The Australian Flexible Learning Framework (2004) report cited key points, or 'insights for the professional development of knowledge workers' gleaned from a literature survey and the knowledge worker interviews. These were revealed as 'Key Professional development Themes' (p.14) and listed as: self-motivated learning; exposure to new ideas; learning by doing; networking; challenge and consolidated learning. They further declared 'Knowledge workers are driven by passion, not expertise. They, like all, are caught within their own assumptions but moving beyond those of the present by being involved in learning as a social act' (p.24).

Although the national set of vocational education and training standards was introduced in the mid 1990s, first as the *Australian Quality Framework* (AQF), it has subsequently been revised twice. In the early 2000s the standards were re-named the *Australian Quality Training Framework* (AQTF). This established a set of standards that provided a method of regulating the national VET system.

Not everyone sees this as a positive structure. The Victorian Learning and Employment Skills Commission (VLESC, 2002) argued that some perceived the process and implementation of the AQTF as an intimidating audit and insufficient foundation for shaping the VET teacher criteria both now and in the future (VLESC, 2002). Arguably, the policy exposed teachers to an 'external form of accountability' (Brown, Seddon, Angus & Rushbrook, 1996, p.18). There was anecdotal and formal evidence that the need for teachers to comply with the guidelines had led to an enormous increase in administration work for the TAFE teacher (VLESC, 2002).

The literature search revealed evidence that TAFE teachers felt marginalised or excluded from the process of preparing the National Training Packages. This raises the question of whether TAFE teachers will be included in the next round of National Training Packages? According to the September 2004 edition of the authoritative *Australian Training Magazine,* ANTA promised that TAFE teachers would be able to voice their professional opinions in future discussions on the National Training Packages. The publication revealed that discussions were taking place between industry skills councils and state and territory training authorities to identify ways in which teachers, trainers and assessors could contribute more to the National Training Packages.

The publication further reported that one of the ministerial policies for 2004 was to look at 'ways to boost practitioner involvement in Training Packages development and review' (p.8). It noted that ministers from the Federal, State and Territory Governments had authorised a three-year work plan that included a priority aim of having more input from VET teachers. The publication revealed that this was as a direct outcome of reflection on the June 2004 final report on the high level review of Training Packages. The publication reported that ANTA interim chief executive officer, Paul Byrne, argued that this will 'help improve the overall quality and usability of Training Packages' (p.8).

2.10.1 TAFE Teachers and managing educational change

Although Fullan (1991) was referring to educational change in schools, it would seem that his findings could be applied to educational change affecting TAFE teachers and adult learners. He revealed that students, as well as teachers, passively or aggressively resist any new initiative that does not make sense or have any meaning in the context of their lives. Knowles (1984) acknowledged that adults need reasons for learning.

For well over a decade, there has been a growing body of published, respected research that has highlighted the need to consider that all people have different learning styles and that a lack of this knowledge and understanding can impact on children's learning as well as adult learning (Kolb 1984, Knowles 1984). Knowles (1984) developed a useful body of knowledge specifically concerning adult learning which he referred to as 'andragogy' and contended that there are several factors that need to be considered when designing learning for adults: adults want reasons for the need to learn something; adults need to learn through experience; adults

approach learning as problem solving; and adults learn best when the learning material is of immediate value. I believe that it is of major importance to apply the principles of 'andragogy' when planning professional development for TAFE teachers.

Multiple and complex factors need to be addressed and monitored so that decisions related to professional development can be made in consideration of the interests of all the people involved. Lewin's (1936) model for change management *Force Field Analysis* is a proven, effective problem-solving technique that can be used for diagnosing and managing the change process. His basic model of change referred to three phases of behaviour change: 'unfreezing', 'changing' and 're-freezing'. He noted that the stability of human nature is based on 'quasi-stationary equilibrium' sustained by a large force field of driving and restraining forces. He observed that, for change to occur, this force field had to be altered. Lewin found that there was an immediate counter-force to maintain equilibrium, if a driving force towards change was applied. This observation led to the revelation that because there were already driving forces within a system, the equilibrium could be moved more easily if a restraining force was removed. Lewin argued that this knowledge allowed effort to be centred on minimising the restraining forces whilst maintaining the driving forces. Fossum (1989) and Schön (1996), recognised these issues but more generally, in organisations.

Since 1974, TAFE has endured many changes to its structure, teaching purposes and ideology because of changes in government's economic agendas and ensuing policy changes (Goozee, 2001). Arguably, implying that this inter-connectedness means that changes will continue to occur as governments change. There have been many changes that have had a negative impact on the teaching roles and practices of TAFE teachers (Seddon, 1997; Billett, 1998; VLSC, 2002). There may be many teachers who find it difficult to change, or even accept the need for change. There may be teachers who are resistant to change (Race, 1994, ANTA 1997, and Boote 1998).

Young and Mitchell (2002), argued that in order for the VET system to become 'high-skilled' and 'high performing' (p.1), management in VET needed professional development to acquire extensive skills in change management. Their observations seemed to imply that prior to their investigation there had been assumptions that all managers in the VET system had skills in this area.

Arguing that their own learning and teaching experience might limit teachers, and by the era in which they received their training, Boote (1998) indicated her belief that teachers need ongoing professional development. This would keep them up-to-date with changes to their professions, in a rapidly changing world.

2.10.2 TAFE teachers and professional development opportunities

During 2002, the Office of Training and Tertiary Education (OTTE) commissioned a research project *Have Your Say*. The questionnaire was available both online and as hard copy, and was available from July until August 2002. This project was promoted as a forum for TAFE teachers to publish their views on issues related to teaching and learning in TAFE. The project report, based on 582 valid responses from a possible 8,000 TAFE teachers, revealed that they generally felt positive about the information and access to professional development though they were critical of the 'range of professional development opportunities and the lack of management support' (p.63). This current investigation aims to identify 15 teachers' views on professional development and to disclose the issues they perceive in relation to teaching and learning in TAFE.

The findings of the OTTE (2002) research showed that the TAFE teachers' responses reflected their perception that professional development was primarily focussed on meeting department objectives, rather than developing teaching skills, or developing skills for industry. The data showed that TAFE teachers felt that individual managers may not understand why the teacher considers the professional development activity to be important. Teachers also felt that participation in professional development was blocked for financial reasons (OTTE, 2002, p.63).

In 2004, the National Centre for Vocational Education Research (NCVER), funded by ANTA, published a report *The vocational education and training workforce. New roles and ways of working − At a glance*. The research project aimed to identify the impacts of expectations by government, industry and enterprise on the roles and work of VET managers and teachers. It reported their findings that VET teachers needed to be acknowledged as professionals and their leadership encouraged in order to lessen the effects of resistance to change and to improve their fulfilment as teachers.

2.11 Professional development trajectories

Huberman (1993) offered the opportunity to add a further dimension to the analysis of the data in regard to comparing certain phases or cycles in the development of TAFE teachers. He referred to the professional development of secondary school teachers as the 'professional trajectory of teachers' (p.8). He argued that secondary school teachers go through certain phases in their professional lives and chose to interpret a teacher's professional life as a 'career'. He cited Super (1957) as identifying the phases as 'a series of sequences or maxicycles' (p.3). However, he acknowledged certain limitations 'This is not to say that these cycles are always experienced in the same order, nor does it suggest that all members of a profession traverse each sequence' (p.3).

A major objective of Huberman's research was 'to challenge the accepted notion that 'everybody knows' what happens to teachers in the course of their career' (p.261). When designing his research he discovered conflicting opinions from key administrators such as: principals of schools, department heads and central office personnel. He voiced his concern about 'opinions which may have serious consequences' based on an 'intuitive knowledge base' (pp.261-262) and sought to test these beliefs. He stated 'Our objective was therefore to buttress - or to invalidate – this intuitive knowledge base with recourse to a more vigorous study' (p.262).

An unexpected outcome of his investigation was that a considerable number of teachers participating in his research expressed their pleasure in discovering how reflection on their teaching lives had allowed them to take time to recognise important career events. He stated his expectation that schools might encourage 'havens of professional reflection around the themes approached in this study' and that this more profound consideration of 'life cycles' could have a positive influence on the ways that school administrators 'manage' teachers (p.262).

The notion that teacher development is a *process* of development was clearly important to Huberman. He argued:

> For some this process may appear to be linear, but for others there are
> stages, regressions, dead-ends and unpredictable changes of directions

> sparked by new realizations – in short, discontinuities … accidents, political events or economic crises' (p.4).

The first phase of the process was experienced at the start of a career as a series of 'exploration' events such as experimenting with the new profession and one or more roles. It was his belief that some people never stop exploring. He believed that if the first phase is 'generally positive', the teacher might move onto a phase of 'stabilization or commitment'. He explained that at the 'stabilization' phase the teacher seeks to become professionally committed and established in their career and feel independent. He acknowledged that teachers have different perceptions of what is needed to become stable: a special focus; satisfying working arrangements; added responsibility; prestige; and financial rewards (Huberman, 1993).

After the 'stabilization' or commitment phase the individual begins a phase of 'experimentation and diversification' (Huberman, 1993, p.8) . He argued that this might involve such experiments as making changes to their teaching materials and how they assess their students. In this phase the individual sets off to find new and larger challenges. The 'diversification' phase then leads to a phase of 'uncertainty', 'self-doubt' and 're-assessment'. He stated there is a phase of 're-assessment' and looking at the 'balance sheet' of one's professional life that 'often' plays a significant part. He argued that this occurs 'mid career, generally between the ages of thirty-five and fifty or between the fifteenth and twenty-fifth year of teaching' (p.8).

The next phase is described by Huberman as a 'state of mind', of being 'serene', or having a 'relational distance' from the students and occurs when the teacher is approximately forty-five to fifty-five years of age and points out that 'not all get there' (p.9) . He believed that a feeling of greater confidence led to a feeling of 'serenity'. An explanation was put forward that this may be due, in part, to the belief that one no longer has to prove oneself to others or oneself. However, he further cited Peterson (1964) who maintained that teachers could pass from the serene stage to a conservative stage and become passionate complainers.

The research questions noted in Chapter one defined the parameters of a comprehensive literature search. The questions aimed to reveal TAFE teachers' reminiscences and perceptions and reactions to major changes to both their professional lives, their role as teachers, professional development activities and particular patterns of practice in the culture

of the department. The literature search contributed to an elaboration of the complex issues embedded within these areas of change.

Chapter connections

This chapter reviewed a collection of important research that presented insights and background to the transformation of TAFE, TAFE teachers work, professional development and a motivation for applying this research project in a TAFE department. The investigation proposed to reveal the teacher's individual recollections, viewpoints and attitudes to the impact of these changes to TAFE, their work and themselves and contribute to an appreciation of teachers' professional development within a TAFE department.

Parts one and two of this chapter presented evaluative information related to my study and aimed to clarify connections to professional development and changes that have transformed TAFE teachers work as well as changes to their role and impacted on their professional development. Research questions were designed to gather data that would identify TAFE teachers' perceptions in these areas. Part three of the literature review contributed to a greater understanding of definitions of teacher expertise, informal and formal professional development, the changing criteria to being a TAFE teacher from the inception of TAFE in the early 1970s until the 21st century and an explanation of the concept of professional trajectories. This section aimed to provide clarification for the key ideas embedded in research questions that sought to find answers to the types of professional development the teachers had engaged in, their perceptions and assessment of professional development.

The following chapter describes the research location, aims of the research, rationale for the choice of technique used to gather the information and steps to analysing the data.

Chapter 3: Methodology

3.1 Research aims

As indicated by the research questions articulated in chapter one, the purpose of this study was to map the professional development trajectories and viewpoints of 15 colleagues working together in a TAFE department and to explore issues and assumptions that might be revealed.

It is proposed that the findings will not only contribute to a deeper understanding of their experiences of professional development but also inform federal and state policy development for the vocational education and training sector and have a positive influence on future professional development programs. As such, it is anticipated that the research results will be significant for a wide range of groups and individuals involved with vocational education and training.

3.2 Research Method

Given these research aims, qualitative research using ethnographic techniques and participant observation were chosen as the most suitable research method since the data collecting strategies enabled the identification and rich description of the cultural characteristics of a group: their shared beliefs; values; practices; language; norms; rituals; and artefacts (Neumann, 2003). It also enabled the examination of the interdependence of group behaviour and interactions, uncovering implicit norms and patterns. The application of ethnographic research techniques allowed for the identification of the teachers' way of life within the educational and training context of their workplace, the influences on that culture and their perceptions of the physical structure of the location, language and events that occurred. Geertz (1988) argued that: 'ethnography is, by nature, highly situated: dependent upon the ethnographer; the time; the place; the informants; their commitments; their experiences as a representative of a particular culture; and a member of a certain class' (p 5).

Ethnography might also be called a field study, case report or case study. Arguably the differences are in the purpose of the methodology. Ethnography seeks to uncover tacit knowledge of culture participants whilst a case study or case report seeks to explain the nature of observable facts through a detailed investigation of individual cases.

The study revealed valuable information and perceptions about the social environment, relationships and processes relevant to the subject matter of the research. The project led to a more comprehensive understanding of how the teachers experienced a variety of professional development activities over their working life in their workplace. This factor was central to the research project. Complex issues and areas of concern were revealed that otherwise may have gone unheard and assumptions were identified.

Ethnographic research was described by Spradley (1979) as 'the study of both explicit and tacit cultural knowledge' (p.8). He portrayed culture as 'the acquired knowledge people use to interpret experience and generate behaviour' (p.6) and argued that because tacit knowledge forms most of the culture, and generally not at a conscious level, it was important that ethnographers participate as well as observe. He proposed that ethnography was a useful tool for 'understanding how other people see their experience' (p.iv) and stressed that 'rather than studying people, ethnography meant learning from people' (p.3). He believed ethnography could also provide valuable evidence about the role of institutional and organisational processes and their effects on social meanings and social behaviour. He argued that ethnography is the pathway into understanding the cultural differences that make us what we are as human beings' (p.3) and argued strongly that 'We must get inside their heads' (p.8). He identified three sources of data necessary to identify cultural inferences: what people say; the way people act; and the artefacts that people use. He argued that although this method is not 'foolproof', together the three sources 'lead to an adequate cultural description' (p.9).

Van Maanen (1982) argued that ethnography enabled the researcher to discover what is required to be a member of a particular social group. He later defined ethnography as a 'written representation of a culture (or selected aspects of a culture)' (1988, p.1).

There are three main principles inherent in ethnographic research that support the notion that this form of research methodology is valid: the research is not contrived but built around real people in real situations; what is sought is an understanding of what the members of the

culture are saying, not the researcher insights; different perspectives may lead to the discovery of new knowledge and theories. Goetz and Le Compte (1984) stressed the importance of acknowledging that it is in a real environment rather than a controlled laboratory setting.

Participant observation was defined by Denzin (1989) as a 'strategy that simultaneously combines document analysis, interviewing of respondents and informants, direct participation and observation, and introspection' (p.158).

Contending that ethnography is a modern approach, Neumann (2003) added that it was an extension of anthropological 'field work' that built on the social constructionist viewpoint. He explained that the name is derived from the word for people *ethno* and the word to describe something *graphy* and 'thus *ethnography* means describing a culture and understanding another way of life from the native point of view. He defined ethnography as 'a rich, detailed description of specific (as opposed to summary, standardisation, or variables)' (p.367) and maintained that this detail 'captures the sense of what occurred and the drama of the events, thereby permitting multiple interpretations' (p.36). He argued that ethnography presented a very detailed description of the way of life within a culture from the perspective of its members in order to understand their concepts; it places events in a context so that the reader of an ethnographic report could infer cultural meaning. He further stated that central to ethnographic research was the desire to discover what participants really meant through listening to their language and observing their actions. He contended that people go beyond what is explicitly seen or said, to what was meant or implied and that people showed their thoughts and beliefs through their speech and behaviour.

The United States General Accounting Office (GAO) (2003) acknowledged a very long history of successful applications of the ethnographic approach by its Federal Government and contended that 'Ethnography can fill gaps in what we know about a community whose beliefs and behaviour affect how federal programs operate' (p.1). It argued that ethnography was appropriate for studying what the members of community do and why they do it, from the perspectives of the community members and that this type of data was not readily available through the application of quantitative or experimental methods.

The methodology allowed me, as a researcher and colleague, to be immersed in the ongoing, everyday activities of the culture and to gather material first-hand. This level of participation

and observation is what Geertz (1973) described as substantial description, which leads to substantial interpretations.

I believe that my situation enabled me to have a vital degree of personal involvement that allowed me to conduct interviews that facilitated a collection of forthright conversations from my colleagues. It would seem that the degree and intensity of participation and observation is important. In this regard, Van Maanen (1982) believed that the researcher should acknowledge that legitimate personal matters led to their involvement in the ethnographic research project and Burgess (1984) argued that the richness of the data could be enhanced if the researcher had previous experience of the research location. Denzin (1989) declared that the researcher was the centre of the research, whilst Wolcott (1995) reported that the level of personal involvement in ethnography far exceeded that of other research approaches. It would seem that ethnography requires a researcher to declare beliefs and interests and in doing so provides a form of investigative transparency and honesty.

I have been a TAFE teacher within this same department for twenty years. I was a post-primary school teacher who had heard about TAFE and wanted to teach adults. I am a theory teacher. This research project is the final assignment towards my completion of a Professional Doctor of Education (Ed.D).

3.2.1 Advantages and limitations of participant observation using ethnographic techniques

The major advantage is that the researcher is situated in the environment and context of the research site. Van Maanen (1988) argued that ethnography assumed that the researcher had some understanding of the cultural traditions of the research location, language and jargon. My position and role of teacher in the department placed me in the fortunate position of having familiarity with the cultural traditions, language and jargon. However, there was a threat to my objectivity due to the data being highly dependant on my choice and perceptions of particular observations, and, as Fraenkal and Wallen (2006) pointed out it would be almost impossible to eliminate all observer bias. However, a classic defence of participant observation is that there is a danger of greater bias in survey questionnaires owing to the creator of the survey having a different perception of what they want to discover from that of the person completing the questionnaire (Bryun 1966).

Denzin (2000) argued that the ethnographic research process of analysing and interpreting data 'adds a cultural dimension that is likely to be absent in other approaches' (p.862). He believed that the researcher gained sensitivity to the uniqueness of the culture and freedom to examine the language, text and signs and to source and rely on first-hand information. This in turn led to the discovery of cultural values and ideological structures and allowed for a more comprehensive perspective and unexpected data which other methods may have missed. He argued that qualitative research techniques, such as ethnography, had been successful in encouraging frank responses in situations:

> … in which subjects are not likely to be candid in response to such instruments as survey questionnaires, or where there are likely to be significant differences of interpretation regarding the appropriate responses to direct questions, cultural differences in the etiquette of inquiry, or even in the meaning of particular questions and responses (p.862).

Acknowledging Foucault's (1977) idea that marginal authority influenced individuals' understanding of their own social world, I accept that there were some aspects of inequality and power in my position as a member of the research community, albeit with no managerial responsibilities, and as a researcher. Therefore I was committed to not exploiting personal friendships with any of the teachers participating in the research, and to not influencing any fellow teachers to participate, or not participate, in the research study.

When I was collecting data the teachers were reminded of my position as a researcher, that their participation was purely voluntary and they had the right to withdraw at any time without any negative reaction from me. Although the teachers were given the opportunity to read their transcripts and make changes, I selected the quotes and interpreted the data without influence from any participating teacher.

Arguing that the core of ethnography is to learn about the meanings of actions and events of the members of a culture, Spradley (1979) contended that although the people involved in the research study might appear to use a language identical to the researcher, there are semantic differences. He emphasised the importance of asking questions that directly sought the actual words and descriptions in the language of the person taking part in the research project. This was achieved by tape-recording the individual responses to the interview questions with the minimum of influence from me. I encouraged the participants to first read the list of research questions and then respond in their own words. If they asked for an explanation for a question I encouraged them to say what the question meant to them and respond. Spradley further

insisted that because every ethnographic description is a translation of the cultural scene studied it is imperative to use both the local terms (folk terms) and local meanings of the terms as well as the terms and meanings used by the ethnographer.

I felt restricted in my choice of applying appropriate, probing questions, to reveal further data, because of my continuing position as a colleague. To reduce the chance of alienating any colleague I only asked a probe question if I felt it was necessary and appropriate to ask such a question as a researcher for the research topic area. I was also aware that personal beliefs might have some impact on my research. Faulkner (1982) and Coffey, Holbrook and Atkinson (1996) argued that researchers might have a variety of personal limitations that affect the success of ethnographic research.

It was imperative to gain the trust of the participants and to be consistently aware of how my presence as a researcher might impact on the research process. There is a possibility that my overt observations may have distorted observed behaviour. I was not aware of any feelings or behaviour that would indicate that my colleagues had any misgivings for participating in the project. Wilson (1983) stated that ethnographic research may be affected by inherent suspicion of the intent of the researcher and that the success of the research project was dependent on the special, inter-personal relationship between the researcher and the community being investigated.

Further consideration was given to the possibility that the research project may also be affected by additional limitations such as the participants having no compelling reasons to participate and/or cooperate and that they may have decided to change/distort their behaviour to avoid attention and scrutiny (Van Maanen 1982). All 15 teachers appeared to wholeheartedly support my need to gather their spontaneous responses to my research questions.

Denzin (2000) acknowledged that 'where applied ethnography is employed as a part of a knowledge base from which to make decisions about the fate of communities and their environments, the ethical and moral considerations can be daunting' (p.864). He identified three specific areas of ethical concerns: the principle of informed consent; protection of the confidentiality of the participants in the research project and issues related to the publication of results. These issues were addressed as part of the Ethics application process.

Identifying five ethical issues: deception; confidentiality; involvement with deviants; the powerful; and publishing reports, Neumann (2003) declared that embedded in these ethical concerns was the major issue to consistently consider the participants first and foremost in regards to their rights, personal concerns, interests and privacy and to not exploit them in any form. These issues were addressed as part of the Ethics application process.

Prior to the collection of the research data, respondents were given a written and verbal explanation of the nature and purpose of the study and the opportunity to ask further questions if needed. They were asked for their informed consent in a way that respected their right to refuse to participate at any stage. Each teacher signed a letter of informed consent.

Where appropriate I made a range of identification changes in order to maintain the privacy of the teachers and comply with the constraints of the Ethics committee. The interview tapes were kept in a safe and secure place. Any one of the interviewed teachers may have said more than they intended, and may have had some misgivings for having said certain things at a later date, so it was important to not refer to any of their responses when interacting with any of the interviewees after the interviews had been recorded. The interviewees were also given the opportunity to access the transcripts of their own interview for the same reason. No participant asked to read their transcript, however many asked for the opportunity to read the thesis when it was completed.

Teachers were invited to develop a set of rules that included respecting the confidentiality of discussions that took place between themselves and the researcher. Advice to each teacher included a general statement about the purpose of the interviews, how their identity would be kept confidential and their right to withdraw at any time without any negative reaction from me. Before commencing this study an ethics approval was sought to deal with these issues. The research project was approved on the 2nd of December 2004 (Ethics application No: HRETH.FHD.102/4 – approved. *Mapping professional development in TAFE).*

3.3 Data collection

Spradley (1979) argued that ethnography begins with the researcher adopting an attitude of not knowing the community. On one hand, participant observation would appear to be a straightforward technique of the researcher simply being immersed in a culture for a period

of intensive social interaction with the members of that culture. On the other hand, the participant observer operates in a complicated situation. The participant observer is simultaneously both an insider and an outsider and is therefore expected to note everything as if it were happening for the very first time. Whilst participation allowed me, as the researcher, to gain additional insights through experiencing the events, actions and interactions that occurred, observation was my first priority.

My methods of collecting observation data varied from writing notes when away from colleagues and discretely writing notes in a staff meeting. Spradley (1979) stressed the importance of making a verbatim record of what people say and not to summarise, restate or condense what they are saying because of the possibility of distorting their words and recording an incomplete perception. Issues that were not directly understood through observation alone were noted in my research journal and covered at negotiated interviews. Rough notes were rewritten and expanded within my personal research journal, away from the research setting. This technique allowed data to be gathered in situations where other survey techniques would have been intrusive. Denzin (2000) argued that what is recorded becomes the measure of usable observational data because it can be monitored.

This study involved three triangulated strategies for data collection. Each provided a different opportunity to address the research questions and identify the unique cultural aspects of the research location. The data collection strategies were: audio-taped interviews, research journal notes that included observation notes; and a range of material artefacts. Wilson (1983) claimed that ethnographic data could be both observed and taped and could include verbal interactions between participants, verbal interactions with the interviewer, non-verbal behaviour, patterns of action, patterns of non-action, archived records, artefacts and documents. Unexpectedly, two colleagues chose to hand write their responses to the research questions.

3.3.1 Audio-taped interviews

According to Fraenkal and Wallen (2006), the sample selected for ethnographic research is almost always purposeful and, arguably, the data that is collected rarely allows for generalisations to a population. I invited all current TAFE teachers (thirty) within a section

of the department to participate in the interviews. I negotiated and audio-taped individual interviews until I achieved 15 interviews. There was no conscious effort to select any particular teacher. However I found that the availability of the teachers influenced the collection of interviews. I was conscious of keeping my promise to management, that my interviewing would not disrupt day-to-day teaching schedules.

The 15 TAFE teachers represented each of the three categories of employment within the department (on-going/permanent, contract and sessional/hourly) and included both theory and practical/trade teachers. The participants were both male and female teachers, their ages ranging from the mid-sixties to late twenties. Although three teachers were born overseas, all teachers were Australian citizens and none of the participants withdrew from the research project. The teachers were all employed to teach the National Training Package for a specific industry. One teacher also taught several hours a week for a Higher Education Degree course.

I planned to make the collection and analysis of the audio-taped interviews my predominant form of collection of ethnographic data as I expected that my opportunities to observe might be curtailed by my heavy workload. Furthermore, the lengthy processing and analysis of the interview tapes could be completed away from my workplace and not disrupt my normal daily work schedule.

I individually negotiated the day and time to audio-tape their responses to the research questions. The research questions are detailed in Appendix A. Semi-structured interviews using a list of specific but open-ended questions were used to elicit and explore the participant's own experiences and sense of their world. The schedule of questions were based on Spradley's (1979) categories of ethnographic questions. I adapted three major categories of ethnographic questions: descriptive questions; structural questions; and contrast questions in order to capture, explain and verify descriptions of the environment, people and activities of the culture that was being studied.

I interviewed each of 13 of my colleagues in a private area to reduce the chances of interruptions, thus enabling them to respond in their own way, in their own time. This strategy aimed to record the teacher's own words and reduce the influence of the teacher reflecting the language of the researcher. If a teacher wanted an explanation of a question I was aware of the need to encourage them to answer with their own perception of the question so that I did not lead them into a particular response. The teachers were asked to simply recall whatever

memories they had of each topic area. There were times when the teachers' recollections triggered memories of other issues and resulted in a collection of data that was not necessarily chronological. Two of my colleagues chose to give me hand written responses to the list of research topics. Both teachers originally came from Europe and I reasoned that perhaps they had concerns about their ability to cope with the language skills that were needed. I respected their decision to hand write their responses and did not pressure them to have a face-to-face interview.

During the taping of the interviews, probing questions were used as the need arose to investigate and gather further or deeper information about issues raised by my colleagues. This questioning technique was used to allow the teacher to answer without feeling limited by predetermined choice (Miles & Huberman 1994) which was consistent with the suggestion that the ethnographic interview seeks to learn something not explain something (Frank, 1999).

Each audio-taped interview took approximately 45 minutes. Notes were taken during each interview in order to record non-verbal cues and areas that may need further investigation. Further brief interview time was requested in case I needed to clarify comments recorded on the initial interview. The need did not arise.

Ethnographic data relies on a cultural frame of analysis and evidence and these were gleaned from listening to the audio-taped interviews and reading the transcripts. Miles and Huberman (1994) argued that this method of collecting qualitative data enabled repeated reading, or listening, to bring together certain patterns and themes. Although audio-taping and personally transcribing each tape involved a lengthy process, it allowed me to consistently revisit and apply a more intense consideration to what each participant had said in order to represent their views as honestly as I could (Van Maanen 1988; Wolcott 1999; Denzin & Lincoln 2000; Neumann 2003).

3.3.2 Researcher's journal

A research journal enabled the collection of a chronological record of observations, experiences, activities and personal reflections and ensured systematic record keeping. The journal was both a record of the investigation and an additional source of data and was like a personal diary (Neumann 2003).

The research journal data consisted of handwritten entries in sequential order and separate, handwritten notes that were expanded to include reflections and details that were observed, then typed and filed. The data allowed me to reflect on incidents and consider what the interactions and conversations also inferred. The pages of handwritten notes, taken at staff meetings over a period of one semester, were typed and filed. The journal enabled me to not only keep a chronological record (Denzin & Lincoln 2000) but to also record the dynamics of the research environment.

The entries formed an intense personal narrative of reflections of what was experienced as well as reactions and emotions. Reflexivity is fundamental to ethnographic research as it acknowledges the role and inherent values of the researcher. Reflexivity can also raise awareness of what has not been said and what has not been portrayed (Usher 1993). Wilson (1983) argued that observations are made and opinions formed through various lenses.

3.3.3 Collecting and using material artefacts

Wolcott (1995) argued that ethnographic data could take many forms and that the collection of archived records and documents were valid data. Denzin (2003) argued that the material culture is active and not just a passive outcome of other areas of life, and that it is designed to produce change materially, socially and ideologically. It would therefore appear reasonable to expect that embedded in material artefacts produced by an organisation such as a TAFE department, state government or federal government would be evidence of norms, values, procedures and rituals of that organisation and a reflection of taken-for-granted background of the organisation and influences on behaviour, understanding, belief and attitudes of all people within the organisation.

3.3.3.1 Published documents

A collection of Federal and Victorian Government policies on VET and relevant research findings from various federal and Victorian Government departments and their research agents formed part of the literature research. These were accessed either directly from the relevant departments, or by retrieving documents from appropriate websites. These documents included a range of broad and specific publications related to the Australian context of the VET sector and TAFE (both archived and up to the date of the research study).

3.3.3.2 The research location documents: University and TAFE

Documents such as university policies and global emails were accessed from the website of the university at the time of the implementation of the planned research. These documents enabled identification of the type and levels of understanding and implementation of the Federal Government's education and training reform agenda.

3.3.3.3 Department documents

A range of department documents were collected just prior to and during the research project and archived. Some of the documents were retrieved from files located in a small staff room and found to be neither a complete set for the year, month or week, nor sequential. It appeared that collection and filing of any documentation was up to the individual teacher. During the investigation a range of documents that was accessible to all staff at the time of the implementation of the research project was also collected. This action was approved as part of the Ethics application process.

This collection enabled identification of some of the ways the Federal Government's reform process had been disseminated and implemented by the department. Documents included: memos; notices for professional development activities; emails; yearly work plans; agendas; and minutes of meetings.

3.4 Ethnographic data analysis defined

Ethnographic data analysis seeks to identify patterns of data by applying the techniques of examination, sorting, categorising, evaluating, comparing, synthesising, contemplating and reviewing raw and recorded data (Neumann 2003). Wilson (1983) believed that concepts emerge naturally when applying ethnographic methods.

The analysis and interpretation process began as data was collected (Denzin & Lincoln 2000). I took total responsibility for the process of listening to each taped interview, transcribing each tape, adding notes such as the tone of voice, possible points to be clarified, personal inferences and possible cultural themes and finally typing each set of written notes.

Spradley (1979) believed that work-related groups have their own *patois* (idiom). With this in mind I wrote the word 'argot' (idiom), immediately after a statement, word or phrase that I recognised as reflecting the community language of my colleagues. This was achieved when I repeatedly read through each typed transcript and concentrated on expressions and words that were examples of language that could be described as an idiom, the Australian vernacular or perhaps language unique to the department.

Initially, I planned to consistently analyse, re-analyse and interpret the data in order to find concepts, patterns, links and relationships and other units of references in order to reduce the data to significant categories and store as notes. This process of data analysis had proven successful in earlier qualitative studies that I had completed. However, on reflection, I considered that in order to capture the sense of the whole culture, it would be a challenge to use an ethnographic data analysis based on an inventory approach of listing cultural domains as units of the culture (Spradley 1979). This process would also lead to identifying, comparing and contrasting all the different domains revealed in each transcribed interview. Arguably, this in turn would, and did, reveal enough of the culture of the TAFE department to bring the culture to life.

The process of identifying as many of the domains as possible, and including terms (dimensions of contrast), involved re-reading all of the interview notes to find domains that may have been overlooked (Spradley 1979). In order to apply the appropriate level of intense and consistent scrutiny, the whole process became an extremely time-consuming activity. However, the outcome revealed a strong overall sense of the cultural environment and achieved the aims of the project.

3.5 Data analysis

3.5.1 Stage one – typing and reading the transcripts

Each typed interview transcript was read to get an overall sense of what had been recorded and answers to the question 'What was their individual story of life in the TAFE department?'

3.5.2 Stage two – identifying cultural domains

Each interview transcript was re-read to identify a list of cultural domains and included terms (dimensions of contrast). It proved useful for me to base the types of domains on a list

identified by Spradley (1979). Initially this resulted in a total of 55 domains with many of the domains having more than 10 included terms (dimensions of contrast.). However, I recognised that several domains were closely related and merged these to form a list of 43 domains.

I used one A4 sheet per identified cultural domain adding the necessary columns for each included term (dimension of contrast). Each interview transcript contains hand written notes about the identified domains and the possibility of quotations being used under different domains. I included a means of identifying participants by using their real initials and the location of the transcript page where the cover term (domain) and included term (dimension of contrast), were identified. It became a useful strategy for me to use the initials of the interview participant in order to retain a sense of the overall personality and voice of each individual. The initials were later changed to hide the identities of the teachers once the transcripts had been examined and I had determined that all possible domains had been identified. The process of typing the domain sheets allowed for each domain and included terms (dimensions of contrast) to be reconsidered and retain the original term stated by the teacher (folk term).

The next step was to reduce the list of cultural domains and dimensions of contrast to a manageable size of 35 domains, as recommended by Spradley (1979). This enabled the identification of sets of domains and possible themes and was then filed. This file became a valuable resource when I was writing the chapters of the thesis, as it provided an efficient way to access a rich collection of verbatim quotes.

Spradley (1979) argued that the researcher needed to then 'make a list of possible unidentified domains' (p.191). After a planned break I re-familiarised myself with the data by re-reading each typed interview transcript and this re-immersion process allowed cross-checking of the results from the domains search. The focus was to identify evidence – in the form of verbatim quotes – that were either explicit or implicit that would provide more direct answers to the main research question and sub-questions. This evidence would present the individual teacher perspectives as well as the overall sense of the culture of the department. My hand-written notes were then typed and placed in a separate file.

3.5.3 Stage three – identifying quotes that led to a portrait

Although this proved to be another lengthy phase of analysis, I found the re-immersion process helped in the identification of themes and deeper awareness of the content of the interviews. The research questions themselves were identified as themes that enabled me to find similarities and differences between the teachers.

3.5.4 Stage four – limitations of the research

The next stage was to reflect on my journal notes and consider what had not been said and what had not been portrayed in any of the recorded events. I felt that this was a difficult stage to reflect and analyse because my notes could not help being subjective.

I was aware that my interpretation and recorded opinions had also been formed by influences such as my role as researcher and colleague. I was conscious of the need to respond as if this was the first time that I had observed any situation, which proved to be extremely difficult. However, these negative aspects did not outweigh the value of being a long-term participant in the department with an insider perspective of the culture.

There were many times when I realised that I had forgotten to make notes of a situation. I often found it difficult to remember my role of researcher and make notes for my journal during a normal, familiar and hectic day of teaching and interacting with colleagues.

3.5.5 Stage five

The final stage of data analysis was to retrieve my collection of archived department documents and identify evidence of some of the ways that the Federal Government's policies on VET might have been disseminated to the TAFE teachers and evidence of professional development and culturally specific data.

3.6 Data collection

The notes related to the data and the analysis of the data, were kept in individual files. Information was recorded on computer disks in order to enable easy location of recorded interviews, notes of data, data reduction, definition of codes and categories. A range of identification changes was used to maintain confidentiality.

Originally, my research journal notes were to be regular records of reflections, observations, experiences and activities related to understanding the research environment. The intention being to capture evidence of the culture of the department and understand the working lives and professional development of the teachers, as if observed for the first time. As mentioned earlier, there were many times when I forgot to make notes, even rough notes. I reflected that this happened because I was researching in an area that had been my working environment for over twenty years. I was also committed to achieving my teaching load and responsibilities with a minimum of disruption to my students, colleagues and the department.

There were times when I made a decision to not make notes on information that I believed was shared with me as a trusted colleague and not as a researcher. I had also worked in the department long enough to be familiar with certain attitudes and had grown used to the behaviour of many of my colleagues. As stated earlier, these aspects did not diminish what I saw as valuable insider knowledge and perspectives of the culture of the department.

Spradley (1979) warned that although ethnography led to a hidden store of knowledge and a profound awareness of a particular culture, there was always much more to know and we need to recognise that every ethnographic description is individual and as such may be unfinished and open to another study.

Chapter connections

Chapter 3 disclosed the aims of the research, a justification for the methodology and the steps taken to collect and analyse the data. The following chapter evolved from a collection of transcripts of each of the individual teachers' tape-recorded interviews and provides an opportunity for the reader to gain an understanding of the uniqueness of each teacher participating in the research project, their similarities and differences as well as their recollections and perceptions of their working environment and change.

It was an unexpected and pleasing result to realise that a file of typed, verbatim quotes from each teacher enabled the creation of Chapter 4 that I have titled 'Portraits'. This chapter provides an opportunity to present individual stories of the 15 TAFE teachers who work in the same department and allows for each of their voices to be heard through reporting extracts of verbatim notes from their interviews.

Chapter 4: Portraits

This chapter provided an opportunity to present a portrait of the TAFE department in which this study was conducted and 15 individual portraits of the participating TAFE teachers who work in the same department. As described in Chapter three, the investigation set out to note the authentic, individual recollections and perspectives of the professional development journey taken by each of these teachers and their perceptions of their working environment. This chapter is based on verbatim comments from each teacher and their stories are presented in order to convey a greater appreciation, understanding and knowledge about their vocation, their experiences, their viewpoints and their concerns.

The portraits reveal the depth of the teachers' commitment to their students and their love of teaching that remains undiminished as they faced stress, negativity and disillusionment with management, their environment, their culture and the changing nature of teaching.

4.1 The workplace

This study focussed on one section of a TAFE department. The department has a mixture of classrooms for theory teaching, laboratories and simulated workplaces that closely resemble the specific trade workplace being studied. This TAFE department is one section of a School that offers a variety of TAFE courses within the TAFE sector of a dual-sector university. The TAFE department is part of a network of TAFE departments located across several campuses at different geographical sites. The TAFE students represent a diverse range of groups.

4.2 Portrait 1: Reg

With over thirty-four years of TAFE teaching, Reg was the longest serving teacher interviewed. He began his journey into a trade career as a fourteen year old that went straight from school to becoming a trade apprentice. Nearly a decade after qualifying in his trade, he began a career in the TAFE department as a full-time TAFE teacher and described his preferred style of learning and teaching as repetitive training. He explained, " There's been a lot of personal growth through positive re-enforcement about things you've tried and haven't

worked … [and] … because we do it so often, I believe that gives us the opportunity to change and improve the way we do it .We get to try it very quickly in a different way again".

Reg believed his first responsibility was to make sure the students were comfortable in their new environment and to encourage them to ask for help whenever they needed it, regardless of how many times they took up the offer. He explained, "I always explain to new students that I have no objection to them asking me once or twice or ten times, the same question … because some people will learn at a quicker rate than others".

Appearing to accept major changes to his role and teaching methods Reg did however, indicate the danger of non-compliance with implementing the National Training Packages saying in a firm voice, " We've had a lot of different training packages that we've had to teach …" How will we deal with that?" You have to get on with it or you step out the door. That's our choice. You do the job, or you don't. If you don't, you leave".

There appeared to be no evidence that Reg knew about, or understood, any of the range of government policies and strategies aimed at enhancing Australia's competitiveness in global markets and the ensuing changes that have transformed not only his work but also the work of all TAFE teachers. However, he remembered two significant changes that impacted on his teaching practices and stated:

> Well, probably one of the biggest key moments I recall was going from a 'lock-step' training technique, moving into an area where we did 'self paced' learning. Where communication, theoretical work and practical work were all in the same room.

Enthusiastically recalling the impact of learning from certain colleagues he declared, "Influences in here have always been several colleagues who I see as mentors". He referred warmly to one particular colleague saying, "I can consult with him. We were required to observe them in class and watch their teaching methods and how they managed with students and how they managed the classroom". Department meetings, subject area meetings, listening, reading and networking were all considered opportunities to learn and develop as a professional.

Describing the addition of computer training it was obvious that Reg considered the events to be a waste of time and he was plainly resistant to completing professional development at home. He explained:

> Some of it has been computer systems that I have not found the need to use in here. So I've got training that I don't use on a day-to-day basis. It could be said that I could take it home and use it and develop it at home but I don't have the facilities on my own personal computer to do it, and I'm not prepared to furnish myself with it.

He recalled how a 'return to the workplace' project had been part of a management initiative for compulsory professional development that involved, "…going back into the industry that we worked in, on the floor, so to speak". Reg recalled that attendance at (trade) product companies was another form of compulsory professional development, saying, " If we're upgrading with products, then we might go to a particular company".

Reg described how professional development takes place in different environments. He explained, " We do go to things at other campuses. We've done strategic planning days. We've had them here on site". He then enthusiastically recalled a recent event saying, "We did a back-care, a healthy back-care program just the other night".

He demonstrated a keenness to develop up-to-date resources but explained his frustration with managers and their apparent lack of commitment to respond to teachers' concerns:

> Now, we're at the next point where we need things on CD and we're stagnant … I don't feel from a teacher's point of view, that management has enough commitment to support the teachers, and really support what they call, their clients, in the classroom.

He quietly added, " I feel there's a little bit of now what's the word? … apathy" and reflecting his disappoint with management said, " You just expect some sort of recognition of the fact that there are a lot of people in this place who work their arses off and it would be nice just to feel as if you were a little bit well regarded, recognised yeah!" In a voice tinged with disillusionment he added, "When you go to look for what you need to support, to try and support what you're doing ... I don't know whose job it is to provide it ... I don't know if we're supposed to go and look for it".

He appeared angry discussing his perception of managements' history of misdirected professional development saying, "Some of it's pretty Mickey Mouse I think. Looking back over the years I don't think that management always guided us in the best possible way". He added a telling insight into the responses by managers to government directed policy changes impacting on teachers saying, "I thought it was just a case of getting something on paper. Doing it to have something done. To say, "Ok, well you've done professional development".

Committed to accepting changes to teaching methods, Reg was patently tired of the lacklustre attitude of managers and their continued failure to fully support the changes with appropriate resources. He stated:

> I just think that if there's a commitment made to work in a particular way let's say 'self pacing'. Ok. We're going to do 'self pacing' and we're going to have students working at their own rate and we're going to develop the resources that we need. Now, it's never been the case that we've had enough of any of those, or, reasonable enough quality that they were reliable and so on.

Inferring that change is not always for the better and if managers want change they need to support the change both appropriately and consistently Reg argued:

> I just feel the university wanted to direct us into IT ... For the most part it's not a bad idea! But they've got to back it up with money to be able to put good computers in and put reliable systems in or everything will Hiccup! But I don't know that the follow-up's been done to try and maintain or, I don't believe there's a philosophy of these in place.

He then gave an example of his perspective of a required philosophy stating, "Ok, we're going to go this way and we're going to support that and make sure that's done, been put in place". Reg then sardonically offered his perception of management's attitude stating, "Ok .. We've done that! Now what's next?"

It was clear that Reg believed that it was important to fulfil his formal responsibilities regardless of his disappointment with the style of management he perceived. For Reg, managers evidently lacked many of the valuable skills that he saw as vital. These were: providing guidance and relevance for any mandatory professional development; giving their full support by means of initiating professional development that was to be implemented immediately; and providing the necessary resources to complement professional development. He also valued recognition from managers for loyalty and hard work in maintaining their professionalism.

4.3 Portrait 2: Dan

Since arriving at his destination to be a vocational education teacher and now with over thirty years continuous service, Dan proudly and good-humouredly revealed, " I'm your sort of trouble shooter, the trouble shooter ... I enjoy showing other people". He provided clues to the longevity and satisfaction of his career stating, " I've been lucky that I've been able to

diversify and go into other things ... I've been acting senior teacher. I've run block release … I've done timetabling".

Although a qualified tradesperson Dan initially stated, "I actually have no qualifications what-so-ever". However, he did eventually recall two qualifications declaring, "Technical Trade Certificate, or something ... [and] … Cert IV". He admitted to professional development in the form of researching saying, "I'm looking up different things on the internet and stuff like that" and admitted to developing professionally by sharing ideas and writing. He proudly announced, "I wrote the first competency-based curriculum, (trade) curriculum, for (state) which was accepted first time round and more of them".

It was evident that Dan responded enthusiastically to being given opportunities to take part in a variety of professional development activities explaining, "I've been lucky that I've been able to diversify and go into other things". He described one favourite professional development venture as the 'Toolbox' and declared, "That was really great because that was different. We worked with a private company and that was very interesting … yeah … so yeah, learned different things, different programs".

However, having his students involved obviously provided him with enormous satisfaction. He said:

> Yes, it was good because we had all our kids involved in it. So we'd come in and we'd say, "Who's got the best hands?" ... and when it was all finished and the kids had a look and they'd say "Oh, where am I in there?" and I'd say "What were you doing?", 'cause you couldn't tell with the hands could you? No they really loved it, the kids, really enjoyed it so that was good.

He then provided an example of the type of intrinsic reward that comes from interacting with students affirming, "… interaction with the kids you know, I mean I was in there like two weeks a couple of weeks ago and like yesterday and the day before I saw the kids in the lift and they say "We miss you" and I'd only been there two days, two weeks".

Although Dan clearly enjoyed using a computer there were some aspects of completing department-initiated professional development that had caused him considerable frustration. He described examples that were not supported by management supplying the necessary, relevant computer training stating, "I do enjoy the computer. I mean usually. I did a couple of

courses and I found that was a waste of time … [and] … I can remember doing an Excel course. What it was all about was budgeting and I've never done a budget in my life! Very boring!"

Continuing in the same sombre tone of frustration, he was clearly annoyed because his time had been wasted and he was disillusioned with learning something new that could not be usefully applied. Frustration was evident in many of his statements:

> So, you couldn't practice. You couldn't do anything. So it was really a waste of time. I didn't really learn it until I had a need for it and I think that's been the same with any of the programs that I've worked in and that's probably how I found my way around. Sheer frustration! I want to get a job done and you find a way of doing it.

Dan clearly valued informal sharing of ideas saying, "You know, we share our ideas. I think we've always been like that and I think that's how you learn as well and you also help other people learn too, and it's a non-threatening situation. It's not like a class, or anything".

When speaking about the challenges involved in helping other departments understand AQTF, it could be implied that Dan had not received any professional development to help him to fully understand how to implement the AQTF and instead found his own way for 'nutting it out' saying:

> I worked with (lecturer) … what she was writing up her end was no good unless the TAFE sector was done, but she couldn't write 'TAFE Speak' … [and] … she said "You, probably won't understand 'Higher Ed speak'. In the finish she said, "I can't understand 'TAFE speak'. It's a lot harder". It wasn't, but it's just that our minds are geared in a different way that's all, same SHIT different paddle … [and] … when I looked at how she had written hers ... we had stuff like that in button-up boots. We don't do stuff like that. It's too ambiguous. It's like ours is more honed in whereas that's wide and you know, ... we did it years ago!

Dan clearly demonstrated the need to feel valued as a colleague, teacher and employee. Any professional development activity that had him closely interacting with colleagues and students was a tremendous source of personal and professional satisfaction.

4.4 Portrait 3: Brett

As a trade teacher with nearly thirty years teaching experience Brett had changed the direction of his trade skills path within the department several times. He talked about his abhorrence for

an authoritative style of teaching, Brett had a distinct preference for a relaxed, comfortable environment in which students learn not just the trade subject but life skills: "I always wanted to help the students for their life, even if they didn't want to stay in that subject. But I think it's important to help the students just as people grow. Not only the subject just because I liked it, I have to realise some aren't going to like it". He added, "We need to develop in other ways" and stressed that professional development is "growth".

Recalling his initial move from working in industry to working in the TAFE department for over twenty years, Brett admitted to being bored and volunteering to change direction to a new and different trade area being offered by the department. He explained how he gained experience in the new trade when the department sent him to learn skills from people in the industry. This industry experience helped him to form a valuable network of professional relationships with skilled tradespeople working in industry, rather than teaching professionals and wholesalers.

Brett had a down-to-earth philosophy about the value of observing colleagues saying, "I think when you're watching people teach their way and you're learning teaching things as well, whether you agree or disagree. If they do it wrong it tells you well, not to do that to the students".

He admitted to a history of self-initiated and self-funded activities for professional development. This included attending trade-related courses and researching the trade to make sure that his students received skills and knowledge that reflected what was current and up-to-date in their industry. He firmly believed that his industry sets the agenda for teaching trade skills and knowledge and provided compelling evidence of his strong commitment to maintaining his professionalism and credibility for his industry.

He was clearly disillusioned with a lack of recognition of his professional performance as a teacher within the department saying, "People sometimes don't see the fact that you are good at your job. That's evidence of professional development".

However, Brett was extremely enthusiastic about his change of direction from one trade area fifteen years ago, to his current area of teaching admitting, " I moved to (trade), and I found that quite interesting. I quite like that, because there's been a lot of changes in that area". Brett

added "I have to say I like change. So the reason being that in (trade) I enjoyed because of the changes". He enthusiastically explained, "I wanted to do it so I was willing to do it. I really wanted a change … [and] ... because (trade) was coming into the syllabus and they didn't have anybody trained … I was really quite bored and I was, very happy to do that". He then quietly admitted to a further motive saying, " ... because I was sick of (his previous trade), because it had too much politics in it".

Proud of his attitude to professional development, he added, " I've pushed a lot to have professional development". Undoubtedly he was willing to rebel against management decisions that were perceived as detrimental to his students saying:

> I've followed industry and when there's been something on I've desperately wanted to go to, so sometimes they've let me and sometimes I go on my own accord … I have because I just wanted to do it for myself, because I think well, if you fight with them (management) and don't do it, you miss out as well and the students miss out of course.

He added, "I still try and network with the industry, and I think that's how you learn all the time, to be current and updated" and firmly stated, "I used to always want to do things so the students would still do it, get the best opportunities … [and] … I have followed industry and tried to keep my credibility".

It would seem that his comments illustrated management's apparent lack of awareness of the need to maximise outcomes for adult learners (Knowles 1984) by considering individual differences stating:

> I'm not so interested in developing programs and I think that's where we weren't asked. We were sent off to those things and that I found a bit useless. We're not all going to be writers and developers and so I would have much preferred to go and develop my skills in that time. I would have been very happy to do that but they didn't allow that. They'd (management) send me off to learn to write programs and that wasn't really my thing and so, I think it should be negotiated.

Brett continued in a disdainful tone that indicated that this type of professional development was inappropriate for him and his department and should only be completed by people with expertise, or those willing to develop in that area. He added, somewhat angrily, "It's no good forcing you into something that's irrelevant to your classes, which sometimes happens". He expressed a need for team building professional development saying, "There should be some team building things to build teams, that's lacking here".

Although he was happy to acknowledge the benefits of changing from an authoritarian style of teaching and managing the classroom, he was less than enthusiastic about the changes of teaching method saying, " We have changed from very authoritarian, to self paced to competency based. I still don't feel, like in (trade) that is the best teaching method for students".

The day-to-day experience with implementing the AQTF was acknowledged as professional development but Brett was plainly not enthusiastic about its current form. He explained his disillusionment and negative perception of the AQTF. Brett firmly believed it was useless as a method of checking standards and offered a pragmatic way to improve the evaluation of standards explaining:

> It's all for the auditors and that's the problem. Nobody ever checks it. So it's just more work and it's really not achieving much. Nothing is evaluated. The people who need to do the evaluation are the students ... [and] … AQTF. Very time consuming. Perhaps, it makes people more accountable but, perhaps there's a better way of doing it than everybody going off on their own tangents with that .. Just ticking and crossing and not really accountable for it.

There appeared to be no evidence that Brett knew about, or understood, the government issues and changes that had transformed his work. He was aware of the changes to teaching methods but apparently not why they needed to change. He maintained, " my (Trade) hasn't changed in those years, teaching methods have but not the subject itself. They're teaching the exact same thing as they did thirty-two years ago". Nevertheless, Brett was firmly committed to ongoing, relevant professional development that he judged as vital to helping his students and himself whilst simultaneously maintaining his credibility with his industry.

4.5 Portrait 4: Brenda

After a long journey that had begun when Brenda had originally left school to work in the family business as an apprentice and then qualified as a tradesperson. A long-serving TAFE trade teacher, Brenda has taught in the department for nearly thirty years. Her major goal was to be a business owner and eventually she owned several businesses. Her experience of managing many apprentices − with varying but disappointingly low standards of skills − influenced her decision to accept an offer to become a TAFE teacher in the department.

As an enthusiastic, new trade TAFE teacher Brenda believed that it would be possible to both change what the apprentices were being taught, and also increase the standard of apprentices going into industry. Having set herself this aim, she reported being disillusioned at finding that it was only ever possible to influence her own classroom of apprentices, rather than all the apprentices in the TAFE department. When asked to describe her own teaching practice, she revealed her commitment to complying with a formal policy saying with seemingly, a shade of defiance in her voice, "We've got, obviously university policy. Beyond that, in the classroom it's entirely up to me as to how I conduct myself and how we operate".

Obviously an unpleasant memory, Brenda recalled the demeaning attitude displayed by a lecturer when she undertook teacher training. She explained:

> I went to State College at (Town) for two years. I'm not sure what that did for me ... I think what it did was to take me out of the workplace and get more teacher orientated rather than oriented towards the workplace. I was told when I did my training ... I would forget anything that I knew about (trade) at that point in time … and I had to now become a teacher.

When describing a variety of professional development activities that she had experienced Brenda rarely enthused, or stated displeasure. Only slight changes to her tone of voice and facial expressions gave any indication as to how she felt about the events. In this situation I chose to respond as a colleague, and sensitive to knowing her preference for not say anything that could be misconstrued and reported back to management, influenced my decision to not probe as a researcher.

Brenda then continued, "I have trained and taught outside of the area, and still do", indicating the value of experience outside the industry. She described how she had completed computer training and with pride described how the department's teaching staff used their own initiative to create resources. Inferring the necessity to do so because of the lack of managers' support to provide what was necessary, she declared, "We develop a lot of our own programs because they're not available ... [and] … we do a lot of self-development here". She explained that materials are developed, and professional development activities attended, outside their normal hours of employment saying, "I've developed … we have followed … our own professional development, in our own time".

Becoming extremely animated she then proudly described how she had initiated professional

development and become a multi-skilled member of staff saying:

> I get called on to fix things. I've been called on to audit another
> department (trade). Mainly, because I know what to do, but they
> haven't trained me to do it. I've made it my business to know what to
> do because the outcome is ultimately, if it doesn't work, we don't
> have a job and I'm one of them. So I won't have a job.

Like Dan, Brenda expressed her excitement when she described being taken out of teaching to

work with other colleagues on a teaching resource that supported the development of

vocational education and training qualifications in her trade, referred to as a 'Toolbox':

> YES, we ended up with a 'Toolbox' and it was done out in private
> industry … and given to ANTA. So it was a really good learning
> curve for me too because I was actually taken off teaching duties to
> concentrate on it. It actually whetted my appetite. But then I came
> back here to full-time teaching and it whetted my appetite for nothing
> because I went nowhere, it stopped!

This statement was followed with a loud, sarcastic laugh as she recalled an extremely painful

time of disillusionment and disappointment related to the aftermath of completing the

'Toolbox' project. Her tone of voice and facial expression changed to one of extreme sadness

declaring, "It's a shame really because you had three people who had really learned a lot of

skills in program development and in fact what should have happened was they perhaps,

should have been put onto another development program immediately".

Brenda appeared to accept the implementation of the AQTF. Whilst she responded in an

animated manner when discussing it, she also appeared to be somewhat ambivalent in her

feelings towards it stating:

> AQTF, yeah, a massive amount of statistics. Probably makes some of
> the staff think more about what they deliver and how they deliver it.
> The statistical management is a nightmare. The fact that we have to
> think about how we deliver and what we deliver, and how we can
> make sure people don't miss out on our delivery is probably not a bad
> thing.

There was no evidence that Brenda knew about, or understood, the global issues that drove

the creation and implementation of government policies and subsequent changes that had

transformed her work. However, she was well aware of the need for the constant upgrade and

creation of resources for online learning that was a result of a change to a more flexible

approach to teaching. Although not identifying a personal change, Brenda believed that all the

TAFE teachers had changed for the better. She believed that although the teachers disliked the changes, they must conform explaining:

> Everybody has changed, I think. Particularly, in this department. They've become more responsible. They're certainly doing a lot more statistical information than they used to and they don't like it. I can guarantee it but it doesn't matter. It has to be done because the state government audits us. Which we never had in the past … [and] … They're looking at consistency, continuity across the state and of course the nation, with what's being delivered.

Brenda valued being perceived by management as being an extremely capable professional able to help the department to run more smoothly, whatever the problem, and a person who complied with government and department policy. Evidently, she gained a great deal of satisfaction from management indicating that she was needed, or more importantly that she was seen as indispensable. However, she implied a need to be shown respect for her professional skills in managing her own classroom.

4.6 Portrait 5: Jack

As a colleague of Jack, I knew that his life journey prior to becoming a TAFE teacher had not been easy. I did not ask him to speak about his pathway to the department. Jack is a qualified trade teacher with a Certificate IV Workplace Training and Assessment and a Diploma of Teaching. He had taught and trained in the workplace and the department. He appeared to be eminently satisfied with teaching overseas students the vital, basic skills and knowledge of the trade. As a longstanding staff member he has worked hard to instil in international students a respect for basic skills and a perception that if they had these basic skills they would achieve a great deal. His tone of voice was one of unmistakable pride declaring, "Now, because I'm teaching basic (skills) a lot of people feel, that's not really important. But it is, because by teaching the basics you show them how to get the end result".

He suggested the inclusion of his overseas students in certain professional development activities such as 'wellbeing' events. Believing that this would be beneficial for their physical and mental health he explained:

> Last year, there was offered a life program. It was offered over at (campus site) and there were people from the offices and so forth. It was a broad professional development and I went to that and I thought it was such fun. I thought it was just perfect … [and] … every student should get this, in their orientation program. Every student

should get it because it was about healthy eating, healthy food, what helps you. They did a little bit of all sorts of stress relief things.

Jack believed that it was extremely important to continually research and stay in touch with industry by attending and participating in trade seminars and trade shows. He had also been involved in a variety of professional development activities related to his trade and changes to teaching styles − activities such as writing a learning guide and developing learning programs − but appeared to denigrate his high level of skills with a belief that luck and good fortune were influential in his success. He said, "I've written the Learning Guide, to go with the learning program. I was very fortunate that I understood a complicated program. I see it as an excellent basic program".

Jack recalled changes to a self paced teaching style. Clearly disappointed and frustrated with his inability to do anything about the compulsory changes to his teaching methods he explained, "now, I'm pretty well stuck with the method I teach due to the structure of our program as in, self pacing, as in interaction with the students". However, he inferred a sense of empowerment associated with his perception of the enormous benefits of amalgamating with a university and learning about the range of policies that are in place. He added with a considerable depth of feeling, "It's given me keys to use when I need to go about something".

He initiated and self-funded several professional development activities, such as: computer courses, an alternative therapy event and a well-being program. Jack was not only extremely enthusiastic when commenting on his vocation, but also extremely animated when describing various professional development activities, whether they were enjoyed or not. It was obvious that regular contact with his industry formed a vital part of the professional development of himself in which the students also benefited saying, "I believe it's very important to keep in touch with everything that is happening in the industry", adding with great feeling, "I believe it's really important to research everything that is happening and put it into practice". He explained, "I go to many seminars in relation to (trade) because I think I need to be up with what is happening. I need to be there with the latest things". Jack clearly perceived industry as the leader. He has continued to maintain a close relationship with his trade industry and clearly valued the benefits to be gained from this association.

In recognition of his dedication and commitment to his trade, and proven history of excellence, industry rewarded him with the opportunity to go and experience his trade in

an overseas culture. Jack explained the good fortune that led to an overseas professional development opportunity that he believed was his definitive professional development experience as a teacher stating:

> I believe I've been fortunate because of the amount of effort and energy I've put in. I was selected to go to (overseas) … nobody else was given that opportunity because another company saw that I had the skills that they required at the time, so they approached the school and asked if they could send me to … and I did that in 1990. So you know that to me, was the ultimate of my professional development.

Jack described the value of professional development and his attitude to professional development saying:

> I think that professional development is vital … [and] … everything I think is worthwhile going to. I just feel, that at times things are not organised effectively. For example, we're having the school, the consortium. They had someone divide up the groups last time and so they put all strangers together, which is fantastic … [and] … I think that's a great idea, but the strangers then dealt with the subject areas. Which I thought was dismal. I would have loved to have had feedback.

Clearly Jack believed that for any professional development activity involving the department and the larger school, the participants should mix with people that they are not familiar with and when there are vital discussions it would be more useful to put people from different departments but with similar teaching areas, to meet and give feedback in order to share information. Evidently he valued being involved in the decision-making process with regard to professional development and that when evaluation forms were completed he believed that it was important for managers to respond to the feedback and provide evidence of action. He was obviously disheartened when managers did not respond and valuable ideas were not used.

Jack has not only enthusiastically accepted the need to gain computer skills but has initiated and self-funded a number of them, with plans to complete more saying, "I have paid for some computer courses because I am illiterate in a computer and I don't have them at home. Other than that, the professional development I have had has been what I've sought for, what I've needed. I need miles more".

His voice then changed to one of contempt when he described an extremely frustrating experience with compulsory professional development for additional teaching qualifications stating, "I was made to go and do Assessor, Workplace Training and Certificate 1V again. I felt that was a joke. I had done the Diploma. I had done 'Train the Trainer'".

Jack then recollected the time he took up the challenge to become a member of the state Vocational Education Board (VEB). He described how he found the experience to be almost a waste of time. However, Jack eagerly admitted to learning something surprising and extremely useful declaring, "I've learned, there's a policy for this and a policy for that and a policy for something else".

Apart from a brief involvement with VEB, there was little evidence that Jack understood the government issues and changes that had transformed his work. However, he did indicate some reluctance in accepting that teaching methods had to change and demonstrated a sense of powerlessness in having to accept the implementation of the changes to teaching methods. He was obviously frustrated with these changes.

4.7 Portrait 6: Gwen

Gwen had made major changes in the direction of her career path and since reaching her destination, a TAFE department, she had been with the same area for over twenty years. Gwen openly and consistently declared her love for teaching. She demonstrated an extremely strong conviction that every one of her students, even a student with very poor skills, would learn to replicate the extremely high standards that she had set. She believed in 'reading' her students to more fully understand them and to use this knowledge in order to adapt her teaching style to get the best results. Confirming a deep commitment to quality in teaching and learning she stated, "I love quality rather than just you know, the kids going through the motions and getting nothing out of it. To have something, for what they're here for yeah, yeah … you've got a standard and you've got to reach it, you follow it through all the way".

After twenty years of industrial experience Gwen described how she applied to teach in the TAFE department as a sessional teacher. Within a short period of time she had accepted a full-time, ongoing position in the department. She recalled a variety of professional development activities that she had taken part in: teacher training; administration duties; and a range of teaching positions she describes as 'slots', " … pre-apprenticeship, apprenticeship, retraining adults and teaching in a variety of trade skill areas".

Offering her definition of professional development and with a hint of scepticism, Gwen commented on an apparent lack of appreciation for her skills by managers saying, "Professional development for me is **me**, not this place, it's my professional development.

The development of my skills for college, I see it as. But obviously here they don't see it as that". She reported, "Having to learn my (trade) has helped me as a teacher" and explained her teaching style, "I'm a taught (trade) so I follow techniques of angles and things and with the kids, being able to show them what they are doing and to be someone that had to be shown. I think helps a lot". She described changes to teaching methods and why it was not personally acceptable saying, "When I did 'lock-step' you did what I called the 'twiddly bits'. The nice-to-know not the have-to-knows and it's those little tricks and things like that, I think, make (trade) easier".

Clearly disillusioned and disappointed with the effects of the addition of administration duties that had severely impacted on her teaching and enjoyment of teaching, Gwen explained:

> When I started I was a teacher. Now I feel as though I'm an administrator and a teacher. Before, I felt that I was giving my hundred percent to teaching and now I feel that the paperwork and everything is sort of taking over from the actual teaching process. Teaching has become the secondary thing, paperwork has become the primary thing.

When asked to comment on changes in the department she was quick to offer a negative response with a touch of irony stating, "The only thing that's changed me is the computer, because I just hate them". She then laughed sarcastically and explained her attitude:

> I really think that the computer work that I've done is good but of course, when the flip do I use it? You know, and I don't have a computer at home. I hate computers and things like that. But as I say, I can do it while I'm here but to re-do it and re-do it!! I suppose I could do it within the first week but some of those things just aren't daily chores that you'd have to repeat it.

In contrast, Gwen responded excitedly when speaking about trade shows. She was an avid attendee of trade shows and having direct contact with people in her industry. She admitted to self-funding trips to attend interstate events so that when she came back to the department she could proudly demonstrate the latest trends to clients and students and convince her students that she was not simply someone that had been out of the trade for twenty years, but someone very much up-to-date.

Whilst inferring compliance with implementing the government directive to apply 'self paced', rather than 'lock-step', Gwen indicated that she was clearly puzzled as to why the teaching methods had been renamed. It appeared that she did not have an understanding of

why the changes had been implemented − perhaps further proof that there had been no professional development to explain the reasons for the changes

She gave an example of having previously used a 'self paced' teaching method, but believed that the students learned more when the 'lock-step' teaching method was applied. She argued:

> Lock-step, self paced. I've always said that we were actually self paced in the lock-step. It is the technique that we used when I first started here. We were still lock-step but self paced, so that if you see, someone that is really excellent you would move that person on … [and] … the thing that I find with lock-step is that your peer group pressure gets the kids motivated. They don't want to be the last one to do the (trade skill). They don't want to make a mistake when they do the (trade skill). Whereas now with self paced, who gives a rats whether they do it? They can sit in the back room and read a book and the thing is, with self paced, you don't have the supervision, the time to supervise and say "HEY, you're reading that book, get out here!". Because you're just too busy (attending to all the other students).

When asked to think about an example of professional development that she would apply for if funding was available, Gwen immediately spoke of her dream to have management funding for overseas professional development, so that she could attend industry-related shows and competitions. Smiling broadly she explained:

> You know, just with the (trade) Expo- and things like that too- I feel that you're being seen in the industry as being on the pulse. It's good for the college … you know, your profiles lifted … that you're seen at the top places. You're seen doing things, courses and things like that and it improves your skills, and I always say, you can improve your skills. Even if you see one (trade skill) new technique … [and] … I feel I've got heaps out of it because again, you can adapt it to other (trade skills), but you know the techniques, and again if you're seen to be doing this whiz-bang techniques the kids have a far better … OH!!, you know. Like they think "Well, gee (she) is not just old (teacher) that's been out of the trade for twenty years"!

Gwen provided substantial evidence of both her love of her trade and teaching quality skills to her students that is undiminished by time or the negative aspects of the department.

4.8 Portrait 7: Harry

Since travelling from Europe, Harry had worked in the department for over thirty years as a qualified trade teacher. He wrote that he had spent the last ten years teaching adults with trade skills who were seeking Australian citizenship. Relocating from Europe and now an Australian citizen, this experience had apparently enabled him to empathise with new arrivals to Australia. He stated proudly that many students had remained in contact and written to say

they had been fortunate to be taught by him. Although Harry had written his responses it was not difficult to understand his philosophy for learning and sense his enormous enthusiasm for gaining knowledge, " Enjoy and make the most of learning and giving back what I learned … [and] … the more I learn the better life gets … [and] … I guess the day learning stops is the day I die".

Whilst Harry did not supply direct responses to the research questions asking for his perceptions about the issues and changes that had transformed his work, he seemed to believe that student outcomes and enjoyment of learning were the main issues. He wrote, "The confidence of my students when they leave the course … [and] … the mail from students telling me how good it was whilst they were studying". He clearly valued enjoying learning and staying up-to-date and wrote about his philosophy for teaching, "Update my skills … [and] … give the students the latest in industry".

Harry wrote that he had achieved trade-teaching qualifications such as a teaching certificate, a Diploma of Education, a Bachelor of Education Degree and a Certificate IV in (his trade). Further, he wrote that his professional development included joining his trade professional association, which he attended on a regular basis. He recalled a range of professional activities: learning how to design and make videos, in-service training organised by the Head of Department and English language studies.

4.9 Portrait 8: Jill

After being stationery in industry for over ten years Jill decided to change her career path and, "Have a go at teaching" and attended teachers college to gain TAFE teaching qualifications. Having taught in the department for over twenty years she was still inspired when observing trade experts saying, "I can still go and watch educators work and find it interesting and exciting, and I can always learn something I don't know". However, she was disappointed when faced with students who appeared to be reluctant to work hard and lacked the drive to be excellent in their field.

When recalling the start of her journey to become a full-time TAFE teacher, Jill remembered her initial feelings of loathing for teaching theory insisting, "I hated it at first because it was a heavy theory content. I had to go away and learn a lot of stuff that I hadn't done for many years and you know, like I was one step ahead of the students".

Jill described her early days of teaching and her earlier enjoyment of training apprentices:

> I was learning it the night before and revising it from a million years ago and teaching it the next morning. But I liked working with the kids. That was great. So that's how I sort of got into it and then it was really all about classroom teaching. There wasn't really that much extra work to do outside (the classroom). There was no 'admin' stuff because we had a lot of staff. Really it was just about classroom and it was so much fun and yeah … It was great fun but of course it's changed so much now.

When asked to recall changes in teaching practice, Jill described the challenges of applying the new methods and she indicated that she was not happy with them.

> I think the first thing I noticed was when we went onto the self paced. It would be probably be early 90s I guess, when we changed. It was the competency-based stuff and having people doing all different activities all over the place and having to concentrate on so many different things instead of leading the class and while I think it is a good thing for brighter students. I think it's absolutely useless for the people who aren't. But in saying that, they probably shouldn't be here anyway. Yeah! and it's much easier to lead a group of people who don't really get it.

Jill believed that the increase in administration duties was due to there being less staff and made no reference to the accountability standards within the AQTF.

4.10 Portrait 9: Colin

A former student of the department he departed with a Diploma qualification and changed direction to become a small business owner in the trade area. After eleven years in the department both as a sessional and contract teacher he is now a full-time, ongoing teacher in both the Higher Education sector and the TAFE sector. Colin proudly announced his achievement of a Master of Education Degree. Prior to teaching in the department he gained a Certificate 1V Workplace Training and Assessment qualification. He explained that he also read, researched and networked with the trade professional associations and product companies and other relevant people, in order to share information and ideas and further develop his teaching skills.

Management initially approached Colin to teach in the TAFE department. He stated that a manager had approached him after observing and appreciating the presentation of his final assignment, as part of achieving a related Degree course.

Formerly a sessional teacher, Colin admitted that he had previously been invited to attend the occasional mandatory professional development and his tone of voice when he recalled the experience implied that he felt especially privileged. He firmly believed that professional development had a positive influence on increasing his level of self-confidence stating, "I've then evolved and built a bit of confidence, maybe probably the big thing with me is confidence in what I'm doing and how I'm doing it. Especially when you've had people who have quite a staid view of how things should be done".

Recalling a recent association with the new National Training Package, the AQTF and involvement in a government-initiated focus group, Colin offered his professional judgement and ultimate disappointment with the AQTF declaring:

> I think theoretically, it's a good idea. I think we needed to have some sort of standardisation of training. But the execution of it I think is … especially in some areas … particularly in 'prac' areas … it's been a little bit difficult and specifically for (trade subject) … it's very vague. The descriptors for (trade subject) and its sort of … it makes me question "Who's written it?". "What the motivations behind that were?" and things like that! My studies (Masters) have been investigating a little bit on that too.

He added his professional insight saying, "I think the AQTF does fall down. It's because they haven't made those final connections. They've got the idea. The train of thought's right, but for some reason it's not quite jelling all the way through".

Colin continued to describe his huge disappointment and disillusionment with the failure of government officials to return to his focus group to collect their professional comments on the forthcoming, new AQTF policy stating:

> We're under the new training package now, and that was a funny one when they changed it to the 04 version. There was a lot of talk about it going through and they were still having discussions with the stakeholders, the actual TAFE stakeholders − so teachers and administrators in particular TAFEs − yet it had already gone through.

He laughed derisively and said, "Yeah!, when you're consulted, but it's after the fact!"
He continued in a quiet, sombre tone of voice saying, "It was a bit of a 'fait accompli'. Yeah! I know there was a lot of disappointment. YEAH, it will take a bit of getting used to, the new Training Package, that's for sure!" However, he firmly believed that their teaching practices needed to change even if their attitudes did not stating, "I think people are forced,

especially with the AQTF. They're forced to change to a certain extent. If their entire attitude doesn't change, their practices need to change a bit, to go with it".

When avidly describing his academic professional development, Colin stated that he was one of the first group of students to graduate from a new, university Degree program related to the Diploma course he had completed with the department several years earlier and the moment when he felt he was at a career crossroad:

> I'd got to that point where I thought, "I want to do a Degree". I'd been thinking quite seriously about it and it had actually got to the point where I was looking for information about different Degrees that I might be able to do, when information came through. It was just exactly the right time, Oh! I want to do that! … [and] … I can see the purpose of the (Degree). It's obviously a whole new profession out there, but that's limited. I think it's invaluable for the (trade) teachers to have both of those skills now and to be able to have the scientific knowledge, the science degree behind them as well as (trade) and be able to integrate that knowledge for the student, too.

Animatedly describing the benefits of becoming a member of a professional association directly related to the new Degree he affirmed:

> I'm lucky in that my professional association, the (name) one, everyone has bonded really closely and everyone shares a lot. I think that's my greatest source of professional development … [and] … I think of that group and … probably, I see three or four of them every week. Another lot I probably see about every two months or so. So we're lucky we've got that network because it doesn't happen in (trade) anywhere near enough".

He readily admitted to a love of research and excitedly confessed, "I like trawling through all the journals to see what articles they've got coming up in the current issues and things". However, although Colin admitted to some discomfort with teaching in the Higher Education sector, he was well aware of the benefits of completing professional development that extended his ability to learn saying, "I feel very … it's well outside my comfort zone ... that teaching … which I feel is a good challenge. It's good to challenge yourself" and laughed as he added, "It forces me to extend myself and extend what I know and do a bit more research myself and it's good. But I feel very much like a fish out of water in that department".

Colin was aware of the importance of having product knowledge as a form of professional development, but he had serious qualms about product companies being the main source of

information stating, "There's misinformation you get from product companies. I think that the sad thing is that professional development is only coming from product companies".

Perhaps the strongest connection that Colin perceived between the implementation of the new National Training Packages and his professional development was a greater level of confidence and a sense of having developed personally saying, "I've then evolved and built a bit of confidence, maybe the big thing with me is confidence in what I'm doing and how I'm doing it".

4.11 Portrait 10: Pat

Pat arrived at the department less than a decade ago as a sessional trade teacher. He was a former student of the department and former small business owner who had fulfilled his goal to one day come back and teach in the same department. This young, softly spoken TAFE teacher was keen to help the students. He explained that in preparation for his passage into teaching in the department he had not only completed a high school, year twelve certificate but for over eight years had worked in several other TAFE colleges. He had made several unsuccessful enquiries for a teaching position in the department over those years. He described how his experiences with other TAFE departments taught him different ways to organise different aspects of a TAFE department.

He had also added Certificate IV Work Place Training and Assessment to his teaching qualifications and was the secretary of a professional trade association. He described what he had learned from completing the Certificate IV Workplace Training and Assessment saying, "I did do my Cert IV, which is how to deliver and how to break things down and knowing how to deliver and process it. But I think you still need to be a little bit aware of each student. You have to be aware of the student otherwise, what are you there for?"

He admitted to not being involved in any compulsory professional development to date, but was willing to participate. However, he explained how his teaching skills had developed through observing a variety of teachers, team teaching and being mentored by skilled trade teachers and interacting with students. He described how he had developed from observing trade teachers stating, "I have developed in my teaching because I've worked with so many different people so my delivery has strengthened and I've learned different techniques that

I've learned from other teachers", and earnestly repeated, "I've learned from other teachers, so therefore I think I've strengthened my own teaching ability".

Prior to participating in the research project, Pat was not aware that sessional teachers could apply to complete professional development offered to all university staff. He had expressed a strong appreciation for mentoring, but with the right sort of teacher, and for it to include opportunities for observing a variety of teachers. He explained the benefits of team teaching with a long-serving teacher, a form of mentoring saying:

> I'm working in an open class with another teacher. I'll often sit in with her, her explanations, when she's explaining it. I'll learn from that, the way she's explaining it all. The reasons why she does it, but if I don't know anything I ask her all the time. I'm there all the time and she's lovely and she's very approachable so therefore I feel I can openly go and talk to her.

He added that not all mentors were approachable declaring, "I have worked in some of the (trade) areas and I've been hesitant with other teachers. Sometimes it's ok, but a little bit of a barrier there. So I think, Oh! I think I'll wait. Or we'll work this one out ourselves, or I'll ask somebody else in another room, so that it just depends on the day".

In order to survive in a department, Pat implied that it was important to concentrate on finding out the particular way the department was run stating, "I have been teaching in general in TAFE for eight years now but this department and this university, only a year, or almost a year. I have to be sure that I'm focusing on this department because everybody has their own ways …the way they like to see it being run".

Pat admitted that students played an important part in his development as a teacher declaring, "We had apprentices and loved teaching them". He indicated the importance of catering for different students explaining:

> You have to be aware and be understanding of their situation and their competency level. So, I try to take that into account and try to teach every student a little bit their way. Like, don't expect that student to be the same as that one, because everybody is so different. So keep up the professionalism but remember that they are at a teenage level, unless I'm working with mature-age students.

4.12 Portrait 11: Simon

Simon, a former high school teacher, sought a change of direction in his career and happily admitted that TAFE was definitely his preferred location or niche. He declared he had put a great deal of energy into teaching and constantly searched for links to help the students. He believed that teachers should accept the need to gain higher qualifications saying, "I think that's something that everybody should have to think about as part of their teaching philosophy".

He had been with the department for eight years. For the first two years he was a sessional theory teacher, then a full-time teacher on a contract. In this time he had initiated and self-funded courses to gain qualifications in a Graduate Certificate of Tertiary Education and a Diploma of Tertiary Education and had also attended a number of compulsory professional development activities. He declared that he constantly researched on the Internet saying, "I just do my own research yeah … Internet … and mark certain sites and have information sent to me by certain Internet clubs I belong to, for example (topic) information". University-wide, global email was another way for him to find information saying, "Unimail. I pick up bits of information. You can skim over that and pick up a bit of what's going on".

Simon admitted to belonging to professional associations related to his theory teaching and had attended product knowledge schools that his students attended. He commented about using the Internet for research explaining:

> I teach underpinning knowledge and that's very difficult to make a link with workplace experience for them. So, they've got all this theory and I'm forever trying to find links. A way to make it relevant to their industry and their job. So that's always a challenge and I've had a couple of 'PD's that have not had that aim but I've just been able to pull that information. I've just been able to. I'm always looking for ways to find links, to join them together.

He admitted to initially defining professional development as compulsory professional development asking, "Isn't it? Because straight away when I think of professional development I went and defined what I was being directed to do within the department". However, after a pause he added a more detailed explanation of professional development saying, "Anything that enhances your professionalism, anything that you can benefit from. It might be intellectual ideas. It might be social support" and earnestly declared:

> I'm doing my own professional development and I'm not doing it because I'm interested in the qualification. I'm doing it because it's stimulating and it's improving my teaching, yeah! … [and] … I was a bit bored. I needed something else. I'm pretty comfortable with what I teach now … so that I can take on this responsibility.

He laughingly admitted to considering further study and hinted at completing further research stating:

> I've been seeing how everyone's got two or three qualifications and not that I aspire to that particularly but I just think it's about time I put my money where my mouth is in terms of lifelong learning and yes, something a bit more comfortable, yeah. I might continue studying now that I've got my teeth into it, because I like it … I might be interviewing you in a few years!

However, Simon's light-hearted mood changed dramatically when he described his feelings about compulsory professional development activities. He declared his loathing of the demeaning attitude that he felt managers displayed towards him when he was directed to professional development that was neither relevant, nor mentally stimulating declaring:

> Look, out of a whole day you might find sort of, half an hour that's valuable. HATE, certain ones. I HATE, I HATE being treated like a child and I HATE, and I HATE being, not being intellectually stimulated, you know. It's just that it's a waste I think, I suppose. I have an expectation of professional development that it will be targeted at me and it will make me think and a lot of them are not. You try and make it relevant to yourself, NO!

Simon believed that the individual teacher and managers have a joint responsibility for professional development stating:

> Well, I think there are two areas. One that you initiate yourself because you found something of interest and you follow it and people probably do that without even calling it professional development. But otherwise, you do it because you're directed by your department and that work plan document "and then you're going to do blah, blah hours". So that's a bit of a drama.

He added his professional opinion of the role of management but conceded that there were problems associated with trying to meet teachers' professional development needs saying:

> I think they've got to canvas staff to see what the issues are and see what they like. But I can see that would be problematic because you'd have a hundred different issues because although you work in a department that works in a bigger department, I think everybody's really doing their own thing to a larger extent. So, I don't know how you'd please everybody is the answer to that.

However, he was pleasantly surprised at discovering an unexpected benefit when attending product schools that his students had attended explaining:

> I just sat in on a couple of those product schools that the (trade) students do and I saw it from a delivery end how they talk about (theory subject) and there I was teaching the (theory subject) and I've been able to sort of, pull it together and talk more about the product, I think. So it didn't really have those aims to it but that's what I got out of it. Because I wasn't really interested in it.

When discussing the AQTF, Simon felt extremely pressured by the extra work saying, "It just seems like a spiral that's got busier and busier. With more demands, administration demands, absolutely AQTF as an example. You can't avoid it. You can't put it off. You have to stay on top of it. It's a lot of pressure, I feel".

Although there is no evidence of his level of understanding of why there have been changes to his teaching role and methods of teaching, there is some evidence that Simon knew about and understood some of the government issues and changes that had transformed his work, but not the reasons why the government changes have been implemented. He implied a connection between learning about the National Training Packages and changes to his work from the traditional teacher-centred method to a student-centred teaching method saying, "Now, I've handed over the learning more to the students".

Simon explained how there had been major changes to his teaching method but did not appear to link the changes, from teacher-centred to student-centred, to the flexible delivery approach declaring:

> I've got a bit smarter in the way I teach, in that I used to put out so much that I was completely exhausted at the end of the class. Now I've handed over the learning more to students. I've found that I've got more energy and I think I'm a better teacher for it. I'm not completely burnt out after every class because I'm very enthusiastic and so I, you know, walk around the class and carry on, put out a lot. Where before they were just in a vegetative state, listening to me. But now I throw it back on them to do more working.

He clearly demonstrated a need for professional development that was relevant; intellectually stimulating and which enhanced professionalism. He believed that compulsory professional development was important, but that perhaps it should have a social aspect and be implemented when there is a need for a clear message about policy changes and issues that affect teaching.

It was apparent that Simon strongly believed that all teaching staff should be allowed some involvement in decision-making about professional development. His responses showed that he absolutely abhorred what he perceived as managers' apparent lack of respect and their belief that teachers were unable to determine their own professional needs.

4.13 Portrait 12: Ron

Ron had arrived at the department a comparatively short time before the research. He was fully qualified to teach in two different, but related, trade areas. Originally from Europe and the owner of a small business, he travelled to Australia with plans to develop his professional skills and teach in the TAFE sector and add new, international ideas.

Ron chose to write his responses to the research questions asked of each of the 15 TAFE teachers and wrote with obvious enthusiasm affirming, "I absolutely love being a TAFE teacher. It gives me stamina, challenge and satisfaction that I can actually get an individual that cannot do (practical work) to being an expert at it and qualify … [and] … my experience as a TAFE teacher have been an advantage because of having my own business in Europe and learning more with new ideas and bringing them out here to share with students".

As a sessional teacher who taught in both trade areas, Ron did not attend department meetings but had attended meetings and conferences both in the workplace and at other venues and wrote, "Meetings are great". In relation to his professional development he wrote that he researched the latest in products and equipment. He did not give details about teaching qualifications, or computer skills.

His brief letter clearly communicated his belief that professional development should include all staff, writing, "Professional development should be offered to all staff, both on site and either off site". He added, "It is a little sad to see we have to do this on our own and pay as well or travel on our own … [and] … Professional development should be first priority for sessional teachers".

There appeared to be very little evidence that Ron knew about, or understood, the government issues and changes that had transformed the working lives of TAFE teachers. However, his written response implied that he accepted the AQTF writing, "I find I follow the guidelines of AQTF curriculum being taught".

Ron firmly believed that all staff should be involved in professional development offered by the department and suggested that sessional teachers should be a first priority for professional development, and should get together as a team.

4.14 Portrait 13: Alan

Alan had travelled the lengthy distance from apprentice, to being qualified, to owning his own trade business. As an energetic, confident, dedicated and down-to-earth TAFE teacher who had owned his own business as a qualified tradesperson, Alan knew exactly the type of apprentices the trade needed and set out to get his students to be eminently employable. He explained that management had approached him because of his excellent reputation as a trade employer in a small business.

Alan believed that he learned a great deal from his students and had been on an interview panel for 'Apprentice of the Year'. He had also been employed according to a variety of terms of employment but was, at the time of the research project, a sessional teacher out of choice. He unmistakably believed that a return to industry for teachers was beneficial explaining, "We used to have to go back and prove yourself back in industry. I'd like to see that happen again, so you grow again". He consistently volunteered to become involved in upgrading his trade skills and had also joined the department on an interstate professional development activity involving a trade show.

Recalling a mentoring system that had been an extremely satisfying start to his change of career path to a TAFE teaching career in the department, Alan stated, "I felt I was really nurtured along and given exposure … [and] … I was very fortunate when I started, that they didn't put me in raw. I felt ready to take the class on by myself once I had developed my skills". He added, "I'll ask my good old-timers who've been around for a while. I'll ask them for help". His statement implied that the mentoring system was perhaps an informal arrangement.

Although as a sessional teacher he was not paid by the department to attend staff meetings, he did attend as often as possible. Alan explained that he did this in order to receive up-to-date information but he did not find the activity very pleasant. He was determined to gain information that would keep him up-to-date with issues that impacted on his status as a teacher stating:

> Staff Meetings ... as a sessional and not many sessionals attend, I hear the word 'sessional' sort of spat out. It might be my preconception of it that I'm seen as a pain in the arse because I may not know all the rules there are. Because if you're here five days a week it's easier to monitor that. But I try really hard. I read minutes and you know, I try and keep up and I'm not scared to ask.

It was obvious that he was familiar with the changes to new, endorsed standards and the implementation of new teaching methods of 'multi-activities' and 'self paced' learning and implied that managers may not have a clear understanding of the 'flexible delivery' approach. He described a situation where he was rebuked for applying a more flexible approach to a class environment.

This acknowledged, competent TAFE teacher was extremely irritated and disheartened by the apparent lack of trust and respect for his professionalism as a fully qualified and experienced trade teacher who had taught in other TAFE colleges. He described the stressful situation saying:

> multi-activities, self paced and that's where I find it's a bit more regimented here and that we do strictly have our practical room and we do have our 'this' and 'that' room and I was starting to mix that up a bit and thought I was doing the right thing. But I was sort of rapped over the knuckles and then I felt like, I'm almost being squashed for being proactive. I'm trying to get these kids off their bums and up and working and I just felt I'd screwed up the whole system because I hadn't done that.

Alan obviously valued being respected by management as an experienced, hard working trade teacher and expressed deep resentment when treated as a child for exercising his professional judgement when managing his class.

He also implied the need for sessional teachers to receive up-to-date, effective professional development about government issues and changes that impact on the vocational education and training sector and that it appeared to be lacking. He was clearly disappointed that he did not receive government information firsthand explaining:

> If I was struggling with coping with the changes of, yeah! Let's say for instance you're going to have some new standards endorsed. I'd probably like to go along too, and find out a bit more about that and when it's going to happen, rather than this information drizzle down. Why can't just a few of us be off and know what's going on rather than it's always the higher having to feed the information down to us?

Alan travelled interstate to an expensive, interstate, professional development activity that was fully funded by management and attended by many of the staff. The experience resulted in him stating a preference for managing his own share of the funding, as a responsible individual who valued the activity as a learning experience. He explained:

> We went up to (trade) Expo. Airfares, accommodation, attendance to the shows. I felt like a lot of people I was there with 'piss-farted around' (wasted time) and had a damn good time and I was there to work and I took it seriously. The five hundred dollars or what it cost to send me, I would prefer that be given, not directly to me, but for me to manage. I mean, I feel like we all need different things. I would hate to sit around on a student communication thing because I feel I've got that already, I think.

His comments reflected a strong work ethic and a belief that with regard to department-funded professional development activities, staff should be given responsibility to manage their own share of the funding and attendance stating, "I think, if you're going to do this you need to have a bit of ownership of it. I feel a bit of ownership. I'd like to have ownership".

There appeared to be evidence that Alan did know about and have some understanding of, the government issues and changes that had transformed his work. He was clearly irritated by the fact that important information trickled down to the teacher through the management hierarchy. He highlighted the urgent need for first-hand professional development for teachers in such areas such as receiving up-to-date information regarding the AQTF. His overall attitude implied a willingness to attend professional development such as staff meetings, in spite of not being paid to do so. He strongly valued being respected as a sessional teacher.

4.15 Portrait 14: Alec

Alec began his journey that would eventually lead to TAFE teaching, as a student in the same department. When qualified he started a small business. After a few years he approached a manager with a request to be able to teach in the department and when told to complete teacher training, did so by initiating, self-funding and completing a Certificate IV Workplace Training and Assessment qualification. Variously employed on a strict quota of hours as a sessional trade teacher and on a full-time contract he recalled the difference between being a sessional teacher and on a full-time contract saying, "There's more responsibilities when you're on contract". He recalled a difficult situation when faced with a student who was cheating in an exam and implied the need for new teachers to be told about department policies that impact on their work stating, "I didn't know what the policy was at the time".

Alec discussed the development of his teaching style and named two former teachers as having the greatest influence on his attitude to managing students. He implied that he learned that their strict attitude towards students was an appropriate form of class management for him to use saying, "(name) that I had and (name), yes, very strict which I think is very important for the students. They know their boundaries and what's expected".

Alec was not satisfied with the AQTF but had accepted that it was part of professional development and must be implemented on a day-to-day basis. However, he was irritated and insulted by not only the type of administrative duties involved in the implementation but also by what he perceived as faceless bureaucrats inferring that TAFE teachers were in someway deficient. He declared with great contempt:

> AQTF! It's a pain in the arse. I think it's a lot of paperwork. Someone in an office has decided "Wouldn't it be great if we all did this" and really, it's just so obvious that of course we're going to use the whiteboard or we're going to use overheads. I find it quite boring, quite painful.

However, there is no evidence that Alec knew about, or understood the government issues and changes that had transformed the role of a TAFE teacher and teaching methods. This may be because he had only been with the department for a few years and began a teaching career with the changes in place.

4.16 Portrait 15: Andrew

Born overseas and now an Australian citizen, Andrew had arrived at the department fairly recently from a life journey that had seen major changes of direction from totally different vocation areas. He declared his determination to make sure that not one minute in the day would be wasted. A former mature-age student and small business owner, he was a full-time trade teacher on a contract and stated that he planned to be around a long time. Seeking a career change he came to the department to qualify in a new trade and on completion began a small business employing and training staff to his own high standards. Andrew explained how he began teaching in the TAFE department when the department managers had said they were particularly impressed by one new student and had asked where he had worked and who had trained him? A manager had then approached Andrew to become a member of staff. He recalled that he began as a sessional teacher and then was offered full-time employment on a contract.

Completing a basic teaching qualification, the Certificate IV Workplace Training and Assessment, Andrew had begun self-funded courses to both increase computer skills and also to gain a higher level of teaching qualifications. He admitted to an enthusiasm for seeking information that could be shared with his students and had consequently gained research and computer skills. He candidly admitted to enjoying research saying, "I will always add extra information for them", and added, "I research for the students", and obviously gained a great deal of satisfaction from teaching declaring, "I love my job. I love what I do. I'm very passionate about my teaching".

Having previously taught in two private trade schools he had gained different perspectives of teaching methods and styles. He reported that a department mentor had been a great help and admitted to, "… picking other people's brains…", and suggested, "…sitting in a group thing', was another way to learn. Andrew acknowledged that teaching had increased his level of confidence saying, "I've become more confident in myself. Much more outgoing. Not frightened of standing in front of people and talking any more. Before I went into teaching I'd turn all sorts of red", and added, "I've become a bit more knowledgeable".

Coming back to teach in the same TAFE department where he had been a student had been a personal goal stating, "That's been the top of my ladder for me, to work in TAFE as a teacher". Andrew added that the university TAFE department had an excellent reputation adding, " It is about education and it excels above all the other schools in the knowledge the students get … [and] … I want to be a part of something that's good. I don't want to be part of something that's half-cooked". There appeared to be no evidence that Andrew knew about, or understood, the government issues and changes that had transformed the role of the TAFE teacher.

Believing that the attainment of qualifications related to teaching, helps with the development of a teacher, Andrew enthusiastically explained his personal goals saying, "I want to go further on. Cert IV is not going to be enough for me. I want to learn lots more about teaching and I think having formal training in teaching is going to be a big benefit for me because I'm going to be around a long time" and revealed a strong, personal philosophy in regards to professional development declaring:

> I think professional development is a must, whether people like going
> to them, or doing them, matters not. It should be because you never
> stop learning and there's always somebody out there who's got

something really good to say, even if it's only one portion of the morning that you're sitting in on.

Chapter connections

Chapter 4 presented the teachers responses to the research questions that sought to gain a description of their lives as TAFE teachers in a TAFE department. The data presented rich details that provided separate but quite different maps of professional development. Further, the information enabled a more comprehensive understanding of the teachers' experiences, perceptions and feelings as TAFE teachers and their level of understanding of the links between the complex issues and major changes that had transformed their work. As noted in Chapter 2, the literature review, Federal and State government's policies have driven these changes. Policies aimed at reforming the vocational education and training system and having teachers with the necessary attributes, skills, knowledge and capabilities to produce effective workers who will enable Australia to be more productive and effective globally.

Their portraits revealed frank responses to the research questions that aimed to discover the types of professional development activities they recalled, their reactions and assessment of these. The responses revealed the TAFE teachers' strong commitment to developing their necessary attributes, skills, knowledge and capabilities to maximise their students outcomes that appears to be a mainstay of their teaching practices and not necessarily as a direct response to Federal and State government influences.

Further, the research questions sought to reveal the unique culture of the department. The investigation identified their mutual, deep, emotional bond with their career. I felt privileged to receive their candid responses and admiration for their ongoing determination to fulfil their commitments to their students, their industry and TAFE.

The following chapter is divided into two sections and describes firstly, TAFE teaching careers. The data identified the mutual strength of their beliefs and actions in maintaining connections to industry, their motivation to teach in TAFE, TAFE teaching as a vocation and indications for surviving as a TAFE teacher. The second section details TAFE teachers' impressions and opinions of their workplace, management structure and processes, their professional practice, changes to their practice, implementing government policy by means of

education and training products and the kind of advice that they would share with new TAFE teachers.

The findings presented in Chapter 5 offer the means to expand understanding of TAFE teacher career paths and the complexities that TAFE teachers face in their working lives. This information has the potential to inform federal and state policy development for the VET sector and future professional development programs, professional practice and student learning.

Chapter 5: The TAFE teachers' working environment

This chapter reports what I have learned from the 15 TAFE teachers responses to the research questions that sought to identify their memories and perspectives on professional development, changes to their work and cultural practices within their working environment. The data revealed a consistent, mutual respect for their industry and in most cases a determination to remain closely linked in order to provide not only the students with the latest skills and knowledge in order for them to be effective, potential employees but also demonstrate their ongoing viability as TAFE teachers.

The data revealed contrasting pictures of the TAFE teachers' attitude to their teaching practice and their working environment. There was clear evidence of a shared dedication to their students, a love of teaching and strong bond with their industry. Equally, there was substantial evidence of a long history of disappointment and tension in relation to complex issues that involved the role of management, the environment and facilities, the culture and the changing nature of teaching.

In order to explore the contrasting pictures and to present how the teachers in this research project perceived and talked about change, this chapter is divided into two sections:

5.1   TAFE teachers careers
5.2   TAFE teachers' perceptions of their workplace and TAFE teachers' work;

The first section reveals:
- the TAFE teacher and their industry connection;
- the incentives to teach in TAFE; and the
- pathways into teaching;
- TAFE teaching as a vocation; and
- indications for surviving as a TAFE teacher.

The second section explores the TAFE teachers' perceptions of:

- their workplace;
- the management structure and processes;
- their work;
- their professional duties and responsibilities;
- TAFE teachers' opinions of changes to their professional duties and responsibilities;
- TAFE teachers' perceptions of implementing National Training Packages and the Australian Quality Training Framework (AQTF); and finally
- TAFE teachers' advice to new TAFE teachers.

5.1 TAFE teachers careers

5.1.1 TAFE teacher – industry connections

All but one of the teachers participating in this study came from industry and in doing so matched one state government criterion to be a TAFE teacher. One teacher had previously taught in the post-primary system, or secondary school sector. This research study has also shown that many trade teachers felt deeply about the importance of continuing to look to industry for leadership in the latest skills, techniques and knowledge and that they needed to feel respected by industry by either implying or stating, "I have followed industry and tried to keep my credibility and you go out for industry experience so you grow again". Simons (1997) argued that her research showed that teachers valued their close links with industry and understanding industry needs.

5.1.2 The incentives to teach in a TAFE department

Overall, the data revealed three major themes to being a TAFE teacher: continuity and growth as a TAFE teacher; a deep affection for their career; a commitment to helping their students to achieve the necessary skills and knowledge to enable them to find employment. The teachers revealed a variety of motivations that had steered their careers from industry, and a trade school, into TAFE. One former small business owner was motivated by a goal to improve the standard of trade training, whilst the remainder revealed aims to achieve a variety of personal goals including wanting to change the way trade skills were being taught.

Of the 15 participants, Brenda was the only teacher who wanted to leave her own small business to teach in TAFE and focus on improving the quality of training that was being given to apprentices. She earnestly declared, "I really wanted to try and change things. The way my apprentices were being taught". Conversely, 12 of the teachers clearly indicated a variety of personal but practical reasons for leaving their industry in order to teach in TAFE: a change from the pressure of running a small business; financial rewards and increased feelings of self-worth; career advancement prospects; wanting a change; enthusiastic; and being down to earth about their trade.

A former small business owner Alan clearly saw TAFE as an opportunity to move away from the responsibilities of running a very busy small business and enter a workplace perceived as less demanding. Alan enthusiastically explained, "So lucky (in TAFE) and they are fantastic working conditions that we have". He compared some of the pressures of running a business to his perceptions of the life of a teacher as being less frenetic and having opportunities to take time out for a coffee break mid-morning and finish work at a reasonable hour.

Frankly admitting to being in the department for the tangible financial rewards for services rendered and the intangible reward of being able to increase his levels of self-esteem Reg explained, "Reasons for working would be personally for financial remuneration of course. It is also tied up with my own personal ego that I can go home sometimes whining and some days feeling successful in my achievements".

Others implied ambition was the motive for being in the department saying, "An opportunity to go on from teaching and climbing up the ladder" and "Working in TAFE has always been the top of my ladder". Some implied the need for change stating "Just a little bit stale, being in (industry)" and "To have a go at teaching" and "I decided I wanted to do something different from what I was already doing". One teacher revealed deep feelings for his trade as the incentive to be in the department declaring, "A great passion for (trade)". Another simply recalled "Because I was a (trade)".

5.1.3 Pathways into teaching

There were five pathways that led the interviewed teachers from working in the trade to becoming a TAFE teacher: from industry to trade school to TAFE; recognition of the ability

to train; approached by management; a direct approach to management; and responding to an advertisement placed by management.

Five long-serving trade teachers did not describe how they came to be teaching in their TAFE department, even though this was one of the topics listed on their research handout. However their length of employment in the TAFE department suggested that they were already teachers when the department was part of a Trade School.

A few of the trade teachers appeared puzzled by the question of how they came to be employed by their TAFE department and responded with matter-of-fact comments saying:

> I was a (trade) that's why I'm in the (trade) area. At that stage, you had to have, nine to nine-and-a-half years experience or something like that, from the age of sixteen and a half and well, I was a (trade), by trade, so that's where I was employed with that sort of skills.

One teacher recognised that when working in his trade, he had the necessary skills to teach declaring, "My reason for being in the department? I felt that in my trade I had the ability to break things down and be able to train and not just to show what I can do and I think that's important now". Another quietly but firmly stated, "My reasons, for being in this department? Well, I basically have a great enthusiasm for (trade). I love (trade) and that's why I'm still here".

Four of the teachers were approached by management, but for totally different reasons. One former student working in his own business was known by management to train employees to a high standard. Andrew explained that the department was urgently in need of a replacement teacher. He explained the situation saying, "(name) rang me in a panic, needed someone. I walked in cold for the first class". Brenda reported that a manager – the partner of a regular client – had visited her business and asked her to teach in the department saying, "Why don't you come in and work with us? We need you."

A former small business owner, Alan explained that management approached him to come and teach in the department explaining, "My apprentice … they sort of knew I was a pretty good employer". Colin, a former student and small business owner, was in the final stages of completing a Degree course related to his industry and explained:

> My final presentation, (name) saw me and asked me if I wanted to teach? and that was it. No getting out of it. He came up to me afterwards and said "Are you still interested? Because I've always

wondered how they do that". I thought that was the nicest compliment that I'd managed to explain that in a way that he could understand it. That was a real compliment.

Three teachers, whilst working in industry, approached management. Alec, also a former student of the department, stated:

I contacted (TAFE department) and said, "What do you need to teach?" I was told 'Cert IV'. So I went and did that. Then after I'd finished doing that, I rang and said "Well, I've done it so what can I do? Do I leave a resume?" and he said, "Well actually, there's a job that's come up, that's become available if you'd like to apply?" and so I did and I got it. "C'est la vie". As a sessional and contract, sessional and now contract again.

A former student of the department Pat describes his lengthy persistence and determination to work in the department explaining, "I just wanted a day at (trade school) to get my foot in the door. I went to (trade school) here and then I did apply. Oh, I think as soon as I got back from overseas, probably ten years ago, and there wasn't any opening then". Writing simply that he had trade skills in two related areas, Ron explained, "My reason for being in the department is I know (trade) as well as (trade)".

Two teachers, Jill and Gwen, were working in industry and responded at separate times to advertisements in a state-wide newspaper. They accepted a few hours of sessional work to test whether they would leave their industry jobs. Within a very short period they both changed to full-time teaching and both have now been with the department for over twenty years.

5.1.4 TAFE teaching as a vocation

What is a vocation? A job that requires a certain aptitude. Arguably, teaching is a vocation As a TAFE teacher the formal expectations are that you have received specialised educational training and perhaps an assumption that you also have the capacity to perform your role as a TAFE teacher. The teachers revealed strong feelings about their profession. One proclaimed that he had found his niche declaring, "I just can't get away from teaching really. I love it and when anyone asks me about my work I can never say anything negative. I think it really is for me. I'm meant to be here!" Another admitted on a personal level, "I just adore my subject and adore my students so it's been a rewarding experience and I've found that it's evolved as understanding of that subject and my skills have developed".

One teacher explained the reason for his positive attitude saying, "I've become more confident in myself and much more outgoing". Andrew, fairly new to the department admitted that he was no longer embarrassed to teach affirming, "I'm not frightened of standing in front of students anymore. Before, I'd turn all sorts of red".

A former small business owner Ron, with only one year of teaching experience in the department, enthusiastically revealed a range of personal benefits to being a TAFE teacher saying, "I absolutely love being a TAFE teacher. It gives me stamina, challenge and satisfaction that I can actually get an individual that cannot do a (trade skill) for example, to being an expert at it and qualify". Andrew said simply, "I love my job" and described his deep feelings for his vocation saying, "I'm very passionate about my teaching".

A sessional teacher by choice Alan, confirmed a deep sense of dedication to teaching with his enthusiastic statement declaring, "I'm committed to what I do away from here with my family but I'm committed once I'm here" and laughingly described his strong work ethic stating, "You get your six and a half hours worth out of me". Others simply, but sincerely proclaimed, "I teach for my class and I teach for my students" and "Researching to help students to make sense of their curriculum". Some teachers clearly enjoyed finding up-to-date learning materials and researching the latest industry data, for their students. Simon enthusiastically explained, "I'm forever trying to find links. A way to make it relevant to their industry and their job" and Jack equally enthusiastic, gave details of his attitude saying, "I have a great passion for my industry and I believe it's really important to research everything that is happening and put it in too".

Earnestly explaining his satisfaction in being able to guide a trainee through the whole process of gaining skills Reg affirmed, "To be able to put into words that a trainee can understand and then guide them through the learning process so they come out the other end with increased skills". Gwen similarly declared her joy and pride at observing the excellent results that the students displayed stating:

> I mean the thing is I just love, I love ... I love (trade) and I love seeing the results with the kids, you know and that they, they do get results and it's not just, you know, real 'hash harry' jobs and the perfection, I suppose. I'm not a perfectionist by any means but I love quality rather than just, you know, the kids going through the motion and getting nothing, nothing out of it. I actually like them to, you know, have something, for what they're here for, yeah, yeah! … [and] … I can teach kids that have very poor skills to be good (trade).

A former business owner and now teacher Alan, stated firmly his aim to have his students reach a high standard of skills saying, "I'd want them to the stage where I would employ them and not just mediocre. They'd have to try and rise above that". Another enthusiastically explained, "We sort of try and mould a fairly raw student into someone who can survive out in the workforce and lift the game in the industry".

Perhaps as evidence of the 15 teachers' deep professional and personal commitment to teaching, the data did not reveal one shred of evidence of them seeking financial gain, above their normal salaries, for their years of hard work, reliability and often self-funded professional development initiatives.

In one way or another, they inferred they were in a situation that specially complemented their interests, abilities and nature. The teachers all demonstrated a profound love of teaching and a strong sense of fulfilment and commitment to their students by not just simply helping their students to achieve skills in the trade they have chosen, but also in taking their students' level of skills to a very high standard.

5.1.5 Indications for surviving as a TAFE teacher

The word survival implies that existence has continued under adverse conditions. Influenced by the emerging theme of survival found in many of the teachers' spontaneous use of the word when asked what they would say to a new teacher, the word 'survival' was carefully selected and used in this heading. Most of the interviewed teachers have been with the same department for between ten and thirty-plus years and have lived through major pedagogical and ideological changes.

Clearly identifying the opportunity to continually diversify as a vital motive for his extraordinary length of service of thirty-five years Dan added, "So probably I've been lucky that I've been able to diversify and go into other things". Similarly demonstrating his willingness to diversify Brett enthusiastically described taking up the opportunity to move away from his original trade into a different trade. He explained that he liked change and in the new trade there were many changes. Brett then said that he was actually very bored with working in the old trade and disliked the department politics of the trade area adding, "(trade) hasn't changed in those years. Teaching methods have, but not the subject itself. They're still teaching the exact same thing as they did thirty-two years ago".

However, Gwen offered a very different perspective that implied perhaps, a need for security in her employment admitting, "Well, I'm a bit of a stayer you know. Like I don't like change all that much and I think that's why I'm here" and added with a grin, "Devil you know is better than the devil you don't know".

With over three decades of teaching in the department and having experienced many transformations to his working life, in his own down-to-earth manner Dan explained:

> We've been used to changes, changes all the time. Like we were told back in the early stages, "after the holidays you're going to go onto…", what did they call it? self pacing and there was no material, no nothing. So we had to rush in and get stuff as a 'stop gap'. So there's always been change, doesn't sort of faze us. There's no point in resisting it. May as well go along with it.

and with a laugh added his personal philosophy affirming, "It gives you some more interest doesn't it? Find your way round it".

Recalling the change of delivery to self paced as having a considerable impact on his teaching practice Reg raised his voice and proudly declared:

> I've seen myself as able to take change. I think if you've worked in a career for long enough you've got to try and tell yourself that you must move with the times and not get stuck in the past, or stuck in systems that we've had before because in here, we've had a lot of different systems.

Recollecting an extremely welcome transformation to his previous, very formal, teaching style Brett stated:

> It was very authoritarian when I first started. They even stood up on a little stand; a podium and we had to stand up there like royalty and point to them. We were told at one time, we didn't have to be down near the student, we just pointed. I didn't like that sort of thing, so way back there to now. Yeah, much more relaxed and individual.

Two trade teachers appeared to be the only teachers interviewed to recall the impact of the amalgamation of their TAFE Institute with a university. The amalgamation was one of many that occurred as a direct result of a ministerial review in the late 1990s. Brenda was less than enthusiastic about the effect on the department, whilst Jack was extremely enthusiastic. Brenda angrily affirmed:

> Now they've multi-campused. I believe in our department that our (trade) is probably not thought of as highly as anyone else in the university and the comments that are made are "Well, they don't need

computers and they don't need those programs", 'cause our (trade) don't need 'em.

Whereas Jack earnestly recalled discovering a large source of university policies and procedures and the advantages of having a range of useful guidelines stating, "What it's done is … it's given me keys to use when I need to go about something".

Observing the obvious change in voice and facial expressions to one of excitement, there was no mistaking the sense of power that Jack now felt, in comparison to the strong sense of powerlessness that he had displayed when angrily discussing management directives to attend professional development that he had already completed.

Having worked in the department in a variety of employment categories: part time; full time; contract; and as a sessional teacher, Alan wholeheartedly proclaimed his satisfaction with being a sessional teacher even though he admitted good-humouredly to feeling like, "a pain in the arse" because of his lack of knowledge about department rules and regulations. Alan explained his choice of employment status stating:

> I've now come back as a sessional teacher and I actually quite like the freedom that I have and I think I actually perform better as a sessional because everyday I'm here, every minute I'm here, I've got to prove my worth to be invited back and I think, I think I work, I respond to that very well.

Arguably, being invited back to teach as a sessional teacher provided Alan with a strong sense of appreciation, by management, of his trade skills and value to the department. He explained, "I just think I'm coming in now as a sessional. I do come in and view things very differently too. I just feel like I still have enough exposure in industry and a good balance I guess".

5.2 TAFE teachers' perceptions of their workplace and TAFE teachers' work

During the interviews the teachers were asked how they would describe their workplace to someone who had not been there and they provided a dismal and uninspiring picture. They expressed a negative perception of their workplace. Not one teacher had a complimentary word for the physical environment in which they worked. Gwen's disillusionment with the environment was clearly expressed in relation to the institutional culture and atmosphere, as

if the organisation had a malignant disease, or there was an impending, nameless disaster. Looking strained and concerned she gave a short, derisive laugh, became quiet and pensive and said:

> I just feel there's an undercurrent with the whole college at the moment. I don't see it as a harmonious workplace. I see it as that it's got like a creeping cancer. I think it will be just a matter of time that something's going to really surface, and you know, it will be the old schutzenhaus hitting the fan. I have that feeling.

This change in feelings was in stark contrast to the one shown when discussing her love of teaching and enthusiasm for seeing her students achieve excellent skills in their trade, and indicated a very deep level of unease.

An overall feeling of disillusionment and alienation was strongly reflected in teachers' concise comments about the physical environment. The building was described as, "Soul-less*"* and having, "No character, no warmth … [and] … not having much of an identity". A sense of disconnectedness and isolation was evident in teachers' bland descriptions of their working environment, variously described as, "the department", "the school", "the college", "the workplace … [and] … different things happening on different floors, you just go in and out of your own floor and you don't really know what's going on anywhere else". The general picture portrayed is of a run-down building that is not appropriate as a teaching and learning environment. However, having experienced the relocation of the TAFE department from an older site a decade before, Reg admits that the current building is, "Certainly a grander, better, newer building", but quickly and firmly adds, "I don't like this building!"

The lifts and the stairs prompted comment. Simon expressed strong feelings of revulsion for the state of the stairs declaring, "Pretty run down, and the cleaning never up to speed, the stairs are disgusting, yep!" Another recalled frustration with the constrained movement between floors asserting, "Very restricted because of the lifts, because of the poor lift capacity, because of the slowness of the lifts and because of the number of people that the lifts are required to move on a daily basis, on most of the floors where there are classes". As stated bluntly by one teacher, "There's no satisfaction with the lifts".

Gwen and Simon were aligned in their negative view of the organisation of their classrooms and their students. Both the design of the working spaces and the atmosphere detracted from Gwen's enjoyment of a comfortable working environment:

> I think they look totally, what's the word? Not ergonomic… impractical! They're too squashed. The air conditioning is absolutely shocking! Your conditions with the hot, the cold, you don't know from one day to the next.

The inadequate process for managing the students and maintaining the facilities was a considerable source of irritation for Simon who angrily stated:

> Ah … well poor standards you know. If I get onto teaching practices. Rooms with classes of 28 you know. 200 students a week in and out of the room … [and] … no OHP projector, no slides, not even any fold down screens to put the overhead on. Dirty … dirty walls. I did my own cleaning at the start of the year. Tabletops get scribbled on … yeah … pretty, pretty run down.

Staff Meetings

My journal notes of attendance and observation at staff meetings for one trade area, held during the time of implementing the research project, showed that conversations were often deflected from an agenda item. The agenda items were mostly formal matters regarding students and the need to comply with department objectives, but sometimes included items whereby teachers could discuss when they could meet socially, or hold events to celebrate life events for staff and students. In both trade meetings it was common to use acronyms, implying that all staff present were familiar with the initials. In some cases, it was evident that there was no-one present who knew the exact explanation for the acronyms.

My notes affirmed that staff meetings were held fortnightly by one trade area and weekly by the second trade area. Staff from the second area commented that their meetings were very thorough and run like an army exercise. The detailed agenda documents and minutes documents reflected this. The secretary of each trade group noted the absence of full-time staff. Sessional teachers were usually not asked, or expected, to attend these meetings.

5.2.1 TAFE teachers' perceptions of the management structure and processes

Overall, the teachers covertly and overtly evaluated three aspects of management: the hierarchical management structure, as managers (management capability) and the relationship between managers and teachers. The data in this study provided evidence that these teachers were experiencing an hierarchical, corporate management approach. This was reflected in their language. The teachers used expressions such as, "It's handed down second or third line and usually from the program manager" and described how information is disseminated

stating, "It's always the higher having to feed the information down to us" and 'rather than this information drizzle down'

The same language is evident in the way teachers say instructions are issued, "We're constantly being told, you've got to motivate your students" and the way management is described as, "An upper level manager", "Somebody from up there" and "The head honcho".

The teachers discussed their explicit beliefs in their expectations of the role of managers and their perception that their expectations were not being met. They also implied that managers needed to complete more professional development in management training. Reg argued that managers' instructions, should be backed up by counselling and training explaining, "It means someone who manages and directs, but if they manage people who are incapable of following those instructions, then they counsel them, or provide background or training for them to enable them to do their job, and I don't know that that happens". Implying a deep disappointment with the way managers administered the department, Brenda declared, "Management, I think I'd actually like to get to do some, see what they do for management training. Not for me, I'd want to see what they do for management training".

A recurring theme in this study was a lack of appreciation of the teachers' professional judgement. This point was acknowledged as a TAFE teacher concern by OTTE (2002) in their research report *Have your say* and later by NCVER (2004) who reported that that a key message from their research project was the need for an improvement in the recognition of the professionalism of VET teachers. The data showed that in some cases the lack of approval from management emerged as a lack of support for initiatives, while others felt there was a general lack of respect. The teachers reported tensions between managers and themselves. Reg despondently stated his expectations of managers that clearly have not been met saying, "Would be nice to feel as if, as if you were a little bit well regarded, recognised, Yeah!"

More forceful when describing his strong feelings regarding the failure by management to recognise and value his professional judgement, Alan indicated that he felt deeply insulted and incorrectly treated by management for using his training and experience in applying practical solutions to increasing student participation in learning trade skills. He felt that his input had been misconstrued as damaging to the organisation.

Various comments from the teachers reflected that not only are their expectations of managers not being met, but they also revealed that they felt under-valued by managers. The teachers clearly felt a need for, and expectation of, psychological support from managers. They expressed disappointment that it was not there. Nor were their expectations met that managers would be their main source of guidance, advice and recognition for their loyalty and hard work. Arguably, the teachers sensed that management lacked certain leadership skills.

Comments from Reg provided an extremely moving example and evidence of a deeply entrenched culture of managers failing to acknowledge the teachers' dedication to teaching – seemingly inherited by subsequent managers since the department began over thirty years ago – He explained, "I think some consideration of years of loyal service, which has never been done, should be in play, where someone might have, where the department or school, or the university should have". Reg paused and looking the researcher straight in the eye, quietly asked, "This is very idealistic isn't it?" His comment appeared to be a sad reflection on management.

Implying that working in the department had taught him to believe that managers' negative attitudes are to be expected and that it is impractical to imagine that they will ever change Reg continued:

> It should have some recognition that if someone's loyally and hard worked their way, for here, for a number of years that they should have a bit of weight and it should also show some people that they should have a bit of respect for those people and I think that doesn't always seem to filter.

It was evident that the teachers shared a strong sense of loss for the inability of management to acknowledge and respect the long serving teachers steadfast attitude towards their work, and ongoing enthusiasm and intention to keep on striving to improve the learning experience and outcomes for each of their students.

I noted a meeting at the photocopier, when a teacher shared her concerns about certain issues and how a colleague reacted to some unpleasant news to changes to teaching practice saying, "Jesus… (name) went 'troppo'". When sympathising with my colleague, I was told, "No-one gives a shit" or "Shit happens". Reading my notes at a later date I am reminded of the implied, shared knowledge. The teacher did not have to say or explain to me who 'no-one' referred to. It went without speaking that the teacher referred to managers.

Reflections on my journal notes provided me with quite a few humorous moments and I realised that this was evidence of valuable behaviour, part of the culture of the environment, that appeared to offset the negative aspects of life in a department that was not seen as positive, and which seemingly helped the teachers to survive and teach. My notes also included the witnessing of angry outbursts from two teachers for not receiving positive feedback for work they had completed. On reflection, I realised that this emotional outpouring was usually followed by a resigned attitude and acceptance of the situation. I recorded how a teacher threatened to "Spit the dummy" if her professional development request to her immediate manager was once again ignored. The Australian vernacular is seemingly a powerful tension reliever in our staff rooms.

5.2.2 TAFE teachers' perceptions of their professional duties and responsibilities

The teachers identified five priorities in their professional duties and responsibilities: to make their students highly employable; to provide students with relevant and up-to-date learning materials and skills; to learn from their students; to provide an enjoyable teaching and learning environment; and to be a guide, mentor, and support for their students.

The first priority, to make their students highly employable, was clearly demonstrated by their intention to help students to make sense of the curriculum and to enable them to make important links between the learning materials and the type of employment they sought. Whilst the delivery of the content was deemed important, there was a strong emphasis on ensuring that the student had the most up-to-date in industry skills and knowledge. Conceding that the means of learning could be a two-way process, Alan laughingly admitted to learning from his students declaring, "I'm not just the big beacon of wonderment and understanding. I draw from them as well".

There is ample evidence that the teachers understood the importance of maintaining an environment in which the students not only felt comfortable and respected, but also enjoyed the experience and in doing so achieved their fourth priority for an ideal learning environment. The teachers described their aim to focus on achieving a situation where the students felt comfortable asking repeated questions. Arguably, this goes a long way towards helping the learner to enjoy their experience and perhaps instils a love for the trade. Describing the pleasure she and her students derive their time together, Brenda stated,

"I enjoy my teaching and so do my students. My students enjoy the days work they do with me and they also enjoy the laughter that they have through the day too because they have some amusement through their learning. They learnt well".

Whilst Brett describes his philosophy for his preferred learning environment and expectations of an easygoing attitude when students interact with him saying, "I like classes to be fairly relaxed. I would think that students felt comfortable talking to me and that we're able to relate to each other on an individual basis … [and] … I felt I wanted them to respond to me, and not feel like I'm superior, or an authority to them".

In a variety of ways the teachers' comments revealed their total acceptance of their role of guide, mentor, and support for their students. In a serious voice, Gwen shared her attitude towards her students and her beliefs for her classroom environment declaring, "I don't want to be their best friend but, I like to have a nice rapport because I feel, you know, behaviour breeds behaviour. If you're nice to someone, someone will be nice back to you". Proudly admitting the excellent results of her teaching, Gwen affirmed, "I can go up to them and ask them to do a certain (trade skill) and I'm going to get that result and that to me is teaching".

An expectation of mutual respect between students and teacher was reflected in Pat's comments, "I try and teach every student, a little bit their way. I wouldn't treat them badly, so I wouldn't expect them to do that to me".

Demonstrating his obviously patient and caring attitude when describing his expectations that students would continuously approach him for advice, Reg also showed a clear understanding of students having individual styles of learning when he stated that students have different rates of learning. The remainder of the professional, and arguably personal concerns, related to the students' wellbeing. The teachers expressed these as, "Comforting students, know your students … [and] … you can just keep an eye on each other, on the students, because without them, we wouldn't be here … [and] … respect the students".

Candidly admitting an expectation that not all students will appreciate his teaching style, Simon argued that his aim was to steer students to taking more responsibility for their learning, "I like to be like a guide and a mentor. Not all my students cope with that. Being supportive and then handing it over to them to learn, but that's something that I, that I value".

Overall, the teachers' comments reflected their shared commitment to respecting the individual differences of students whilst acknowledging the need to guide and support them. Arguably, this provides evidence of the depth of the value they place on fulfilling their professional duties and responsibilities.

5.2.2.1 TAFE teachers' opinions of changes to their professional duties and responsibilities

Since the late 1980s the Federal Government has introduced education and training policies including CBT, National Training Packages and the AQTF. Teachers of education and training were expected to put these policies into place in their everyday practice and this study reveals that these changes had an impact on their teaching practices and their professional identities.

The teachers revealed experiences, insights and professional opinions of a range of significant changes that have impacted on their former 'teacher-centred' teaching practice. Jack clearly felt trapped by the changes and conveyed his sense of powerlessness to deal with them stating, "I'm pretty well stuck with the method I teach due to the structure of our program".

At least 8 of the 15 teachers in the study had experienced major changes in teaching methods. This includes their former teacher-centred, lock-step approach, to the student-centred, self paced teaching method. The role of the teacher is now one of guiding the individual student and helping them to take more responsibility for developing at their own pace. This is a major change that has the potential to challenge teachers and students who may be resistant to change.

One teacher signalled his dislike of change with an unmistakably disapproving tone of voice and grim facial expression stating, "Probably one of the biggest key moments I recall, was going from lock-step training techniques. Moving into an area where we did self paced learning".

Recalling an extremely welcome transformation to his former teaching style, which was at that time the expected teaching style, Brett stated, "We have changed from very authoritarian to self paced, competency based". Apparently Jack identified the same changes to his own

teaching style. However, he believed the changes were directly related to his maturation and ensuing mellowing of his behaviour:

> I don't believe that I am the authoritarian person I was when I first came here. So I can see that change in myself, but I think that's maturity rather than the department. Like, there were many things that I would go along with now, where I would have been a brick wall previously.

Implying that it was as a direct result of the significant move away from their former, teacher-centred role, Jill described her perception of the stressful situation created in the classroom. She expressed considerable concern, professional insight and opinion about the futility of the changes and their potentially negative impact on students at risk of not achieving. It was clear that Jill was upset by the significant change to self pacing that involved the teacher having to concentrate on many activities at once and implied that this led to the teacher not being able to lead the class as a cohesive group and less able students suffered.

Arguing that they had previously responded to students who were capable of learning at a faster pace Gwen declared, "I've always said that we are actually self paced in the lock-step, in the techniques that we used, when I first started here. We were still lock-step, but self paced, so that if someone that is really excellent, you would move that person on". Adding her professional judgement of self paced learning Gwen stated, "I still don't feel, like in (trade), that it is the best teaching method, for students".

Gwen voiced her belief that the students were disadvantaged when faced with the self paced teaching method. She explained, "You're too busy, and I think when you average out the amount of students you have and the amount of minutes that you have per student. It averages about two and a half minutes per session, per student, and to me that's absolutely ridiculous!"

Gwen was not alone is her criticism and belief that the self paced method of teaching inhibited students' rate of learning and did not allow them to learn from one another. Another trade teacher argued, "I don't think they grow and learn, that's my view on that, because you see one on one".

Fervently adding her own professional opinion that students need to learn from one another in a form of peer group pressure, Gwen declared that experience had taught her that none of the students liked to be seen as making mistakes and being seen as the last one to learn.

5.2.3 TAFE teachers' perceptions of implementing National Training Packages and the Australian Quality Training Framework (AQTF)

The teachers revealed a range of observations about their experiences when applying the National Training Packages to their professional practice. They commented on: personal and professional benefits; changes to the teachers and the need to change; negative aspects of the implementation of the National Training Packages and the AQTF; being bogged down by paperwork; having no spare moment to become enthusiastic; teaching becoming secondary to administration duties; their disappointment with the government consulting process; and what the AQTF lacks.

Acknowledging personal benefits from the implementation of the National Training Packages and implying that these benefits also help students Reg firmly stated his opinion, "I have also felt the growth in myself in terms of the changes of the Training Packages. That I've been able to adapt and change my attitude and grow. That I've become better in the classroom explaining things to apprentices".

Noting an extremely welcome personal benefit from the move to giving students more responsibility for their own learning, Simon explained, "I'm really just thinking about how my teaching practices have evolved. I've got a bit smarter in the way I teach. In that I used to put out so much that I was exhausted at the end of every class and now I've handed over the learning more to the students". He implied that the changes had also had a positive effect on his students and that he believed that previously his students were not actively engaged in their learning and explained, "They were just in a vegetative state, listening to me. But now I throw it back on them to do more working".

Arguing that there were positive changes even if teachers voiced their dislike for the changes to their teaching practices, Brenda explained that teachers were compelled to change because the state government now audited their performance. However, Colin argued that people must change their attitude in order to comply with the National Training Packages and the AQTF. When asked for her personal opinion Brenda did not reveal how change had personally affected her, but in a slow, measured response explained her perception of the effects on the department:

> AQTF …. pregnant pause here. AQTF. Yeah … massive amounts
> of statistics. Probably makes some of the staff think more about what

> they deliver and how they deliver it. The statistical management is a
> nightmare.

and added her professional opinion that there was a need for further professional
development, "But not in the teachers' personal time. Development needs education; it needs
time, and not their time. It needs to be a little bit on both sides, a little bit of give and take".

It was apparent that Simon strongly believed that all teaching staff should be allowed some
involvement in decision-making about professional development. His responses showed that
he absolutely abhorred what he perceived as managers' apparent lack of respect and their
belief that teachers were unable to determine their own professional needs.

Brenda responded angrily when recalling the impact and effects of the introduction of the
National Training Packages:

> It should never, never, be taken away from staff to develop learning
> materials and it has been, in the past. It has been taken totally, totally
> off the whole staff, for many years and then when you want them to
> pick it up and do it again there's quite a reaction.

Moving from the post-secondary teaching sector, Simon began teaching in the department just
prior to the implementation of National Training Packages in 2000. He was significantly
unsettled by the impact of the application of National Training Packages and also the
management-supervised execution of regular AQTF audits. He shared his deep concerns
about the implementation of the new standards and the extremely negative effect on staff. He
implied that there was no way to avoid complying with unwelcome changes now in place and
obviously felt a great deal of pressure to meet the demands:

> There's a lot of negativity and the way that people speak to each other
> is basically hanging it on management a lot, or they're suspicious and
> paranoid about what's being said, or who's watching them, and I find
> that hard to cope with.

Recalling a time when teaching was much more enjoyable Jill explained, "Once upon a time,
when we didn't have all this 'admin' bogging us down, the job was actually lots of fun and
you really had the energy". Continuing in a voice that reflected her sense of disenchantment
Jill declared, "With all the extra work load with 'admin' and things like that, it's actually
really difficult to find a spare moment to get enthusiastic, for a start". She wistfully reflected

on the past saying, "Then, it was really all about classroom teaching, there wasn't really that much extra work to do outside (the classroom)".

Echoing Jill's sentiments Gwen recollected that when she began as a teacher she totally devoted her time to teaching. Gwen was clearly upset by her current situation and perception that teaching duties had taken second place to administration duties. This negative attitude towards the growth in administration duties impacting on teaching duties was reported in an OTTE (2002), research project *Have your say.*

A less experienced TAFE teacher Alec offered his blunt perception of National Training Packages and the AQTF and perhaps epitomises the teachers' attitude to the considerable increase in administration duties declaring, "Honestly, it's a pain in the backside".

 Colin argued that although he was aware of the benefits of having the AQTF he was extremely conscious that he and other TAFE teachers could suggest vital considerations and contribute to the next policy. Arguably his recollection of a failure to honour a promise to his consultative group of TAFE teachers to acknowledge their input is further evidence that government policy makers do not value their professional insights.

5.2.4 TAFE teachers' advice to new TAFE teachers

When encouraged to provide an example of advice they would give to someone new to the department, the 15 teachers spontaneously chose information that would help a new recruit to survive in the department. Their comments revealed their perception of the way of life within the department. It emerged that the theme of survival was clearly linked to trust with pithy statements such as, 'Keep your mouth shut, look and listen", "Learn who you can trust", "Be careful, be aware", "Read the situation …", "Be aware of the politics and hidden agendas", "Be aware of sanctions".

One teacher laughingly suggested, "Keep your mouth shut … look around first. Play it by ear". In a more serious tone, the teacher added further clues to coping with less satisfying aspects of life in the department stating, "I think it's a sad thing that you've got to know who you can talk to. Yes, you need to be very aware of what you say to who. I think that's a really, a very main thing just, be aware to keep your mouth shut, as you know".
Another responded with a warning saying:

> I think you need to know "Who can you trust?" because in order to survive, if you're committed to doing what you're doing as a teacher and you want to survive, and you want to do well in this department but you also want to do your job well, then you need to know who not to bother with.

One teacher was concerned with the need to be selective when talking about themselves declaring:

> It means that you've got to be more selective about who you show your personal self to and who you have to be guarded with, and I think I wouldn't like to say that there are 'cliques' developed. I think that's too strong a word.

Similar words of dire warnings were also evident when one teacher admitted, "If anyone came in on their first day, I suppose the thing that I would say would be, "be careful" …". Another teacher quietly, but solemnly suggested, "Be careful who you talk to. Be aware of what's going on, understanding the ways and the angles".

A teacher offered advice to tread carefully saying, "Just make sure to read the situation that you are in, so that you don't step on toes. So that you don't ...Yeah! just be cautious". Advice on how to exist in the department was also evident in the words of guidance and grim warnings from another teacher who stated:

> So that you can fit in the system, because the system is fairly rough and will knock people over. So, I guess I'd try and … if I wanted you to survive, to guide you on survival things; the system, the politics, yes! … [and] … So that you are aware of what's going to happen, the complications and which most of the people that come here from small business … they're not aware of … [and] ... and be aware … if they're not aware of the rumour files and that sort of thing. Too many hidden agendas, it's a bit more vicious and more hidden agendas.

A teacher recalled an obviously effective sanction that appeared to have been applied by managers declared, "I feel a bit threatened that if I were to complain I'd be moved away. I've been aware of hearing things around the trap from time to time where I think "GOD!, complain too loudly you could get sent to (names campus very far away)".

A sad indictment of the department, that not one teacher offered advice on practical matters, only on how to survive. The teachers' collective choice of giving advice on survival would appear to signal that regardless of their demonstrated feelings of effectiveness and fulfilment in their domain, their classroom, they do not feel so competent in their environment.

Conceivably, giving survival advice to a new teacher helps to increase feelings of effectiveness and competence because the advice is deemed useful and a tangible gift. However, it could be argued that this advice could be responsible for perpetuating the negative aspects of the culture that they dislike.

Chapter connections

Chapter 5 reports the TAFE teachers' frank and enlightening responses to the research questions identified in Chapter 1 that sought to learn what the TAFE teachers had to say about their life as a TAFE teacher. The findings provided a valuable map of the TAFE teachers' perspectives and attitudes to their role as a TAFE teacher, their professional development and their working lives. The findings revealed a stark contrast between their love of teaching and commitment to their students and frustration and tension in relation to a range of factors related to the role of management, insights into the changing nature of teaching, the environment and facilities and the department culture.

Chapter 5 contains two sections: information about their careers as teachers and the teachers' perceptions of their workplace. The following chapter specifically looks at the professional development experiences of these 15 teachers, examples of professional development, their attitude and appraisal of professional development and issues with managers in relation to their professional development.

Findings presented in Chapter 6 reported the TAFE teachers' candid responses to the research questions aimed at discovering their perceptions of life as a TAFE teacher in the TAFE department. The data established the TAFE teachers' positive attitude and strong sense of responsibility in maintaining their professional development and revealed a compelling description of their preferred learning and working environment. The findings have the propensity to inform federal and state policy development for the VET sector and future professional development programs, professional practice and student learning.

Chapter 6: TAFE teachers and professional development

This chapter reports substantial, informative and persuasive findings to the research questions noted in Chapter 1. These questions sought to map the TAFE teacher's professional development activities and identify not only their responses to these but also their perceptions of their working lives and connections between their professional development and changes that have transformed their work and work practices. There was compelling evidence of the need to transform the culture of the department and implement an ideology of mutual respect between TAFE teachers and management. The results have the potential to not only inform federal, state and organisational policy considerations and development of professional development programs, professional practice and student learning but also impact on what the literature review has identified as the marginalisation of TAFE teachers by the Federal and State governments. This chapter is divided into six sections:

6.1   Mandatory and self-selected professional development in the context of TAFE
6.2   Professional development: formal and informal
6.3   TAFE teachers' professional development trajectories
6.4   Professional development issues
6.5   Professional development locations
6.6   Professional development information within the research location

6.1 Mandatory and self-selected professional development in the context of TAFE

In 2001, ANTA published its preferred use and application of two distinct terms for the enhancement of all staff in an educational organisation: staff development and professional development. This study revealed that the government's interpretation and application of these two terms contrasted with the variety of terms and applications used interchangeably by the teachers in this research project when describing their development as professionals. However, ANTA (2001) acknowledged that within the Vocational Education and Training (VET) sector the terms professional development and staff development were used as if given the same meaning.

ANTA (2001), contended that staff development meant 'work-related purposeful learning for individuals and groups, which is negotiated and *sponsored by the employer* organisation' and professional development referred to development activities 'undertaken on the initiative of the individual and *sponsored by the individual'* (OTTE, 1997; PETE, 2000, p.20). Seemingly, staff development refers to formal learning that is required by the employer organisation and is therefore mandatory and professional development refers to learning that is self-selected by the teacher and not compulsory.

The data showed that not only did the study group of 15 teachers use the terms professional development and staff development interchangeably, as acknowledged by ANTA (2001), but they also provided diverse explanations for professional development and staff development that ranged from the general to the specific. Either directly or indirectly the teachers acknowledged the difficulty in providing an homogeneous answer.

There is evidence that the professional development of the teachers within this study group does not fit neatly within the ANTA (2001, p.4) definitions of staff development and professional development. The teachers initiated and completed professional development that was sponsored either by the department or themselves and gave evidence that when management initiated change and expansion of teaching responsibilities, it did not always sponsor the necessary, appropriate training, and the teacher often initiated and funded the activity.

Since the early 1990s, it has been evident that ANTA's policy of a 'flexible delivery' approach has been the main driving force for TAFE teachers to formally acquire skills in new technologies, notably computers. One teacher was most enthusiastic about completing the required professional development to achieve new technological skills but clearly disappointed when the skills were not used immediately, declaring, "I do enjoy the computer. I did a couple of courses and I found that was a waste of time". The same teacher happily bore the self-applied metaphor of trouble shooter and described the enjoyment gathered from mentoring other teachers less skilled with computers and admitting, "I will sit here and nut that out". He added an insightful comment, "I didn't really learn it until I had a need for it … [and] … I mean, I don't know what I know until I see someone frigging with something and fumbling around with something and I think there's an easier way of doing this". One teacher explained how he used his computer skills to search on the Internet for relevant information

for teaching materials stating, "The Internet …   I mark certain sites and have information sent to me by certain internet clubs".

However, not all of the 15 teachers were totally enthusiastic about adding computer skills. One teacher proudly discussed her achievement of computer skills, but revealed that she did not have a computer at home, had an intense dislike of the new technology and felt extremely frustrated when the skills were not used on a more regular basis in order for them to remain viable. The need for repeated use of computer skills to maintain proficiency was either directly or indirectly echoed by other teachers. There was evidence of frustration for attending mandatory computer training events that were not linked to current implementation goals and serious concerns for management not having an attitude for maintaining the computers and providing relevant and necessary technological support and facilities.

The data showed that all 15 teachers recalled a diverse range of formal and informal professional development activities that had enabled their acquisition of what was eagerly sought, up-to-date knowledge, including initiating and funding a course of study to achieve higher education qualifications, such as a Degree and a Master of Education. There was no evidence that their professional development activities were driven by any department incentives. One teacher recalled privately funding the completion of a Victorian Certificate of Education, as a prerequisite to another, higher qualification. In regard to further qualifications, one teacher fervently stated, "I think that everybody should have to think about it as part of their teaching philosophy".

The teachers indicated that there were many additional opportunities for professional development that included regular department activities such as: in-service training; subject meetings; department meetings and the reading of the department minutes. There were also staff development activities selected and implemented by management that included product knowledge visits to companies, a representative from the company visiting the relevant section of the TAFE department, and seminars where the entire school was expected to attend. The teachers implied that there was an expectation by managers that the teachers would attend certain exhibitions, seminars and World Trade Skills activities.

Several teachers recalled taking part in a variety of department activities specifically related to producing department procedures documents, learning materials and developing programs.

Another proudly revealed, "I wrote the first competency based curriculum for (trade) in Victoria". Others recalled group activities for teachers within the department section such as 'Strategic Planning' days and attending trade exhibitions and team teaching. Two teachers recollected with enthusiasm how they worked together to create a trade-related computer program and learning resource referred to as a 'Toolbox'.

The data revealed a rich variety of additional sources of professional development that increased and enhanced their skills and knowledge: reflecting on their own teaching practice; repetition; trial and error; sharing ideas; positive re-enforcement; voluntary participation on an Education Board; making videos; being perceived as the resident 'trouble-shooter' for 'fixing' a variety of complex computer glitches; and 'fixing' a variety of other problems that arose. The teachers inferred that these were all practical ways to develop as a teacher. One teacher, a self-proclaimed 'trouble shooter', explained, "I think you need diversity in your professional development". This comment reflects the phase of 'diversification' that Huberman (1993) contended, begins after the earlier 'commitment' phase.

Simons (1997) stated that teachers value their close knowledge of what industry needs and their own level of expertise. This research project collected ample evidence that teachers self-selected to stay in contact with their industry long after they became teachers. Regular meetings with people from their industry, referred to as 'networking', appeared to be of prime importance. As one teacher succinctly remarked, "I still try to network with the industry and I think that's how you learn all the time to be current and updated". The teachers variously expressed the need to be perceived as being professionally viable saying, "I've gone to a lot of industry things in my own time … [and] … how do I stay up-to-date? Yeah? Through professional associations outside of the Internet". Another teacher declared, "I go to many seminars in relation to (trade)". There was ample evidence to show that the teachers in this research project felt deeply about the significance of maintaining their links with their trade and continuing to look to industry for leadership in the latest skills, techniques and knowledge in order to have their students eminently employable. This would in turn reflect positively on the teachers.

A detailed report from the Victorian Government entitled *TAFE Development*: *A Guide for TAFE Managers* (OTTE 2001), proposed that older, more experienced staff might become 'mentors' and 'coaches' for newer staff and help them adjust to the TAFE environment, as

situated learning. The report suggested that the learning experience would have the added benefit of the 'mentors' learning about the current state of the industry. This last comment appears to imply, or assume, that 'mentors' and 'coaches' do not liaise with their industry in order to stay up-to-date. The research data revealed that this was far from true of the mentors and coaches at the research location. Further, this research project provided strong evidence that the provision of mentors had been an established source of informal professional development within the TAFE department that appeared to have developed without a formal process.

Many teachers implied or stated their belief in the value of students as a source of informal professional development stating, "Students, I draw from them as well, they really do test you and they do make you question it yourself". It could be inferred that experience had taught them the importance of treating students as individuals and the benefits of 'reading' each student in order to adapt teaching practices to accommodate differences and achieve an excellent outcome for both the student and the teacher.

The 15 teachers provided many examples of unquestionable enthusiasm for a number of voluntarily attended professional activities experienced either on campus, or off campus. One teacher spoke of an inspiring, first-time activity offered by the university that provided an opportunity to network with other, previously unmet, members of the university community. He explained, "I think they had an exercise class the other day, which I am 100% for. I thought it was a really worthwhile program. There were people from the offices and so forth". The teacher enthusiastically described plans to include international students in this type of activity for their wellbeing and to help them learn about Australian culture.

Another teacher was given the opportunity, by a respected section of his industry, to experience learning skills and knowledge in his trade in an international environment. The offer was in recognition of years of dedication to teaching trade skills and participating in industry events. The teacher modestly, but animatedly, commented on the opportunity saying, "I believe I've been very fortunate because of the amount of effort and energy I've put in … myself … I was selected to go to (international area)". He described his deep feelings for the event stating, "So you know, that to me was the ultimate of my professional development. That six months spent in (place name) to see how the other half live. So that was quite exciting".

A former student and TAFE teacher discussed an unexpected but valuable insight gained from selecting to sit in on a practical subject workshop saying, "It was actually really good, (the guest speaker) had a lot of extra tips on doing it. But it was really interesting when (the guest speaker) did come out doing all those things where obviously we teach them the basics". He added, "The (guest speaker)'s seeing them once they're qualified and seeing the points they're not as strong on". The teacher explained that not all of the trade teachers came with a receptive attitude towards this type of professional development stating, "We got this (guest speaker) from this company and the teachers were quite negative about the idea. I think one of the comments was "I taught (that person) in the first place so what on earth can (that person) teach me?"

Deciding to voluntarily attend a product knowledge workshop aimed at the trade teachers and their students, a science teacher recalled being pleasantly surprised at the new knowledge that he gained when focusing on the way the information about the product was conveyed rather than the product itself. The experience enabled him to make important connections between the product and his subject matter, science. However, one teacher was clearly not impressed by product knowledge workshops, either on site at the university campus, or at the product company facility. The teacher inferred that there may be possible company bias towards their own products and cautioned, "There's misinformation you get from product companies".

Enthusiastically describing an unexpected insight into teaching skills, gained from professional development to learn about a trade product, one teacher stated:

> One of the professional developments that I organised for myself, was by a professional company, a (trade) company and I think that was very motivating and made me think about teaching as well. But that wasn't for teaching; it was for skills but the way they presented it, yeah.

A former trade teacher spoke earnestly about being a member of the professional association and declared, "I'm lucky that in my professional association, everyone has bonded really closely and everyone shares a lot. I think that's probably my greatest source of professional knowledge". The teacher explained that most members of the group not only shared the experience of completing a new degree course together but also remained in close contact since that time.

One teacher demonstrated an open-minded and undiminished enthusiasm for learning stating, "I've been a (trade) for thirty-three years and I can still go and watch educators work and find it interesting and exciting and I can always learn something that I don't know". This attitude was shared by many of the teachers and was perhaps best summed up by one trade teacher with over thirty years experience who affirmed, "I guess the day learning stops is the day I die".

Peer support provided informal mentoring that was clearly accepted and appreciated. I noted a teacher frustrated by her computer stating, "I can't do this, I hate this" and a teacher with the reputation for fixing things came over and kneeling on the floor next to her, fixed the problem. I recorded that they laughed together and the anger previously focused on the computer dissipated and was replaced by atmosphere of camaraderie.

Overall my journal showed a distinct pattern of the use of the Australian vernacular as language that seemed to unite the teachers. The teachers' consistent use of humour evidently changed negative situations to positive ones. These were obviously valuable and effective survival strategies shared by the teachers working together in this department.

6.2 Professional development: formal and informal

The literature indicates that formal professional development is structured and informal professional development is unstructured (ANTA 1997; OTTE 2001; Beckett & Hager 2002). Beckett and Hager (2002) offered a convincing argument that although daily work, whether paid or unpaid, was full of perplexing dilemmas this could still lead to good prospects for learning and that workplace activities themselves have the potential to educate. Their strong argument raises the reputation of informal, incidental, personal and professional development in the workplace. The data from this research project revealed a rich supply of formal and semi-structured professional development and informal, open-ended situated learning opportunities for professional development. These are described throughout this chapter.

However, this research project revealed that the 15 teachers held a mixture of beliefs about the onus of responsibility for professional development. The beliefs ranged from professional development being seen as a personal obligation to one of seeing it as involving democratic negotiation between the teachers and managers. Nevertheless it was clear from the data that, regardless of department policy, and perhaps in spite of the system, the teachers were intent

on initiating and self-funding their own ongoing professional development when they perceived it as necessary.

It was evident from the research data that the teachers preferred their professional development activities to be initiated then negotiated by themselves, with their managers. The teachers' attitudes appeared to support the argument stated by Bush (1999) who contended that teachers believe that management had the competence to manage department processes and procedures because, from their perception, management had been appointed on merit. Nevertheless, there was a clear message from the teachers that the final decision was the teacher's responsibility. One of the longest serving teachers explained, "It's your own responsibility I think, you know. You can't blame someone because you haven't learnt anything can you?"

From the newest recruit to the longest serving teacher, the teachers' comments on professional development provided strong evidence of an intense sense of obligation to complete the activities and of a perception of the activities as being ongoing and vital. One teacher excitedly declared that each and every teacher needed to complete professional development stating, "I think we need, all do need to have 'PD'. I think it's so important to do professional development, yep! professional development". Others simply asserted concise comments such as: "Professional development is important" and "Professional development is vital".

The newest teacher announced his arguably simplistic philosophy and professional opinion on completing professional development saying, "I think that professional development is a must whether or not people like going to them or doing them". The longest serving teacher appeared to echo this sentiment stating firmly, "It's compulsory and we must attend and actually it's in our best interest to do it anyway". In regard to seeking higher teaching qualifications, one teacher fervently stated, "I think that everybody should have to think about it as part of their teaching philosophy".

One teacher, who paid for expensive interstate trips in order to attend trade shows, cited the importance of attending these trade exhibitions and declaring:

> My professional development is the development of my skills for college. I see it as that. Obviously here they don't see it as that. You know, just with the attendance at (trade) 'Expo' and things like that

too. Thing is, you're being seen in the industry as being on the pulse. It's good for the college.

> Certain people in power say that once you've learnt to ride a bike you can always know how to ride a bike. So, you just adapt your skills to the current trends. But I totally and utterly disagree … [and] … I think you need to be out there and doing professional development. So, you know, when the clients come in you can say, "Well, did you see at (Expo)?" to the student and again, it's a sales pitch, you know. You're selling yourself as being professional. You're out there, in amongst industry. I feel I've got heaps out of it.

Indicating upstairs to imply the management level, he added scornfully:

The data revealed that a teachers' resolve to acquire ongoing professional development to maintain their professional integrity can lead to tensions between the teacher and management. One teacher described his disappointment and, arguably, his rebellious and subversive response to management refusing him permission to complete relevant professional development by paying and attending in his own time. The teacher did not offer an explanation of why his requests were refused but implied that the situation was not a rare event.

His heartfelt response reflected a concern that has been acknowledged by the Office of Training and Tertiary Education (OTTE, 2001). OTTE warned that staff development might lead to a sense of empowerment by the employee and this could precipitate conflict between management and the employee.

Arguably, management might feel a loss or power and/or a range of negative feelings that could impact unfavourably on the employer versus employee relationship. However, this teacher chose to pay for the professional development experience himself in order to avoid another fight that he had obviously experienced on previous occasions.

In regards to professional development for the department, one trade teacher suggested benefits for the whole of school meeting as a social group and stated pragmatically, "I think really for the future, what should go on is that yes, I think you need to have some school type 'PD' that everyone does. Because really, socially, it gets people together so that's one benefit of it".

6.3 Professional development trajectories

Huberman (1993) referred to the professional development of secondary school teachers as the 'professional trajectory of teachers' (p.8) and identified certain phases or life cycles in their professional career. He acknowledged that teachers did not necessarily experience the phases in the same sequence or even that all teachers experienced each phase.

Influenced by Huberman's contention that there are benefits to be derived from administrators taking a deeper scrutiny of teachers life-cycles, in order to manage teachers more effectively, and finding evidence of the tensions between management and teachers in this investigation, the data was re-read to identify and compare examples of professional development trajectories and phases within the professional trajectories.

The data revealed that in this particular TAFE department there was evidence of two overarching professional trajectories undertaken by the 15 teachers. The first pathway was aimed at achieving the criteria that are fundamental to teaching in a TAFE department. Secondly, the teachers set off on formal and informal pathways to find sources of professional development to fulfil their duties and responsibilities as teachers. There was evidence that some of the teachers shared some of their journeys with colleagues, several took similar but separate routes whilst others took very different trajectories. However, as noted by Huberman (1993), there was no evidence that any of the teachers had shared identical professional development pathways.

When starting their professional trajectory as a TAFE teacher, each of the 15 individuals was required to formally match the state government criteria to be a TAFE teacher at the time of their application and employment to be a TAFE teacher. For these teachers, meeting the professional needs of the TAFE department covered three distinct, measurable areas and one indistinct, but arguably important area.

To gain employment in the TAFE department, the trade teacher candidates needed to provide confirmation of industry experience and expertise and all needed to show evidence of the achievement of government approved teaching qualifications or commitment to gaining the necessary qualifications. Reflecting the variety of backgrounds and varying lengths of service, the teachers in this study group referred to their teaching qualifications simply as 'Teaching

Certificate'; 'Dip Ed'; 'B Ed'; 'Cert IV', 'Workplace Training and Assessor'; 'Grad Cert' and 'Diploma'.

These examples of government approved teaching qualifications reflect a number of levels of teaching and training that were mandatory at the time of their acceptance as a staff member or compliance to government policies implemented whilst employed as a TAFE teacher. However, more recently research has shown that the nationally endorsed qualification, Cert IV in Training and Assessment 'does not guarantee development of the full set of knowledge bases required of a professional teacher' (Robertson, 2008, p.1). I am sure that this finding will justify negative feelings that were expressed by certain teachers within this department who had shared their concerns about mandatory completion of the Cert IV in Training and Assessment when they had already achieved a Bachelor of Education or Diploma of Education qualification.

Lastly, successful applicants needed to demonstrate their intention to meet management expectations to fulfil the formal and informal criteria of teaching duties, responsibilities and behaviour within the department by complying with department policies and directives.

Many of these duties and responsibilities were stated in the formal job descriptions for the TAFE teachers. However, there was evidence that many of the expectations held by management were not apparent at the time of the informal induction into the environment and were learned over time. This last area related to conforming to the expected cultural aspects of that particular environment learned through becoming entrenched within the culture of the department and this was evident in the data.

Huberman (1993) explained that in the first phase the new teacher explored such things as trying one or more roles and began to master the job. He found that if this phase was not perceived as negative the teacher might then move to a phase of commitment and stabilisation. Once stabilised, and this could mean different things to different teachers, the teacher experiments and diversifies. The data revealed evidence of committed, continuous employment with the majority of teachers being with the department from twenty-five years to thirty-five years. This would seem to imply that their initial experience had been positive and led to entering the phase of becoming stable. However one teacher, now over fifty years of age, had completed over twenty years as a TAFE teacher and had described her early

teaching days as extremely unpleasant. She is recorded as implying that she is disillusioned with the department, the changes to teaching methods and administration and the students but continues to teach and declared an ongoing love of her trade and observing experts. Re-reading her transcript did not reveal her motivation for staying with the department. Her transcript also did not reveal examples of experimentation and diversification as a TAFE teacher.

However, the data did reveal that the majority of the teachers recalled experimenting and diversifying. Teachers noted training in a new trade, initiating professional development to widen their skills and knowledge, gaining new qualifications, accepting positions that had greater prestige, involvement with significant production of learning materials, changed teaching practices and methods of assessment, working back in industry, collaborating with peers to produce learning materials, becoming a 'trouble-shooter', actively pursuing administrative roles, trying different employment hours and working with different people in different departments. Huberman stated that the teacher might then begin to reflect on their career and may become uncertain and doubt himself or herself.

Conversely, after reflecting on their career the teacher may enter a phase of contentment and serenity as a result of confidence in themselves as a teacher. All but one of the 15 TAFE teachers provided evidence of confidence in their role as a teacher. Huberman cited Peterson (1964) as noting that following the phase of serenity and confidence the teacher might distance themselves from their students and become 'passionate' complainers. He believed that there was sufficient evidence to show that usually these complaining teachers were well into their fifties and sixties.

It was interesting to note that one TAFE teacher, well into his sixties, did not make one complaint. However, the majority of teachers, especially the long-term TAFE teachers, were indeed complainers. The TAFE teachers complained mostly about management, changes to teaching methods, students, colleagues and department politics. None of the long-term teachers complained about students. The TAFE teachers that complained about students were not in the same trade as the older TAFE teachers and/or were much younger and had not been in their teaching career for many years.

Huberman noted that he was surprised at the findings of high levels of energy in older teachers. On closer examination of the data in this current investigation it was noted that there was consistent evidence of enthusiasm implied by all but one teacher. This TAFE teacher was in his early thirties and new to the department. By the time this thesis was nearing completion he had left his teaching career to take up a completely unrelated career.

The data did not reveal why the long-term teachers continued to teach, and teach in the same department in spite of considerable stress they experienced. Perhaps the teachers had entered one or more psychological phases not identified by Huberman (1993). A stage in which they might find it difficult to let go of a career that they clearly love. Conceivably their sense of self and greater self-esteem is stronger when they are in the classroom. Perhaps their involvement in teaching and enjoyment of students had led to a form of co-dependency related to a parental role when dealing with young people and a fear of the 'empty-nest' syndrome. Possibly, they simply enjoy feeling needed and sharing their skills and knowledge. The TAFE teachers may be experiencing any one or more of these phases. These are perhaps important considerations to be made by management, along with their staff, when helping long-term teachers to look at another trajectory in their career as a teacher.

6.4 Professional development issues

The study revealed a range of professional development issues that were clearly the source of considerable, ongoing, negative feelings and tension between managers and teachers: concerns with mandatory professional development; a lack of management support for acquiring and maintaining computers and facilities for the new technologies; the need for shared responsibility for professional development between management and teachers; management's apparent disregard and implied disrespect for the teachers professional judgement; the need to include sessional teachers in professional development activities; and professional development needs that had not been sought or met by management.

The teachers inferred the need to be acknowledged as professionals and consulted about matters impinging on their work practices. These significant points were raised by ANTA (2004) in its report *The vocational education and training workforce. New ways of working – At a glance* produced by the National Centre for Vocational Education Research (NCVER). The report stated the need for VET teachers to be acknowledged as professionals

and their leadership encouraged in order to reducing the effects of resistance to change and to improve their fulfilment as teachers.

Although all of the teachers enthusiastically expressed the need for ongoing professional development activities, it emerged that they were also totally aligned in their shared dislike of being directed to attend professional development events. One implied that managers disappointed the teachers when they failed to respect the teachers' professional judgement and preferences about mandatory professional development stating, "Some of it is pretty Mickey Mouse, I think … [and] … looking back over the years (32) I don't think management always guided us in the best way". The teacher offered a personal insight into the situation declaring, "It was just a case of getting something on paper, doing it. To have something done. To say, "Ok, well, you've done your professional development".

The findings reflect those of the Victorian Government research project *Have Your Say*, which was commissioned by the Office of Training and Tertiary Education (OTTE) in 2002. The conclusions showed that the nearly 600 valid TAFE teacher responses reflected their perception that professional development activities were primarily to reach department objectives, rather than to develop teaching skills or develop skills for industry. The findings also showed that the participating teachers felt that individual department managers made the professional development decisions.

It was clear that two main issues fuelled the teacher's anti-mandatory professional development stance. One issue was the total lack of any consultation process as to the relevance of the content of the planned activity and secondly, the lack of consultation about the venue. The teachers were not happy when asked to travel to another campus or function venue. They believed that any other venue was inappropriate in comparison to what they perceived as eminently suitable spaces within their own TAFE building. This was in spite of their complaints about the poor air-conditioning and the slow lifts. Perhaps the teachers' feelings of dissatisfaction and resistance to attendance resulted from simply not being involved in the decision-making process.

Several of the teachers suggested that mandatory professional development was not only a useful way to inform all staff about government, university and department policies, but also an excellent opportunity for social interaction. It was further suggested that on these occasions

it was important to make sure that staff mingled and interacted with staff members with whom they usually had little or no interaction. This implied perhaps, that management did not acknowledge this extremely satisfying aspect of compulsory professional development. There was evidence of a total lack of commitment by management to showing a genuine interest in how staff viewed the department's professional development events or responding to the completed evaluation forms that detailed their concerns and unmet needs.

Many of the teachers described, or implied, that subsequent mandatory professional development activities repeated the same negative aspects of previous events. NCVER (2001), argued 'The issue of evaluation is critical in State and national staff development programs' (p.49). NCVER (2001) further noted that in regard to professional development 'A culture in which the importance of evaluation and quality assurance is not high appears to be developing' (p.10). However, NCVER (2001) suggested that if management had certain customs and place certain importance on staff development 'there is little need for rigorous evaluations' (p.49). They believed that staff development should be 'as a right of employees under an industrial award; as a tool for management to achieve business goals; as a means of supporting staff; to increase employee satisfaction in their work; to improve training outcomes for students and trainees; to comply with the National Training Framework' (p.49). It was apparent that several of the teachers needed to feel comfortable about their choice to not attend a mandatory professional development event. These teachers made it clear that they would prefer a choice of attendance rather than being concerned about possible negative responses from management if they did not attend. It seems that when management directed teachers to attend mandatory professional development it was assumed that teachers understood that the organisation was implementing educational change and would accept the directive without challenge. Tiezzi (1999) referred to this purpose for professional development as the 'subordinate assumption' (Tiezzi, 1999, page unknown).

The data revealed that some of the teachers did not want to attend some mandatory professional development activities because they felt they had the necessary skills. Tiezzi (1999) argued that if there was an underlying assumption that teachers needed to improve their skills, this was a 'deficit' assumption. Arguably, the consistent directives for the whole department to attend compulsory professional development events is further evidence that not only had the teachers not been consulted on an individual basis but also that management felt they were under performing.

Although the teachers clearly disliked mandatory professional development, there was no evidence that any of the 15 teachers had told management that they did not want to attend. This was in spite of some of the teachers making statements that, in their professional judgement, there was no need to attend. It can be perhaps inferred that the teachers had feelings of subordination and powerlessness. Arguably, their actions were constrained by the construction, or structure of accepted and traditional rules of behaviour within their department. Giddens (1979) reports 'Structural properties exist in time-space only as moments of the constitution of social systems' (p.36). This notion strengthens my belief that in order to change the culture of the department the respondents in this research project should give advice to new teachers that is framed as practical advice rather than perpetuating the negative aspects of the culture that they dislike.

Several teachers implied that, as it was obvious that computers were going to remain a necessary part of their teaching day, there was a need for managers to make sure that computers, software, computer systems and the related classroom facilities were not only reliable, but also maintained to a high standard. The comment suggested that management did not have the necessary principles, objectives or funds to ensure these outcomes, and the teachers were clearly frustrated by these unmet needs.

Another teacher said that he felt that the department would benefit from a professional development activity that showcased his additional skills. He explained that his skills were not currently offered by the department, but offered in industry and in demand by the public. Management had been made aware of his skills, but to date no manager had agreed to allow him to share his professional skills and knowledge with the teachers in the form of professional development.

This sense of disappointment was echoed in the comments of two teachers who had enthusiastically recalled their excitement at the nation-wide success of developing a trade teaching resource referred to as a 'Toolbox' that had gained government acclaim. The teachers eagerly discussed examples of their ingenuity, new skills and knowledge that had resulted from the time they spent developing the teaching resource. It was their perception that management did not value their new skills and knowledge, nor were the projects to develop more teaching resources ever completed. They angrily described how one teacher had originally been taken away from teaching duties by management, only to be put back in the

classroom and the project had lapsed. Bush (1999) advised that one of the restrictions of the hierarchical model of management in education, as revealed in this department, is that contributions by individuals are undervalued or disregarded by management.

The sessional teachers in this study inferred that generally, they were not invited by management to attend department professional activities and they speculated that management did not see them as being part of the department. Arguably, it would seem that management did not appear to recognise the value of having sessional teachers who had the potential to be a rich source of contract and on-going teachers familiar with the policies, procedures and culture of the department. One sessional teacher's angry comment revealed a lack of information about access to professional development for sessional teachers when he declared, "Professional development should be the first priority for sessional teachers. We should have meetings or conferences".

I noted evidence that a sessional teacher did not receive vital professional development in understanding the policies and processes of the department. I recorded one sessional teacher trying to access information on a computer who was surprised when told that she needed a password. She finally accessed the correct program to find that it had been moved to another web location. She was plainly angry and frustrated but then adopted a resigned attitude and stated, "Sessionals are never told about changes … that's the way it is".

One teacher implied that there was no information on how to request a new level of qualification and several teachers stated the need for diverse professional development that was not currently offered. Several teachers indicated that they did not feel comfortable asking what were arguably questions pertinent to their professional development, or that they simply had no idea those certain questions in relation to professional development could be asked. These questions related to the possibility of attending state, interstate and overseas professional development activities, or professional development that might have seemed unusual, or very different to the activities that the teachers usually attended.

Some of the teachers were unclear if they could initiate professional development and, if they did so, whether there was the possibility of financial support from the department. One teacher recalled the unpleasant verbal tensions that would occur when a request to attend professional development of their choice was made to management. His simple solution had

been to personally pay the fees so that he and his students would not be adversely affected by his non-attendance at what he judged to be professionally valuable, specialised professional development activities. A number of teachers had expressed the need for managers to tell them the cost of professional development and how they could complete professional development without incurring fees such as the Higher Education Contribution (HEC) fees, or any other possible 'fee-for-service' costs. The teachers explained how fees had an impact on their choice of professional development.

Not one teacher participating in this research project had a negative word to say about professional development that had enabled them to qualify as TAFE teachers and teach in the department, or professional development that they had initiated and funded themselves. However, one teacher mentioned the need for 'team building' events and further comments revealed the need for teachers to learn the skill of working together as a team. The same teacher stated her support for the notion of compulsory professional development for certain teachers avowing, "Initially I was going to say it's up to the individual but sometimes you get very lazy individuals who feel they don't need any form of professional development. They're the ones that need it the most".

Another teacher spoke of the requirement for training as the need arises, rather than training being directed to skills training that is never used. One teacher explained that he still felt the need to complete a 'refresher' course regardless of having completed professional development in that area. This was perhaps evidence of the teachers' ability to recognise and fulfil, their own professional needs.

Two teachers declared that they felt the need to learn new teaching strategies as a means to find new ways to motivate their students. One of the teachers recalled angrily that her manager had implied that her teaching practice might be at fault whereas she believed that students lacked the motivation to learn because the trade was not their first choice of study. Arguably, there may be a need for management to implement changes to the way students are interviewed, or changes to the department policy on enrolling students whose commitment to the trade has not been sufficiently investigated.

Overall, the teachers' attitudes towards professional development were that it was absolutely vital for their professional and personal growth. However, they stated their preference for this

to be negotiated with management. Tiezzi (1999) contended that an interest and involvement in 'continued growth' was one of four basic assumptions for having professional development.

The data for this research project showed that most of the teachers clearly intended to continue to initiate and fund their own professional development as the need arose. This intention had been noted by Harris and Simons (1999). They argued that their research had shown that teachers were more likely to independently initiate and fund their own professional development. Teachers participating in this research project implied that they would pursue their own professional development selections, even when faced with possible conflict with managers and negative outcomes.

In 2001, OTTE published a comprehensive report to guide TAFE managers to change negative aspects of their management in order to achieve a supportive environment that encouraged collaboration between management and teachers, as well as management and non-teaching staff. The report suggested that managers should lead and facilitate ongoing professional learning.

The data revealed that underlying all the teachers' professional development choices was their undeniable, ongoing commitment to their students and a love of teaching. Clearly, the teachers' goals were to not only see their students as people but also to make their learning experiences enjoyable and help them gain employment in their trade because of their excellent standard of skills. An additional outcome was perhaps for all their students to retain a love for their trade, instilled by the teachers. In many respects, the results of the research project *Professional Development Network, The New South Wales(NSW) Department of Education, North Coast Institute of TAFE 2001*, focusing on a group of management nominated TAFE teachers in New South Wales (NSW), reflected similarities with the findings in the data for this research project. Both groups clearly demonstrated positive attitudes towards students, their career and their inclination to initiate their own professional development as the need arose. Arguably, the TAFE teachers of this research location fit the category to be nominated as experts as described in the NSW research project. However, I am sure that that they too would answer in the same self-deprecating way that they are not experts, confident but certainly not experts.

A report from the Council of Australian Governments meeting on 10th February 2006 stated, "Continuous and lifelong learning gives people the tools to participate in work and underpins more rewarding careers when they do so" (p.3). The data revealed that this maxim applies to the teachers participating in this research project.

It would appear that the TAFE teachers' ideas and attitudes towards their professional development, to some extent, already demonstrate their understanding of what is needed to develop professionally. The data revealed examples that clearly match some of the criteria for considerations that need to be taken into account when planning for future professional development, as described in the ANTA (2004) report *Working and Learning in Vocational Education and Training in the Knowledge Era.* The data revealed many instances of 'self-motivated learning' (p.14) and being 'involved in activities and events related to their knowledge area' (p.14). The teachers revealed 'exposure to new ideas' (p.14) and gave examples of professional development through 'reading, interacting with academics and experts in the field, as well as interactions with peers and fellow practitioners' (p.14). They demonstrated their ability to develop professionally by 'learning by doing', networking, rising to the 'challenge' and integrating their new skills and knowledge into their teaching practice matches the criteria of 'consolidation of learning' (p.15).

6.5 Professional development locations

Although the teachers nominated learning institutions such as universities (and a range of campuses), colleges affiliated with universities, their own building (on-site) and other TAFE buildings (off-site), industry, libraries, overseas, seminars, exhibitions, the Internet and their own home environment as places for professional development, there appeared to be no *one* preferred learning environment. Nevertheless, one teacher was adamant that his home was not the place for any professional development and declared firmly that there was no computer at home and that he had no intention of purchasing one.

6.6 Professional development information within the research location

The data did not reveal if the 15 teachers were aware of, or even interested in, accessing university information specifically related to professional development. My search of the

university Intranet website not only disclosed evidence of a range of university policies, procedures and information about professional development but also revealed the inherent values embedded in professional development opportunities and expectations that all staff will follow these principles.

6.6.1 Assessment of the types of information available

A 2003 university policy for a Quality Framework to be implemented in 2004 was clearly intended to inform all staff of the dominant value 'we will build quality into all we do …' (p.2). The language of the document indicated links with the Federal Government Department of Education, Science and Training (DEST) for the higher education division and AQTF for the TAFE division.

The document provided evidence of an entrenched enculturation of marketing terms with the use of marketing rhetoric used by government such as: 'good practice'; 'customer satisfaction'; 'quality assurance'; and 'improvement'. However, the document appeared to lack information linking the education and training policies directly to the Australian economy.

One university document titled *Strategic Plan 2004-2008*, promised to 'transform the lives of individuals and develop the capacities of industries within the area and beyond, through the power of vocational and higher education' (p.1). This document, from the Vice Chancellor, revealed a university plan to inform all members of the university of the underpinning values of the university and the intention that these values be acknowledged, appreciated and followed.

The document declared values that 'underpin and guide our future development and the day-to-day teaching, learning, research and other activities that make us a university' (p.1) and stated that the university was committed to embedding the following values within the university community: 'Knowledge and skills, and critical and imaginative inquiry for their capacity to transform individuals and the community; equality of opportunity for students and staff; diversity for its contribution to creativity and the enrichment of life; co-operation as the basis of engagement with local and international communities; integrity, respect and transparency in personal and collaborative action and the pursuit of excellence in everything we do.'(p.2).

Perhaps because the document came from the head of a university, with links to academia, it did not reflect government rhetoric of marketing education and appeared to focus on educational principles and appreciating people, quality and accountability. The document contained statements such as: 'People are the heart of (name) university'; and 'we recognise that striving for greater quality underpins all that we do'; and 'meet public accountabilities of the University through exemplary governance and effective management of resources'. The university policy document *Teaching and Learning Support – 2004* aimed to inform staff both 'on-shore' (Australia) and 'off-shore' (overseas, but close to Australia), of higher education and TAFE, of professional development opportunities. The document provided information to staff of a range of opportunities for both voluntary and mandatory professional development. It implied the integration of the higher education division and TAFE division by describing the institution as a cross-sectoral unit. Seemingly, the intent of the document initiators was to show ways the staff might achieve the strategic plans of the university.

The university 'Intranet' website, displayed information that professional development was free to staff but 'outsiders' must pay. There was a clear intent to have staff 'multi-skilled' and a plan to overcome differences in technological skills. There were opportunities to learn more about government policies and procedures implying a strict compliance with government documentation and philosophies.

A daily ritual on the university Intranet was the publication of university global-emails. The e-mails notify the viewer of university policies, procedures, standards and other items of possible interest such as: professional development events; competitions; holidays; cheap office equipment; food specials; changes of name; arrival of babies; special events in the lives of people; and sadly, the demise of staff. The data revealed that one teacher did admit to accessing the information on the Intranet. He referred to this site as, "Unimail. Yeah! I pick up bits of information. You can skim over that and pick up a bit of what's going on".

A number of TAFE department documents were specifically produced for the teachers within the TAFE department including agendas and minutes of staff meetings, memos to staff and a strategic plan. These documents were accessed from staff room files (not filed in sequence), personal file of documents, as well as documents specifically archived by myself as they were received, or discovered, immediately prior to and during the research period.

Although the use of agenda documents and minutes reflected the formality of the staff meeting, the documents did not match the formal requirements for the usual process of handling agendas and a true record of minutes. The language and approach to preparing and distributing the agendas and the subsequent minute taking were both largely informal. Over the research period there seemed to be little or no follow-up and evaluation of the required action to be taken.

Memos to staff about matters related to the administration of the department and professional accountability to university and government policies and procedures appeared on university letterhead. These memos were sent by email attachment to all staff at the different campuses within the TAFE division of the University. Seemingly, this means of distributing information was intended to share information with all staff. Sessional staff and staff away on various types of leave were the people most likely to not receive this important information. There appeared to be no follow-up to make sure the information had been disseminated to all staff, or understood.

One TAFE department document *Operational Plan 2005*, presented the key objectives for the school, for the period 2003-2007, but was specifically identified as *School Directions for 2004-2005* (p.1). This document came from the senior manager with responsibilities for all TAFE departments within a particular school. Seemingly, the intended audience was all staff within these departments. This document reflected the wider university policy that students should be foremost in consideration of education and the teacher's professional lives.

There was no evidence as to when this document was issued, or to whom. The document contained lists of types of strategies to achieve objectives for students such as: 'develop programs'; 'offer innovative and relevant programs'; 'include skills, experiences and other activities'; 'assure a supportive and inclusive educational experience'; 'gain a greater understanding or our students motivations and aspirations ...'(p.3). These were not supported by plans of how these would be achieved, or requests for action, or examples, or proven successful examples.

Chapter connections

Chapter 6 noted detailed responses to the research questions aimed at uncovering the TAFE teachers' perceptions of their lives as TAFE teachers at the research location. The findings exposed the TAFE teacher's strong sense of commitment to ongoing professional development. However, the research data also revealed the TAFE teachers' deep, emotional responses to mandatory and self-selected professional development, their separate but connected professional development trajectories to becoming a TAFE teacher and maintaining their professional status, a range of professional development issues that were clearly a cause of substantial, ongoing, negative feelings and tension between managers and finally the types of professional development available at the research location.

This chapter contains six sections related to required professional development and self-selected professional development in the context of TAFE; professional development: formal and informal; TAFE teachers' professional development trajectories; professional development issues; professional development locations; and professional development sources. The final chapter is a discussion about complex issues that have been covered by the proceeding chapters and recommendations for not only significant areas of further research but also information that has the potential to not only improve the working lives of TAFE teachers but also be of value to all stakeholders within the VET system.

Chapter 7: Discussion

The aim of my research project was to have a more profound understanding of what a group of TAFE teachers had to say about professional development, changes to their work and the culture of the department. The research questions were designed to provide an opportunity for these TAFE teachers to voice their perceptions and feelings about their professional development and workplace issues whilst simultaneously saluting their achievements because both the literature search and the study revealed TAFE teacher concerns with feeling undervalued and having an uncertain status. The outcome was copious and credible TAFE teacher insights into the complexities they faced when experiencing major changes to their working lives in a difficult environment.

The results exposed a potentially wide and interesting field of investigation into a variety of assumptions held by stakeholders in the VET sector and identified teacher's perceptions of a preferred working environment and professional development. The findings from such research will also have the potential to inform policy development and future professional development programs and perhaps lead to an affirmation of the value and status of TAFE teachers.

The application of a qualitative research method of participant observation using ethnographic techniques led to achieving sufficient data to gain a detailed description of the way of life within the department and a more comprehensive understanding of how each teacher saw their experiences of changes to their teaching practice and role as a teacher. Principles entrenched in ethnographic research added a cultural dimension, encouraged frank responses and enabled the authentic voices of real people in a real situation to be heard and represented by quotes published in the findings. Certainly, from the perspectives of the teachers, this research project was an opportunity to document their way of life and give formal recognition to their professional opinions, and their professional and personal needs and rights.

The ethnographic process revealed a greater understanding of the processes and significant effects of change, and affirmed the value of the teachers' experiences and allowed for issues, concerns and a variety of beliefs to be voiced, recorded and published. Reflecting on the

teachers' responses identified a dismal picture of the culture of the TAFE department and provided evidence of particular, negative examples of practice in the department and implications of these for the provision of future professional development in a more supportive environment.

The responses to the research questions aimed at identifying the types of professional development the TAFE teachers had engaged in revealed that the teachers had traversed two overarching professional development trajectories. One aimed at achieving the criteria that were fundamental to gaining a teaching position in TAFE at the time of their application and acceptance into the department. The other consisted of a diverse range of formal and informal pathways to find sources, locations and opportunities for professional development to fulfil their duties and responsibilities to their students as well as accomplishing personal growth. This second trajectory identified answers to the research questions aimed at revealing connections the teachers perceived between professional development and issues and changes that have impacted on their work and roles as TAFE teachers.

The shared intensity and number of negative, emotional complaints surrounding the topic of mandatory professional development experienced once they were accepted as TAFE teachers contrasted markedly with not one single complaint in regard to mandatory professional development they experienced prior to being employed as a TAFE teacher. However, the teachers were totally aligned in their philosophy and assessment that ongoing professional development is vital. Overwhelmingly, their belief is that the onus of responsibility for professional development lies with the individual teacher.

The teachers implied a need for change in the culture of the environment. There was a call for democratic negotiation between the teacher and management. It was clear that they preferred to initiate the activity then negotiate with their managers. The teachers inferred the need to be acknowledged as professionals and consulted about matters impinging on their teaching practices. It was apparent that the teachers were disappointed and disillusioned when managers failed to seek or respect their professional opinions and preferences as to the relevance of the content, the timing of the event, the location, choice of attendance and lack of interest in their evaluation of the mandatory professional development events. Some teachers suggested that mandatory professional development appeared to be unrecognised by management as an excellent opportunity to inform all staff about government, university and

department policies impacting on their working lives as well as an opportunity to promote social interaction with colleagues in different and similar teaching areas across the faculties. There was a recurring theme of a lack of appreciation of the teachers' professional judgement, reliability, hard work and dedication to teaching. The teachers either stated or implied a need for psychological support from their managers in the form of being their main source of guidance, advice and support for initiatives that was clearly lacking.

In a variety of ways, the teachers' comments revealed their total acceptance of their role of guide, mentor and support for their students. However, this appears to have been a mainstay of their usual teaching practice and not as a result of being influenced to change in line with the National Training Packages. The teachers stated or implied that their teaching had always placed the student as central to the learning process.

The teachers revealed a range of observations about the National Training Packages that were mostly negative. There was a common thread of blaming the National Training Packages and the AQTF that may be attributed to a lack of relevant professional development aimed at disseminating information about changes to their working lives. Evidence of the teacher's unenthusiastic reaction and solutions to implementing the National Training Packages emphasised their sense of being pushed to the periphery and not being acknowledged for their contribution and commitment to their students and their industry by the Federal and State governments or their management.

Most of the teachers voiced their professional opinion that the self paced approach embedded in the National Training Packages inhibited students and their rate of learning, did not allow them to learn from one another and was in fact unsuitable as a teaching practice for their trade students. Arguably, most of the teachers had been satisfied with their teaching practice prior to the changes to implementing Competency based training and then the National Training Packages and the AQTF. Their attitude reinforces the importance of including teacher input when the government is preparing to introduce change that impacts on their teaching practices.

The teachers felt overwhelmed by administrative duties that forced teaching duties to take second place to administrative duties. There was sparse evidence of teachers having an understanding of government policies that had led to the National Training Packages and

changes to their teaching practices. Arguably, these findings signal the need for specific professional development to maximise understanding for changes to changes that impinge on their working lives and teaching practices and evaluation to gauge the success of the professional development activities. Perhaps consideration should be given to consulting and negotiating with TAFE teachers in order to locate teachers prepared to take on more administrative duties so that those with a desire to concentrate on their teaching practice may do so.

Although outwardly appearing to comply with the National Training Packages I sensed a quiet rebellion or subversiveness implied by a few teachers when ensconced in their domain, the practical classroom. Using their professional judgement they continue to apply their teaching methods that, according to them, have a history of success prior to the changes that they have experienced since the introduction of the National Training Packages and the AQTF. They have a long-held reputation that their students acquire a high standard of trade skills that reflect positively on themselves, when observed by their industry.

It may be argued that there is a need to bridge a strategic gap between the micro view of the TAFE teacher's day-to-day lived experience and practice and the macro view of government, their policy makers and the managers of their agencies that may be interpreted as an idealistic view. Arguably, the government and their agencies assume that the policies and set of skills they put together are correct because they are the authority on vocational education and training. I believe that rather than a gap there is a discrepancy between their views. To borrow from Gramsci's (1971) concept of hegemony, I believe that what is happening is hegemony at the macro, or government level and cultural hegemony within this particular TAFE department. Management are domineering by coercing teachers to consent to implement the National Training Packages.

Rather than seeking a bridge, there is an antidote or counter action to this situation. The solution is for TAFE teachers to retain their single-minded, realistic attitude based on a sense of ambition or longing to reach positive outcomes for their students. This results in teachers taking whatever actions to fulfil their professional development needs and achieve their goals. This research identified that this is happening.

TAFE teachers and, perhaps most importantly, trade teachers, have experienced changes and challenges to the workplace, staff, materials, techniques, equipment and changes in market needs and wants. They are familiar with using their knowledge and expertise to find new and improved ways of doing things, sometimes out of necessity, sometimes because they have found different and better ways to do things through trial and error. This is surely evidence of their skills as 'motivators'; 'initiators of action'; 'entrepreneurs'; 'innovators'; and 'knowledge managers' as cited as necessary TAFE teacher criteria by ANTA (2003), and that they have what the Victorian TAFE Association (VTA, 2002) listed as necessary criteria for the TAFE teacher of the future. This perhaps signals that the TAFE teachers who took part in the study have the necessary criteria to be mentors and share their proven abilities and years of acquired knowledge with new TAFE teachers. OTTE (2002) argued 'The knowledge held by TAFE staff will increasingly be seen as an intangible asset and a focus for serious investment' (p.5).

It was clear that the teachers shared a deep emotional bond with their career. I was surprised and honoured by the level of trust displayed to me, a fellow colleague, by their frank admissions and depth of feelings as demonstrated by the consistent use of the word 'love' for teaching and being 'passionate' about their teaching area and teaching role. The teachers in this study inferred they had found their niche. They said teaching was deeply rewarding. They shared a love of teaching and a strong commitment to their students. However, it was a sad reflection on the department that when asked what they would say to a new teacher, not one teacher offered advice on teaching matters, only on how to survive. This collective choice of focus and the level of intensity of their feelings surprised me.

The data exposed evidence of a total lack of consultation and negotiation with TAFE teachers in the decision -making processes within the department and gave me the impression that the potential for valuable contributions to improve the department were simply lost. Similarly, the apparent inability of management to provide an environment that encouraged input of professional opinions and judgement from their TAFE teachers indicated that perhaps this situation was the major source of the TAFE teachers' feelings of disharmony and disappointment with their working environment and management.

There were many issues and concerns that the teachers appeared to feel reluctant, or powerless to put forward to management. Spradley (1979) argued that the role of institutional

and organisational processes impact on the behaviour of members of the institution. Maybe the dominant culture of management by directives and the TAFE teachers' possible inherent respect, or fear, of the role of manager, added to their inability to approach management and voice their concerns without fear of negative reactions. It was my impression that the teachers held many different assumptions and expectations of the role of manager and some of these were arguably, unrealistic because they were assumptions about the intangible personality traits expected of managers, rather than the tangible duties and responsibilities of managers. Perhaps, the long history of certain sanctions being applied when seen as not complying with management directives had led to the decision to simply accept changes rather than apply their professional judgement and risk confrontation, disapproval and pressure to conform.

The findings pointed to the need to evaluate management and their performance, management courses and the selection process to ensure having the most suitable people in the vital role of management. Perhaps all teachers should be involved in the selection process for a manager. Perhaps the teachers themselves might work together to select a fellow teacher, or two, to take part in the selection process. Maybe this could include the implementation of a policy to include a regular appraisal process.

It appears that management would benefit from encouraging a cooperative approach when implementing any form of change to education and training within the organisation and developing a culture where all members of the education and training environment feel valued, supported and encouraged to share in achieving organisational goals. Arguably, management might sense a loss of power and/or a range of negative feelings that could impact unfavourably on the employer versus employee relationship when teachers add to their professional qualifications, skills and knowledge. It would appear that the traditional combat zone for managers has changed from management versus the union to management versus the more professionally developed and qualified employee.

Sessional teachers were clearly frustrated by management's lack of recognition of their status as professionals, as teachers. It would seem that management failed to perceive sessional teachers as a useful pool of potential contract and permanent teachers who were already familiar with certain aspects of the culture of the department and who perhaps had some knowledge of its policies and procedures.

Whilst listening to Dan describe his experiences of helping a colleague from the higher education sector I was reminded of the traditional rivalry between academics and 'tradies' in the field of vocational education and training and between TAFE and Higher Education, and reflected on the irony of the situation. Dan's description of his interaction with a lecturer from the higher education sector of the dual-sector university, also revealed his ability to fulfil an important criterion for a TAFE teacher, noted by VTA 'work together in cross-functional, cross-hierarchical group for open exchange of information and development of solutions' (VTA, 2001, p.15).

What are the practical implications of these research findings? Undoubtedly the teachers showed a dedication to their students and the role of teacher that appeared undiminished by the negative aspects of their working life. All 15 teachers were either explicitly or implicitly concerned about outcomes for the students. Perhaps, the negative responses by management acted as another form of motivation for the teachers to succeed in their professional and personal goals.

I suggest that it is of major significance that the teachers indicated the importance of encouraging all teachers (including sessionals) to feel that they can genuinely contribute, as informed professionals, to any of the decision-making processes at organisational and/or government levels, that impact on both their working lives and the lives of their students. This includes genuine, timely TAFE teacher involvement in Federal and State governments initiated pre-policy discussions through to the writing, implementation, evaluation and follow-up processes for any policy that directly, or indirectly impacts on the VET sector. TAFE teacher input would allow for reconsideration by Federal and State governments as to the appropriateness of the National Training Packages and the AQTF for individual industries.

Undoubtedly, this formal acknowledgement will signal trust for the professional opinions and judgement of TAFE teachers and as such will have positive repercussions for many current and future stakeholders in the VET sector. It would appear that these considerations would also be beneficial at the local, or organisational level. Direct involvement of TAFE teachers and consideration of their professional and innovative ideas may well add positively to the organisational perceptions of their teachers. Unquestionably, indisputable consideration and implementation of TAFE teacher input would add to the status of the TAFE teacher and reduce their feelings of being marginalised.

Throughout the process of reviewing relevant literature and the data analysis I discovered persistent evidence of assumptions held by a variety of stakeholders within the VET sector. There were categories of assumptions: government assumptions about TAFE teachers; government assumptions about TAFE management; management assumptions about the government and teachers; teachers' assumptions about government and teachers' assumptions about management. It would seem that these assumptions mirror the 'intuitive knowledge base' that deeply concerned Huberman (1993, p.261) and influenced his objective to find out if these opinions could be supported or quashed. This is certainly a vast and interesting field for future, meticulous research opportunities designed to challenge these assumptions.

I propose that future research should also include an evaluation of the level of understanding and shared understanding by all stakeholders concerned with the VET sector, of government policies and implementation processes that have an impact on the VET sector and on all stakeholders within the VET sector.

The data revealed that the TAFE teachers had either covertly or overtly painted a picture of their preferred working environment and means of developing personally and professionally. Evidently they need to work in an environment that could be described as a sanctuary, a place where they can feel that trust and personal and professional respect are embedded in the philosophy and daily behaviour of the population of the organisation. The teachers signalled their need for a work environment that is professionally, intellectually and physically stimulating and encourages the full support and provision of up-to-date learning technologies, materials and professional development opportunities that extend beyond the state and national borders.

It was clear that the TAFE teachers expected management to have the appropriate skills to manage and provide direction for their teachers in a climate of cooperation, negotiation and professional respect and a genuine awareness of helping to maintain the personal well-being of their teachers. It was also obvious that the TAFE teachers felt that they needed to be recognised, appreciated and managed as worthwhile individuals.

Chapter connections

An evaluation of the relevant literature in Chapter 2 and answers to the research questions noted in Chapters 4,5 and 6 revealed a wide range of potentially important research aimed at either buttressing or invalidating assumptions held by stakeholders within the VET sector. Perhaps the findings will have a positive impact on raising the significance of TAFE teachers and their position in the VET system.

Chapters 4, 5 and 6 note a plentiful supply of candid and instructive responses to the research questions that sought descriptions of the TAFE teachers' experiences, perceptions, attitudes and assessment of not only significant changes to their working lives but also their professional and personal development.

The portraits in Chapter 4 revealed a stark disparity between the teachers love of teaching and commitment to their students and the negative aspects related to the role of management, the environment and facilities, the culture and the changing nature of teaching. However, I sensed a shared resolve to continue to offer the students quality teaching and outcomes whilst being seen as viable and valuable by their industry.

Analysis of the TAFE teachers' stories in Chapter 4 and subsequent identification of their perception of their lives as a TAFE teacher led to knowing the changes they perceive as necessary for them to achieve a sense of feeling valued by management. Further, the analysis uncovered a picture of their preferred working environment and compelling evidence for change in the culture in the department. Clearly there was a need for an ideology that provided not only psychological support but also opportunities for negotiation, consultation and mutual respect and shared understanding of key issues between all members of the education environment and a physical environment that complimented this. Arguably, this type of cultural change will diminish the teacher's sense of powerlessness demonstrated in this study and greatly reduce conflict between TAFE teachers and management.

Chapters 4, 5, 6 and 7 identified and re-enforced the appropriateness of using ethnographic techniques and participant observation to find out what the teachers had to say about their professional life in the TAFE department and learn from them. Chapter 7 further presented an overview, and perhaps a reminder, of the achievements of the research questions. Research questions that sought to not only identify the TAFE teachers' experiences, perceptions and

assessment of professional development activities but also discover if the teachers had made links to issues and changes that had transformed their work and their role, and how their observations might reveal the culture of the department. Undeniably, the research questions achieved a wealth of detailed responses that, when analysed, provided compelling data.

The research project and findings cemented my feelings that I am proud to have these TAFE teachers as my colleagues. I felt privileged to receive their input and deep respect for their ongoing resilience and positive attitude to fulfil their commitments to their students, their industry and TAFE in spite of difficult situations they faced in their working environment.

Although the findings are from an in-depth study of a very small community of TAFE teachers, there is the potential to inform federal and state government policy development and future professional development programs and as such will have significance for a broad range of stakeholders in the future development of the VET sector.

Bibliography

Anderson, D 1997, *The Changing Environment for TAFE*, viewed 6th February 2002, <http://www.otfe.vic.gov.au/publications/minrev/enviro.htm>.

Australian Bureau of Statistics 2000, *Use of the Internet by Householders, Australia*, viewed November 2000, <www.abs.gov.au/ausstats>.

Australian Chamber of Commerce and Industry (ACCI) 2008, *Skills for a nation: A blueprint for improving education and training 2007-2017*,viewed 14th August 2009, <http://www.acci.asn.au/text_files/skills_blueprint/Chapter8-VET Institutions.

Australian Education Review Committee 1991, 'Young people's participation post-compulsory education and training', *The Finn Review*, AGPS, Canberra.

Australian Education Union (AEU) March 8th 2000, *The Casual Crisis in TAFE*, pp.1-4, viewed 5th February 2002, http://www.aeufederal.org.au/Tafe/documents/casualisation.html>.

Australian Education Union (AEU) 2001, *The funding pressures on TAFE*, viewed 16th July 2004, <http://www.aeufederal.org.au/Tafe/fctsheet2004.pdf>.

Australian National Training Authority (ANTA) 1996, *Developing the Training Market of the Future*, A consultative paper, ANTA, Brisbane.

Australian National Training Authority (ANTA) 1996d, *Final Report, National Flexible Delivery Taskforce*, ANTA, Brisbane.

Australian National Training Authority (ANTA) 1997a, *From Desk to Disk: Staff development for VET staff in flexible delivery*, ANTA, Brisbane.

Australian National Training Authority (ANTA) 1997, *Working Towards 2010, Flexibly Delivered Staff Development*, ANTA, Brisbane.

Australian National Training Authority (ANTA) 1999, ANTA Net*Working 99 Conference, *'VET Online: From left field to center stage'*, September-October 1999.

Australian National Training Authority (ANTA) 1999, 'Why we need lifelong learning, National Marketing Strategy for Skills Acquisition and Lifelong Learning' in *Lifelong Learning: Making it work*, viewed 13th March 2007, <http://www.anta.gov.au/lifelong>.

Australian National Training Authority (ANTA) 2000, *Framing the Future, Re-Framing the Future,* Report on the long-term impacts of Framing the Future, ANTA, Brisbane.

Australian National Training Authority (ANTA) 2000a, *CEO's Message, Australian Training*, pp. 3, Brisbane, ANTA.

Australian National Training Authority (ANTA) 2000, *The Australian Flexible Learning Framework from the National Vocational Education and Training System 2000-2004*, ANTA, Brisbane.

Australian National Training Authority (ANTA) 2001, *Flexible Learning Framework for the National Vocational Education and Training System 2000-2004*, viewed 14th January 2001, <www.flexiblelearning.net.au>.

Australian National Training Authority (ANTA) 2001, *Reframing the future: a new model of work-based learning in the VET sector*, Authors: Mitchell, J, Henry, J, & Young, S, Melbourne, Victoria.

Australian National Training Authority (ANTA) 2003a, *A discussion starter for a new national strategy for vocational education and training 2004-2010*, ANTA, Brisbane.

Australian National Training Authority (ANTA) June 2003, *Report: Emerging Futures: Innovation in Teaching and Learning in VET*, Authors: Mitchell, J, Clayton, B, Hedberg, J & Paine, N, ANTA, Melbourne, p.2.

Australian National Training Authority (ANTA) 3rd June 2003, *The Australian Training MINCO Report*, viewed 17th July 2003, <http://www.anta.gov.au/vetMINCOJun.asp>.

Australian National Training Authority (ANTA) 30th January 2004, *Your future, your choice: Flexible learning futures. Summary of feedback*, viewed 5th February 2004, <http://flexiblelearning.net.au/aboutus/futures.pdf>.

Australian National Training Authority (ANTA) February 2004, *Final Report of the Professional Development for the Future Project, Working and Learning in Vocational Education and Training in the Knowledge Era*, viewed 31st January 2007, <http://flexiblelearning.net.au>.

Australian National Training Authority (ANTA) 2004, *Doing it well, doing it better*, Final Report of the ANTA Teaching and Learning Strategies Scoping Project, ANTA, Brisbane.

Australian National Training Authority (ANTA) 2004, *Enhancing the Capability of VET Professional Project: Final Report*, ANTA, Brisbane.

Australian National Training Authority (ANTA) 2004, *National Code of Good Practice for Responding to Complaints about VET Quality*, viewed 2nd January 2008, <www.dest.gov.au/archive/train/ncc.pdf>.

Australian Training Magazine, September 2004, ANTA, Brisbane, p8.

Baron, J, Thiele, D & Hintz, E 1995, *Following the Yellow Brick Road: Implementation and Evaluation of Flexible Learning Systems at the Tea Tree Gully Campus of Torrens Valley Institute of TAFE*, NCVER, Leabrook.

Beckett, D, & Hager, P 2002, *Life, Work and Learning. Practice in postmodernity International Studies in the Philosophy of Education*, Routledge, London.

Billett, S.1998, 'Re-Professionalising Vocational Educators or Just Reshaping Practice?' *Journal of Teaching Practice*, vol.118, nos.1 and 2, pp. 1-13.

Boorman, A 2001, *How Institutions respond to Training Packages*, Paper presented at an AVETRA Conference 2001, viewed 19th April 2004, <http://www.avetra.org.au/Conference_Archives/2001/abstracts.shtm>.

Boote, J 1998, 'Learning to Learn in Vocational Education and Training: Are Students and Teachers Ready For It?', *Journal of Vocational Education Research*, vol. 6, no. 2, pp.59-86.

Brown, L, Seddon, T, Angus, L & Rushbrook, P 1996, 'Professional practice in education in an era of contractualism: Possibilities, problems and paradoxes', *Australian Journal of Education*, vol.40, no.3, pp.311-327.

Bryun, S 1966, *Human perspective in sociology: The methodology of participation observation*, Prentice Hall, Englewood Cliffs, New Jersey.

Burgess, RG 1984, *In the field: An introduction to field research*, Routledge, London.

Bush, T 1999, *Theories of Educational Management,* 3rd edn, Sage, London.

Butler, J 1996, 'Professional Practice as text, reflection as development: and self as locus', *Australian Journal of Education*, vol.40, no. 3, pp. 265-283.

Calder, J, McCollum, A, Morgan, A & Thorpe, M 1995, *Learning Effectiveness of Open and Flexible Learning in Vocational Education*, Research Series, No.58, Department for Education and Employment, Moorfoot, Sheffield.

Chappell, C 1996, 'Post Compulsory Education and Training', *Australian and New Zealand Journal of Vocational Education Research*, vol. 4, no. 1, pp.14-34

Chen, CP 1998, University of British Columbia, Vancouver, Canada, 'Understanding Career Development: a convergence of perspectives', *Journal of Vocational Education and Training,* vol.50, no.3 pp. 437-461.

Choy, S, Imhoff, G & Blakeley, J 1996, *Professional development needs of TAFE teachers and tutors*, Queensland TAFE, Brisbane.

Coffey, A, Holbrook, B & Atkinson, P 1996. 'Qualitative Data Analysis: Technologies and Representations', *Sociological Research Online*, vol. 1, no.1, viewed 3rd September 2003, <http://www.socresonline.org.uk/socresonline/1/1/4.html>.

Cole, M 1998, 'Globalisation, Modernisation and Competitiveness: a critique of the New Labour project in education', *International Studies in Sociology of Education,* vol. 8, no. 3.

Commonwealth Government of Australia January 2001, Report: *Backing Australia's Ability*.

Commonwealth Government of Australia, Department of Employment, Education and Training (DEET) 1991, A National Plan of Action – Women in TAFE.

Connexions*, Theories of Educational Management*, viewed 5th April 2007, <http://cnx.org/content/m13867/latest>.

Council of Australian Governments' Meeting, 10th February 2006, Report, viewed 24th August 2006, <http://www.coag.gov.au/meetings/100206/index.htm>.

Dawkins, JS, MP 1987, *A policy statement: Skills for Australia*, Australian Government Publication Service, Canberra.

Dawkins, JS, MP 1988, *Higher education: a policy statement* ('the White Paper') Australian Government Publication Service, Canberra.

Denzin, NK 1989, *Fallacy of objectivism: Interpretative Interaction*, Sage, Newbury Park, CA.

Denzin, NK & Lincoln, YS (eds) 2000, *Handbook of Qualitative Research* 2nd edn, CA. Thousand Oaks, Sage.

Department of Education & Training (DET), The Hon. Lynne Kosky, MP, Minister for Education and Training, *Knowledge and Skills for the Innovation Economy. A Ministerial statement on the future directions for the Victorian vocational education and training system,*

DET, East Melbourne, Victoria, June 2002, viewed 30th October 2002, <http://www.det.vic.gov.au/det/resources/ke_innovation.htm>.

Department of Employment, Education & Training (DEET), Adelaide, Boorman, A 2001, *How institutions respond to Training Packages*, viewed 19th April 2004, <http://www.avetra.org.au/Conference_Archives/2001abstracts.shtm.>.

Department of Education, Science & Training (DEST) February 2005, *Skilling Australia: New Directions for Vocational Education and Training*, viewed 15th March 2005, <http://www.dest.gov.au/ty/skilling_au/default.htm>.

Department of Education, Science & Training (DEST) & TAFE NSW in 2005-2006, *Research Report: Life Based Learning*, May 2006.

Doolittle, PE and Camp, WG 1999, *Constructivism: the career and technical education perspective,* viewed 21st August. 2009, http://www.voced.edu.au/td/int_60.413

Douglas Mawson Institute of TAFE, *Open Learning Unit. Key Report: Enterprising Nation: Renewing Australia's Managers to meet the challenges of the Asia Pacific Century*, 1996, (the Karpin Report), viewed 6th February 2002, <http://www.tafe.sa.edu.au/vet_div/…connect/keyrprts/entna.html>.

Drucker, PF 1994, *Knowledge, work and society: the social transformation of this century*, The Edwin L. Goldkin Lecture, Harvard University's John F. Kennedy School of Government, viewed 25th March 2005, <http://www.ksg.harvard.edu/ifactorty/ksgpress/www/ksg_news/transcipts/drucklec.html>.

Education Resources Information Center (ERIC) – Definition of Professional, viewed 23rd June 2004, <http://www.eric.edu.gov/ERICWebPortal>.

Education Resources Information Center (ERIC) – Definition of Innovation, viewed 7th January 2008, <http://www.eric.edu.gov/ERICWebPortal>.

Ewer, P 1996, *Revisiting the craft traditions* in Education links, 53, Propaganda/Propagoose, Glebe, NSW, p.53.

Faulkner, R 1982, 'Improvising on a Triad', in van Maanen, J, Dabbs Jr, JM & Faulkner, R (eds), *Varieties of Qualitative Research*, Sage Publications, USA, pp. 65-102.

Field, J Professor of Lifelong Learning 1998, *University of Warwick Lecture*, presented at the Warwick Arts Festival, viewed 30th May 2002, <http://www.ala.as.au/lll/uk.htm>.

Fossum, L 1989, *Understanding Organisational Change,* Crisp Publications, Career Building, Brisbane.

Foucault, M 1977, *Discipline and punish: The birth of the prison,* Translator: Sheridan A, Peregrine, Harmonsworth.

Frank C 1999, *Ethnographic Eyes: A teacher's guide to classroom observation*, Heinemann, Portsmouth, New Hampshire.

Fraenkal, JR & Wallen NE 2006, *How to Design and Evaluate Research in Education,* 6th edn, McGraw-Hill Education, New York.

Fullan M 1991, *The New Meaning of Educational Change,* 3rd edn, Teacher's College Press, New York.

General Accounting Office (GAO), *Federal Programs: Ethnographic studies can Inform Agencies' actions*, GAO-03-455,. Washington, DC 20548.USA, March 2003.

Geertz, C, 1973, *The Interpretation of Cultures.* Institute for Advanced Study, Basic Books, Princeton, NJ, New York.

Geertz, C 1983, *The way we think now: Toward an ethnography of modern thought.* In Local Knowledge, Basic Books, New York, pp.147-63.

Giddens, A 1982, *Profiles and Critiques in Social Theory,* The McMillan Press Limited, London, p.36.

Goode, WJ 1969, *The Theoretical Limits of Professionalisation,* The Free Macmillan Publishing Co. Inc, NC, UE.

Goetz, JP & Le Compte MD 1984, *Ethnography and qualitative design in educational research,* Academic Press, New York.

Goleman, D 1995, *Emotional Intelligence: Why It Can Matter More Than IQ,* Bantam Books, New York.

Goozee, G 2001, *The development of TAFE in Australia*, Revised edn, National Centre for Vocational Education in Education Research (NCVER), viewed 12th March 2002, <http://www.ncver.edu.au/research/proj2/mk0003.pdf>.

Gramsci A, 1971, Selections from the Prison Notebooks of Antonio Gramsci, Edited and translated by Hoare, V. and Nowell-Smith, G, Lawrence and Wishart, London.

Hampton, C 1997, *Making Sure Flexible Delivery Works,* Final Report, Student Services and Learning Resource, Onkaparinga Institute of TAFE, Noarlunga Centre.

Harding, S 1987, *Feminism and methodology*, University Press, Indiana.

Harris, Dr. J & Simons, M 1999, *Quality Vocational Education and Training: Where does Staff Development fit?*, Centre for Research in Education, Equity & Work, University of South Australia, Paper presented at AVETRA Conference 1999, viewed 10th December 2002, <www.avetra.org.au/Conference_Archives/1999/abstracts.shtml>.

Horton, C 1999, *Prepared to be Flexible.... Report on a Flexible Delivery Change Management Project at Wodonga Institute of TAFE*, Wodonga, Australia.

Huberman, M 1993, *The Lives of Teachers,* Cassell, London, pp.1-23.

Knowles, M 1984, *The Adult Learner: A Neglected Species*, 3rd edn, Gulf Publishing, Houston. Texas.

Kolb, D 1984, *Experiential Learning: Experience as the Source of Learning and Development,* Prentice Hall, New Jersey.

Korndörffer, Dr W 2007, TAFE Development Centre, Chief Executive Officer, Paper: *The TAFE Development Centre*, viewed 23rd July 2007, <www.tafecentre.vic.edu.au>.

Lee, A, Green, B & Brennan, M 1999, *Organisational knowledge, professional practice and the professional doctorate at work*, in Garrick, J & Rhodes, C (eds), Research and Knowledge at work, Routledge, London.

Levacic, R 1999, *Modern headship for the rationally managed school: combining cerebral and insightful approaches*, in Bush, T & Bell, L (eds), The Principles and Practice of Educational Management, Paul Chapman, London.

Lewin, K 1936, *Principles of Topological Psychology*, McGraw Hill, London.

McBeath, C 1991, Curtin University of Technology, 'Research into curriculum dissemination in TAFE', *Issues in Education Research*, vol. 1, no. 1, pp.23-30, viewed 28th October 2004, <http://education.curtain.edu.au/iier/iierl/mcbeath..ml>.

McBeath, C 1999, *A matter of change? VET reform in Australia*, viewed 26th April 2004, <http://www.leeds.ac.uk/educol/documents/0000010333.html>.

McNickle, C 1999, *Flexible Delivery: Induction Strategies and Support for Learner Success. What does the literature say?* Research Report, Canberra Institute of Technology, Canberra.

McWilliam, E, Hatcher, C & Meadmore, D 1999, 'Developing Professional Identities: remaking the academic for corporate times', *Pedagogy, Culture & Society*, vol.7, no: 1. 1999.

Mayer, E 1992, *Putting general education to work: The key competencies report*, Australian Education Council, Melbourne.

Miles, MB & Huberman, AM 1994, *Qualitative data analysis*, 2nd edn, Sage, London.

National Centre for Vocational Education Research (NCVER) 1994, Kangan: 20 years on. A Commemoration: TAFE 1974-1994 viewed 21st August 2009, <http://www.voced.edu.au/docs/landmarks/TD_TNC_39_16.pdf>

National Centre for Vocational Education Research (NCVER) 2000, *Australian vocational education and training statistics. 2000. Programs and outcomes. An overview. 19th March 2002*, viewed 8th October 2003, <www.ncver.edu.au/vetsystem/publications/772.html>.

National Centre for Vocational Education Research (NCVER) 2001, *The changing role of staff development for teachers and trainers in vocational education and training*, Kensington Park, NCVER, South Australia.

National Centre for Vocational Education Research (NCVER) 2004, *Research project: The vocational education and training workforce: New roles and ways of working – At a glance*, NCVER, Adelaide.

National Centre for Vocational Education Research (NCVER) 2004, *The vocational education and training workforce: New roles and ways of working – At a Glance. Research Findings – Key Messages*, viewed 29th January 2007, <http://www.ncver.edu.au/research/proj/nd2102fk.htm>.

National Centre for Vocational Education Research (NCVER) 2008, *TAFE in Australia:report on the needs in technical and further education, April 1974 (Kangan report)/Australian Committee on Technical and Further Education,* 2nd Edition, viewed November 2008,
http://www.voced.edu.au/docs/landmarks/TD_LMR_85.

National Innovation Summit 2000, February. Report: *Innovation: Unlocking the Future*, (the 'Miles Report').

National Training Board 1992, *National Competency Standards: Policy guidelines*, 2nd Edition, Canberra, National Training Board.

Neumann, WL 2003, *Social Research Methods: Qualitative and Quantitative Approaches*, 5th edn, A & B, USA.

Noonan, P, April 26th 2001, *Critical Success Factors for TAFE,* Paper for center for Economics of Education and Training, Monash University, viewed 28th July 2001, <http://www.education.monash.edu.au/ceet>.

North Central Regional Educational Laboratory (NCREL) 1994, *NCREL's Policy Briefs: Professional Development: Changing Times. Report No.4*, viewed 13th September 2001, <http://www.ncrel.org.sdrs/pbriefs/94/94-46ver.htm>.

North Central Regional Education Laboratory (NCREL), *Critical Issue: Evaluating Professional growth and development*, viewed 14th September 2001, <http://www.ncrel.org.sdrs/areas/issues/educatrs/profdevl/pd300.htm>.

North Central Regional Educational Laboratory (NCREL), *Professional Development for Teachers*, viewed 28th November 2001, <http://www.ncrel.org/sdrs/areas/issues/educatrs/profdevl/pd2prof.htm>.

Nunan, T 1996, *Flexible Delivery – What is it and Why is it part of Current educational debate?*, Paper presented at the Higher Education Research and Development Society of Australasia Annual Conference, Perth, viewed 22nd October 1999, <http://lgu.ac.uk/deliberations/flex.learning/nunan_content.html>.

OECD 1996b, *Lifelong Learning for all*, A Report published by the OECD Education Committee at Ministerial level, Paris, OECD.

OECD 1998a, *Organisation for Economic Co-operation and Development (OECD),* Research paper: Quality in Teaching.

Office of Post Compulsory Education, Training & Employment (PETE) 2000, *Notebooks for TAFE Teachers Program*, Victorian Government Printers, Melbourne.

Office of Training & Tertiary Education (OTTE) 1997, *Review of Melbourne TAFEs. The Changing Environment for TAFE*, viewed 12th March 2002, <http://www.tafe.vic.gov.au/publications/minrev/enviro.htm>.

Office of Training & Tertiary Education (OTTE) 2001, *Staff Development: A Guide for TAFE Managers. The changing nature of the TAFE workforce*, viewed 29th March 2003, <http://www.otte.vic.gov.au/publications/TAFEManagersGuide/intro.html>.

Office of Training & Tertiary Education (OTTE) 2002, *Institute Workforce Working Party Report. From responsive to leading edge: transformation of the Victorian Institute workforce*, OTTE, Melbourne, Victoria, Office of Training & Tertiary Education (OTTE), July 2003 Have your say: Project Report, OTTE, East Melbourne, Victoria.

Office of Training & Tertiary Education (OTTE), Department of Education & Training, 2003, *Research Strategy 2003-2005*, viewed 1st April 2004, <www.otte.vic.gov.au>.

Office of Training & Tertiary Education (OTTE), *Staff Development: A Guide for TAFE Managers. Trends in staff development*, viewed 22nd June 2004, <http://www.otte.vic.gov.au/publications/TAFEManagersGuide/trends.htm>.

Olesen, Henning Salling, *Lifelong Learning,* Roskilde University, Denmark, date and source unknown.

Piaget, Jean 1967, (Translated by Guy Cellérier & Jonas Langer), in W. Kessen (Editor) *Handbook of child psychology,* 4th Edition, Vol.1, History Theory and methods, Wiley, New York, 1983, p.125.

Pike, K1967, *Language in relation to a unified theory of the structure of human behaviour*, Mouton, The Hague.

Race, P 1994, *The Open Learning Handbook*, 2edn, in Redfield 1953, Kogan Page, London.

Robertson, I 2008, *TAFE teacher's knowledge bases: Analysis of the Diploma in VET practice,* viewed 21st August 2009, http://www.avetra.org.au/papers - 2009/papers/1.00.pdf.

Schofield, K 1999, *Re-imposing our will on the information economy*, Keynote address, ANTA Net*Working 99 Conference, 'VET Online: From left field to centre stage', Melbourne 1-3 September 1999, RCVET Working Paper, pp. 99-51.

Schön, DA 1996, *Organisational Learning. Theory and practice*, Reading, Mass, USA.

Seddon, T 1997, 'Monash University. 'Education: Deprofessionalised? Or reregulated, reorganised and reauthorised?', *Australian Journal of Education*, vol. 41, no.3, pp.228-246.

Shah, C 2000, *Employment shifts in the TAFE workforce in Victoria 1993-98*, CEET Working Paper No.27.

Shah, C 2000, Monash University – ACER Centre for The Economics of Education and Training Working Paper No: 27, Employment shifts in the TAFE workforce in Victoria 1993-1998.

Shor, I 1993, 'Education is Politics', in Leonard P & McLaren, P (eds) *Paolo Friere: A critical Encounter*, Routledge, New York, pp.25-35.

Simons, M 1997, *Making it and making it happen - TAFE Teachers' ways on working with competency based training 1997*, Centre for Research in Education, Equity & Work, viewed 5th April 2007, <http://www.aare.edu.au/97pap/Simom091.htm>.

Smith, P 1999, *Client focused flexible delivery – an empirical study*, Paper presented at the 14th Biennial Forum on Open & Distance Learning Association of Australia: Open, Flexible & Distance Learning: Challenges of the New Millenium, Deakin University, Geelong.

Smith, E 2002, 'Training Packages: Debates around a new curriculum system', *Issues in Educational Research*, vol. 12, 2002, viewed 16th September 2004, <http://education.curtin.edu.au/iier/iier12/smith_htm>.

Smith. E & Keating J 2003, *From Training Reform to Training Packages. Social Science Press*, Australia.

Spradley, J 1979, *The Ethnographic Interview*, Holt, Rinehart & Winston, New York.

Spradley, J 1980, *Participant observation*, Holt, Rinehart & Winston, New York.

Super, DE, Savickas, ML & Super, CM 1996, 'The life-span, life-space approach to careers', in Brown, D & Brooks, L (eds) *Career Choice and Development*, 3rd edn, Jossey-Bass, San Francisco.

TAFE NSW, North Coast Institute, NSW Department of Education and Training, *What makes a great teacher? Attributes of excellence in VET,* Project funding from Professional Development Network, NSW Department of Education & the North Coast Institute of TAFE, October 2001, NCVER, Adelaide.

Taylor, S, Rizvi, F., Lingard, B & Henry, M 1997, *Educational Policy and the Politics of Change*, Routledge, London.

The Australian Chamber of Commerce & Industry & the Business Council of Australia, Report to the Department of Education, Science & Technology, *Employability Skills for the Future*, January 2002.

The Carmichael Report, *One Nation,* Ministerial statement, The Prime Minister, The Hon. Paul Keating, 26th February 1992.

The Australian vocational certificate training system, *Employment and Skills Formation Council*, National Board of Employment, Education & Training, AGPS, March 1992.

The State government of Victoria, Department of Education & Training (DEET), 2002, The Hon. Lynne Kosky, MP. *Knowledge and skills for the Innovation Economy*, A Ministerial Statement on the future directions for the Victorian Vocational Education & Training system', viewed 30th October 2002, <http://www.det.vic.gov.au/det/resources/ke_innovation.htm>.

The State Government of Victoria, Department of Education & Training, The Hon. Lynne Kosky, MP 2002, *Discussion Paper for a TAFE Centre,* The University of Adelaide. Professional Development Policy, viewed 2003, <http://www.adelaide.edu.au/HR/poliicies/staffdev/profdev.html>.

Tickell, L 1998, *Flexible Delivery - How to Make it Work?,* Paper presented at the 7th Annual Vocational Education & Training Conference Workshop, Charles Sturt University, Wagga Wagga, NSW.

Tiezzi, LJ 1991, 'Influences of a professional development institution on teachers' learning about teaching reading to Chapter 1 students', Unpublished doctoral dissertation East Lansing, M1, Michigan State University, in EDU8672 *Instructional Leadership: Envisioning Staff Development*, Villanova University, 2003, viewed 20th May 2003, <http://www83.homepage.villanova.edu/richard.jacobs/EDU%2086772/il5.htm>.

United Nations Educational, Scientific & Cultural Organisation (UNESCO) 1996, *Report: Learning: The treasure within.*

United Stated Department of Education: Professional Development Team, December 1994, *Goals: 2000. Building Bridges: The Mission and Principles of Professional Development*, viewed 20th May 2003, <http://www.ed.gov/G2K/bridge.html>.

University of Queensland 1999, Graduate School of Education, *Module: 7, ED501. Flexible Learning and Flexible Delivery*, viewed 7th June 2000, <http://www.ems.uq.edu.au/projects/gce/ED501M8.html>.

University of Western Australia 1997, *Flexible Learning: Improving student access and learning*, A discussion paper, viewed 23rd May 2000, <http://www.newcastle.edu.au/flex/flex.htm>.

University of Woollongong 1997, *Flexible Delivery, General and Academic Staff*, Working party of the Educational Innovation Subcommittee of the University Education Committee,

CEDIR, Wollongong, viewed 22nd May 2000,
<http://cedir.uow.edu.au/CEDIR/flexible/staffdev.html>.

Usher, R 1993, 'From process to practice: research, reflexivity and writing in adult education', *Studies in Continuing Education*, vol.15, no.2, pp.98-116.

UTS Research Centre for Vocational Education and Training, *Re-imposing our will on the information economy*, Keynote address to ANTA Net*Working 99 Conference, VET Online: From left field to centre stage, Melbourne 1-3 September 1999, Working Paper, pp.99-51. Schofield, K. Executive Director and Adjunct Professor.

Van Maanen, J 1982, *Fieldwork on the beat. This being the account of the manners and customs of an ethnographic in an American Police Department*, Sage, USA.

Van Maanen, J 1988, *Tales of the field: On writing Ethnography*, The University of Chicago Press, Chicago.

VEETAC Working Party on TAFE Staffing Issues, May 1992, *Staffing TAFE for the 21st Century – Phase 1*. Open Training & Education Training Network, NSW, TAFE Commission, Author: Woodburne, G (Chairperson), Clarendon Pty Ltd, Australia.

Victorian Learning & Employment Skills Commission (VLESC) May 2002, Research Paper: Noonan. P, *The Role of TAFE: Outcomes of Consultations and Identification of Key Issues*, viewed 31st March 2004,
<http://www.vlesc.vic.gov.au/edulibrary/public/publ/vlesc/VLESC_Report.pdf>.

Victorian TAFE Association (VTA) 2001, *The VET Professional and TAFE Teacher Qualifications*, A VTA Discussion Paper, Melbourne, viewed 30th October 2002,
<http://www.vta.vic.edu.au/publications/>.

Victorian TAFE Association (VTA) August 2001, *Towards a Smarter Economy: Investing in Vocational Education and Training*, A VTA Discussion Paper, viewed 30th October 2002,
<www.vta.vic.edu.au/publications>.

Victorian TAFE Association. (VTA), November 2001, *TAFE Workforce: The Continuous Transition*, A VTA Discussion Paper, Arising from the VTA Search Forum 'The Future of the TAFE Workforce'. pp.21-22, Melbourne, viewed 30th October 2002,
<http://www.vta.vic.edu.au/publications>.

Victorian TAFE Association (VTA) August 2002, *VET Education Careers and Job Classifications*, Report prepared for the Victorian TAFE Association, viewed 30th October 2002, <http://www.vta.vic.edu.au/oublications>.

Victorian TAFE Association – CEO Council 2003, *New Skills for All: Investing in Victoria's Public TAFE Institutes*, Melbourne, viewed 9th February 2005,
<http://www.vta.vic.edu.au/publications/position_papers/papers_index.htm>.

Villiers, G et al 1997, *Staff training and development in the TAFE sector of the State Training System*, vol.1 Summary, Office of Training & Further Education Victoria (OTFE), viewed 29th March 2004, <www.otte.vic.gov.au/TAFEmanagersguide/review/html>.

Warner, D, Christie, G & Choy, S 1996, *National Flexible Delivery Taskforce. Final Report*, Harvard University Press, Cambridge, MS.

Waterhouse, P 2002, *Can we avoid the dark side of Lifelong Learning?* Lifelong Learning. Proceedings of a symposium, 16th May 2002, viewed 23rd August 2003, <www.education.monash.edu.au/centres/ceet/docs/otherpapers/BIACTUAproceedings.pdf>.

Wikipedia, The free encyclopaedia. *Management,* viewed 5th April 2007, <http://en.wikipedia.org/wiki/Management>.

Wilensky, H 1964, 'The professionalism of everyone?', *The American Journal of Sociology.* LXX (2), pp.137-158.

Wilson, S 1983, 'The use of ethnographic techniques in educational research'*,* in *ERM 881, Case Study Methods 5*, Readings: 27-32, Perspectives on case study 4: Ethnography, Deakin University Press, Geelong, pp.23-56.

Wolcott, HF 1995, *The Art of Fieldwork*, AltaMira Press, Walnut Creek, p.38.

Wolcott, HF 1999, *Ethnography: A way of seeing*, AltaMira Press, Oxford.

Yeatman, A 1987, 'The concept of public management and the Australian state in the 1980s', *Australian Journal of Public Administration*, vol. 46, no.4, pp.339-53.

Young. S & Mitchell. J, 2002, Paper presented at the 2nd World Congress of Colleges and Polytechnics, Melbourne 24-27 March 2002, *Designing and Implementing a National, Strategic Model for Professional Development in Australia's Vocational Education & Training Sector.*

Zemelman, S, Daniels, H & Hyde, A 2004, North Central Regional Educational Laboratory (NCREL), *Teachers As Learners. What Helps Teachers Grow?*, National-Louis University, viewed 8th June 2004, <http://www.ncerl.org/mands/docs/9-12.htm>.

Appendix: A

Schedule of questions for individual interviews

'What are your perceptions of your life as a TAFE teacher in this TAFE department in relation to:

- teaching practice/policy/philosophy?
- history/length of service/reasons for being in the department?
- changes to yourself /the department/your way of life in the department?
- professional development/definitions/experiences/memories/goals/ viewpoints/feelings/influences?
- evidence of professional development/formal/informal?
- examples of impacts on teaching practice/feelings/viewpoints?
- place of professional development/past/present/future?
- choice of professional development/what/whose choice/why?'

Appendix B

• **Note: 'On-going' = Permanent – employment status**

Summary of the 15 research participants and length of service in the same department:

1. Reg   Over 30 years service   On-going and full-time

2. Dan   Over 30 years service   On-going and full-time

3. Brett   Nearly 30 years service   On-going and full-time

4. Brenda   Nearly 30 years service   On-going and full-time

5. Jack   Over 30 years service   On-going and full-time

6. Gwen   Over 20 years service   On-going and full-time

7. Harry   Over 30 years service   On-going and full-time

8. Jill   Over 10 years service   On-going and full-time

9. Colin   Over 11 years service   On-going and full-time

10. Pat   Less than 10 years service   Sessional

11. Simon   Over 8 years service   On-going and full-time

12. Ron   Under one year   Sessional

13. Alan   Several years – intermittent   Currently sessional

14. Alec   Several years   Currently Contract

15. Andrew   over 2 years   On-going and full-time

List of Acronyms

ACCI	Australian Chamber of Commerce and Industry
AEU	Australian Education Union
ANTA	Australian National Training Authority
ANTA MINCO	Australian National Training Authority Ministerial Council
AQF	Australian Quality Framework
AQTF	Australian Quality Training Framework
CBT	Competency Based Training
DET	Department of Education and Training
DEET	Department of Employment, Education and Training
DEEWR	Department of Education, Employment and Workplace Relations
ERIC	Education Resources Information Center
ISC	Industry Skills Councils
ITAB	Industry Training Advisory Board
NCREL	North Central Region Educational Laboratory
NCVER	National Centre for Vocational Education Research

OECD   Organisation for Economic Co-operation and Development

OTFE   Office of Training and Further Education

OTTE   Office of Training and Tertiary Education

PETE   Post Compulsory, Training and Employment

RPL   Recognition of Prior Learning

RTO   Registration Training Organisation

TAFE   Tertiary and Further Education

UNESCO   United Nations Educational, Scientific and Cultural Organisation

VEETAC   Vocational Education, Employment, Training Advisory Committee

VET   Vocational Education and Training

VLESC   Victorian Learning and Employment Skills Commission

VTA   Victorian TAFE Association

WBL   Work based learning