CONFEERENCE PAPERS

Welcome to the
Fourth National Workshop
on
Vocational Teacher Education

The Convention Centre
Box Hill College of TAFE
Victoria

13 - 14 October 1994
Date: 13-14 October, 1994.

Venue: The Convention Centre
Building 4
Box Hill College of TAFE
Elgar Campus
465 Elgar Road
BOX HILL, VICTORIA, 3128

Cost: $160.00 per person
This includes:
- Registration
- Use of facilities
- Lunches
- Morning and afternoon teas
- Workshop dinner
- Workshop report and papers

Transport
The quickest form of transport from Melbourne to the Workshop venue is by taxi. The Elgar campus of the Box Hill College of TAFE is located in Elgar Road, just North of Whitehorse Road. Participants who wish to use public transport should ride the Airport bus to the city and take a Met train to Box Hill Central station (Lilydale or Ferntree Gully lines).
Arrangements for shared return transport to Melbourne Airport will be finalised at the Workshop.

Further Information

Workshop Program:
Graeme Patterson
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Workshop Administrative Officer
Hawthorn Institute of Education
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Fax (03) 810 3170
**Workshop Information**

**Registration:**

Participants will be able to register from 9.15 am on Thursday 13 October. Please be in attendance no later than 9.45 am in order to ensure a prompt commencement at 10 am.

Registration will take place in the Auditorium foyer, Lower Ground Floor in Building 4. If you require directions, please enquire at the reception desk, main entrance, Building 3, on Elgar Road.

**Transport:**

Interstate participants are requested to use taxi or other public transport to arrive at the venue. Taxi tariff from Melbourne Airport (Tullamarine) to Box Hill one way is approximately $30.00. Return transport to Melbourne Airport on Friday will be arranged at the Workshop.

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**Workshop Program**

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**Accommodation**

Participants who wish to book accommodation in the locality of the venue are requested to contact the establishment direct. The following three motels are situated in Box Hill.

**Tudor Motel**
1101 Whitehorse Road BOX HILL VICTORIA 3128
Telephone: (03) 898 9581 Fax: (03) 890 2238
A four star motel of high standard, approximately 1.6 km from the venue.
Tariff: (special rate)
Single $95.00 Twin $105.00

**Box Hill Motel**
177 Station Street BOX HILL SOUTH VICTORIA 3128
Telephone: (03) 808 3622
Cooking facilities available. A comfortable motel located near Box Hill Golf Club, approximately 3.6 km from the venue.
Tariff:
Single $58.00 - $60.00 Twin $62.00 - $64.00

**B N Maroondah Motel**
768 Whitehorse Road BOX HILL VICTORIA 3128
Telephone: (03) 890 0517
A budget motel located within walking distance of the venue.
Tariff:
Single $55.00 Twin $60.00

Note: The Tariffs quoted were current at 31 July, 1994 and are for room only. Please quote the Workshop as reference when you make your booking.
PRESENTATION PAPER

PARTNERSHIPS FOR PROFESSIONAL DEVELOPMENT

FOURTH NATIONAL WORKSHOP ON VOCATIONAL TEACHER EDUCATION

13 - 14 October 1994

PRESENTED BY:  Assoc. Prof. Kevin Blachford
Head
School of Technology Education and Development
Hawthorn Institute of Education
PARTNERSHIPS for professional development in the teaching of vocational education and training.

The selection of the theme of partnership arose out of the changing nature of TAFE with the clearer focus of TAFE on service to industry. The TAFE system nationally virtually demands that TAFE colleges and VET organisations generally, have many and diverse partners and clients.

Traditionally, partnerships have had a bad press. The Turkish have a proverb, "Two captains sink the ship". The Talmud records that "The pot that belongs to partners is neither hot nor cold" and there is a Latin proverb stating "That which is possessed in common is commonly neglected". Napoleon 1 claimed that "one bad general does better than two good ones" while Thoreau argues that "The man who goes alone can start today, but he who travels with another must wait till that other is ready". In short, Ridge claims that the notion that two heads are better than one applies only to asparagus!

Yet partnerships continue to thrive in personal life and in business from the simplest of trades to the most complex of joint ventures between corporations.

What is a partnership?

A partnership may be defined as a voluntary relationship between two or more persons, groups or organisations, each having joint rights and responsibilities and seeking to engage in some business or activity together with a view to joint or shared profit.

The bad press for at least some partnerships may be explained by the variety of applications of the term 'partnership' clarified by the chart.
"Cooperation" for the purposes of the chart is defined as the degree to which one party attempts to satisfy the concerns of the other party.

"Assertiveness" is defined as the degree to which one party attempts to satisfy his/her own concerns.

Position 1: competition [minimum cooperation, maximum assertiveness]. A partnership operating under these conditions is likely to be stormy and to have a short life. It is a "lose-lose" option.

Position 2: avoidance [minimum cooperation, minimum assertiveness]. A partnership operating under these conditions exists in name only, all partners probably taking their own independent actions. It is a "lose-lose" option.

Position 3: compromise [moderate cooperation, moderate assertiveness]. A partnership operating under these conditions 'works' but under less than optimum conditions.

Position 4: accommodation [maximum cooperation, minimum assertiveness]. A partnership operating under these conditions 'works' but is likely to be a weak unit with participants more concerned about harmony than achievement. It is a "lose-lose" option.

Position 5: collaboration [maximum cooperation, maximum assertiveness]. This is the highest quality partnership, involving the participants fully so that the outcomes are likely to be "win-win".

Assuming both parties in a relationship have the same degree of assertiveness and cooperation, then five exemplary positions may be identified. In reality, the parties in a partnership do not always have the same stances on cooperation and assertiveness, and consequently various "win-lose" combinations are possible, eg. if one party offers minimum cooperation / minimum assertiveness to a partner who offers maximum cooperation / maximum assertiveness, the outcome is likely to be "win-lose"; if party one offers maximum cooperation / minimum assertiveness to the other party who exhibits minimum cooperation / maximum assertiveness, the outcome may be "lose-win".

Good quality partnerships that are successful are characterised by a 'win-win' arrangement, i.e. the goals of each side are achieved, or perhaps maximised, by the partnership. Each participant has reciprocal rights and responsibilities and shares equally in the gains.

**Partners with TAFE**

In May, 1987, a TAFE in partnership conference was held at UNE to promote school-TAFE links and TAFE-University links. The conference report [Candy, 1988] reveals a lack of TAFE-TAFE links, a lack of TAFE-University links, a lack of TAFE-school links, and the existence of strong interstate and interstate rivalries. Marshall [1988:111] called for improved cooperation and pointed out the financial waste for each sector, for governments and for students as a result of the lack of cooperation between TAFE, schools and universities. Much has changed since 1988.

On the other hand, some things remain confused or have regressed. Pye [1988] referred to the inability of TAFE stakeholders to "arrange for TAFE to be coordinated as a national system of networks of colleges and central administrations." Perhaps, ANTA will eventually bring about a national system - if a body composed of State ministers are willing to take the unique step of cooperating with each other across political party and
State lines in the national interest. Even so, in Victoria, each college is now very highly competitive with every other college. Even within some colleges at least, it is now department pitted against department for financial advantage. What is the place of partnerships in this scenario? And for what purpose or purposes?

In the current climate of TAFE colleges redefining themselves, this conference can play a vital role in mapping the future. We may learn about our various partnership activities and improve our goals, plans, strategies, teaching, research, consultancy, and management.

With a focus on TAFE we can now speak of partnerships with:

- schools, e.g. senior secondary years;
- labour market agencies of the State and Commonwealth;
- other TAFE colleges, e.g. consortia for major local, interstate and overseas contracts;
- equivalent colleges, e.g. in SE Asia, Pacific Islands;
- aid agencies, e.g. AIDAB., World Bank, Asia Development Bank, philanthropic trusts;
- private providers, e.g. consultants, "delivery" technologists;
- universities, e.g. articulation to university courses, research services, consultancies, projects, teacher education;
- independent researchers;
- industries, e.g. development and provision of courses, consultancies, training venues;
- community agencies;
- students, [as in teacher-student and student-student interactions and ventures] particularly in classes, research projects and the like.

**What are the goals of partnerships?**

Partnerships have many purposes, despite the beliefs of the accountants that financial profit is the sole purpose of every project and program.

The particular focus of this conference is on partnerships for the professional development of continuing staff and our clients. This purpose is desirable in its own right but, increasingly, is likely to require justification in terms of likely or actual greater productivity by the TAFE college and individual staff involved. Productivity is expanding as a notion but the bottom line remains profitability in dollar terms.

Such profitability may occur through greater output and/ or through continuing staff having a greater array of skills and knowledge. In detail, gains may be indicated by:
* faster course completion time. Hence, the use of RPL such as for informal workplace learning, credit transfer for prior formal studies and articulation from course to course all designed to facilitate the faster completion of courses of study by students.

* the teaching of more students in existing subjects with the same resources, i.e. greater efficiency.

* the offering of additional courses/subjects or services which attract additional students or clients for the same resources or attract funded places or financial support;

* the attainment of valued course objectives stated in terms of student outcomes; high quality graduates attract support for the provider.

* the provision of consultancy services that attract considerable profit in dollar terms from clients including industry, government and community agencies;

* research and other work that attracts grants and other support from donors.
PARTNERSHIPS THROUGH 3-D GLASSES: WHAT ELSE DO WE SEE?

A recent newspaper article in Britain talking about business, capital and education pointed out that, "Enterprise is in part an economic, in part an individual and in part a moral act. Companies have to reconcile the claims of individuals as social beings as much as assert the iron laws of the balance sheet - and these iron laws themselves change in different cultures and value systems. Enterprise is culturally determined". If we replace the words enterprise and companies with vocational education and partnerships, the statement would still hold true.

Partnerships, particularly in the diverse contexts represented here, are not always the neatly matched pairs of Noah's Ark; pairs which were under instructions to go forth and multiply. Partnerships in professional development and vocational education are not only under instructions to multiply. They are being actively encouraged by external forces, also omniscient and omnipotent, to diversify into as many profitable outcomes as possible. Therefore, more frequent than the 'animals in 2 by 2', are the 'this goes with this goes with that' arrangements constructed around:

- mutual advantage in outcomes
- working arrangements based on particular areas of expertise
- power base made more effective by collaboration

Looking at partnership two by two can limit us to a 2-dimensional view; a more multi dimensional aspect can reveal the much more complex, often elusive but ultimately more challenging perspective presented by the realities. The reality is much more likely to be a mass of differing maybe thwarted ambitions, creatures that refuse to lie down, seemingly wilful misunderstanding, and yet at the same time bring forward great bursts of creativity and progress.

A closer examination of the partners as they walk side by side, may reveal that some don't always look comfortable together, they may even be straining to go in different directions. External forces have partly persuaded them that this partnership is a good idea - in the long term. Not all the partnerships which are major players in the professional development of vocational education teachers were voluntary. Some have been brought together by necessity, by opportunism, and some to improve their bidding position. The call for closer links between industry and education is in no small measure directed by a political and legislative agenda which makes a clear and simple connection between industry, training and economic benefit.

This view of links between education and industry may not be surprising, coming as it does at the end of a decade characterised by:

- the resurgence of corporate models
- strong faith in the spirit of enterprise
- value of entrepreneurship
- vocational education institutions, eg: TAFE colleges themselves becoming substantial corporations
Large is good, huge is better and multi campus is better still. The determining logic underpinning this includes the belief that:

- the range of services would be greater
- user needs would be better catered for
- vocational education in general and TAFE in particular would once again demonstrate the responsiveness and flexibility of teachers and planners.

And these animals, as we watch them enter the Ark, are they now learning to look and sound more like their owners, more than the frustratingly different creatures they once were? Is the character of vocational education becoming more determined by generic competencies, than by a richer mix made up of the cultures and traditions embedded in it?

A multi-dimensional view may highlight some of the 'border tensions' which can result from a national agenda driving partnerships to focus on measuring outcomes, the Ark into which we must fit. An example is vocational teacher education entering universities. At HIE, for instance, some of the broader dimensions surrounding this partnership forged in response to external forces include:

- the lamb of student centred teaching culture lying down with the lion of traditional research culture
- the university having to deal with, in its eyes, non-traditional students and programs
- a government agenda promoting research in universities allied as much to industry as to purely academic pursuits
- both trying to position themselves for the best entry into the government Ark, where lie the rewards.

From our perspective, the importance of vocational education is not new, it's been our driving force for years. But the new arrangements have made us more aware that the enormous changes, expanding horizons and growing sophistication of much of the vocational education sector are not always reflected in the somewhat dated and narrow views of vocational education which still persist in parts of the higher education sector. The lion may be just yawning, but it should be reminded often that this is a partnership, not a meal. This example just serves to illustrate one of the most important characteristics of partnerships; each partner represents perspectives and traditions formed long ago. These 'cultural determinants' borrow from the original quote, affect the choice of outcomes, and also affect change management.

A multi-dimensional view may also help us to bring into sharper focus the nature of the power relations within partnerships which dictate choices about programs, choices about criteria of success and about who we include in our partnership. In other words, they dictate how we position ourselves to enter the Ark. An important issue here is that we continue to recognise our respective powers to define and direct what vocational education ought to be, and to make the professional development of its teachers reflect this. Some legitimate questions for partners to consider might be:
• who is the real end user of the programs we promote?
• how does my/our participation shape the process?
• what are impacts on teachers, partners, students?

So far, the multi-dimensional lens has been adjusted primarily to the broader organisational level. Let us now turn to one of the most important dimensions of partnerships, the perspective of the individuals involved and their stories. Outcomes, contexts and structures are all refracted through personal as well as professional perspectives. These perspectives in turn contain the even more particular dimensions of gender. The word gender is used here rather than female; the concern here is not with women per se, but with a broader agenda. Partnerships through the history and traditions of their organisations represent the social and power relationships which determine how men and women relate to each other, and to the matters in hand. Some questions we might pose then are:

• what are the gender constructions assumed in our partnership?
• are they the most appropriate?
• how do they affect process and outcome?

Similarly with culture, the concern here is to understand that the construction and operation of partnerships come from and perpetuate particular cultural views and outcomes. Some questions we might pose for our partnerships are:

• within what national cultural frameworks do our partnerships operate?
• what cultural assumptions do our partnerships indicate?
• have any perspectives been rendered silent or powerless?

Partnerships need tenacity, tolerance and purpose. The combination of powerful external forces, self interest and shifting ground rules can result in a tremendous liberation from traditional and outmoded boundaries. Multi-dimensional perspectives can highlight outcomes which are unexpected, and may be much greater than the sum of the parts. On the other hand, those same forces can also create new orthodoxies, as limiting as the ones they are challenging. What remains constant is the myriad of small and personal acts involved in the translation of professional development programs into practice, and that is the real power in partnerships.
PARTNERSHIPS IN PROFESSIONAL DEVELOPMENT
CONFERENCE

TAFE AND RMIT:
INDUSTRY TRAINING
PROFESSIONAL DEVELOPMENT PARTNERSHIP

WORKSHOP PAPER
October 1994
FROM PROJECT TO PROGRAM:
A SUCCESSFUL PROFESSIONAL DEVELOPMENT PARTNERSHIP

HOW DID IT BEGIN

Unlike other states in Australia, development of TAFE professional development programs in Victoria is done on a project basis. Programs are tendered out to colleges for development by the central arm of TAFE in Victoria, the Office of Training and Further Education (OTFE). This has been a deliberate strategy to develop the developers and to ensure the input of practitioners.

In recent years, the TAFE system has come under increasing pressure to increase its share of commercial activity. As colleges undertook commercial work, it became clear that TAFE personnel were being asked to change the way they worked, undertaking new roles and responsibilities in very different settings. This change required a change of mindset, a change to accustomed beliefs and behaviours about the way we worked.

In March 1994, the Office of Training and Further Education invited TAFE Colleges to tender for the development of four professional development programs:

- Delivering Training to Industry
- Applying National Competencies to Industry Training
- Employee Relations
- Training Project Management

These programs were to be designed to assist this change by supporting TAFE personnel moving into various industry training roles.

The tender process determined the choice of project partners, rather than the colleges being required to develop consortium arrangements. OTFE conducted an interview process and three colleges, Broadmeadows, Holmesglen and Western Metropolitan Colleges of TAFE were selected to develop the four programs. Whilst each partner in the project was responsible for their own product development, Western Metropolitan College of TAFE was also nominated as the project manager to ensure co-ordination, collaboration and consistency of product development across the four programs.

PROJECT OBJECTIVES

Goal:
To provide accredited professional development programs to TAFE staff undertaking industry training.

Objectives:
The project will:

1. Develop curriculum outlines for four professional development training units:
   - Orientation Program for teachers beginning Industry Training
   - Applying National Competencies
   - Employee Relations
   - Training Project Management
2. Develop a teaching outline and resources for each of the above units.
3. Include competencies identified in the TAFE Teacher/industry Trainer Draft Competencies Statements in the design and development of the units.
4. Ensure that a competency based unit is developed which can be recognised as a component part of the Professional Development Framework.
5. Ensure that the four units incorporate workplace training assessment.
6. Define the relationship with and possible overlap between the Graduate Certificate Consultancy Practice.
7. Design promotional material and market the unit internally within the TAFE College network.
9. Evaluate and refine each training unit immediately after delivery and six months after delivery.
10. Make recommendations on the future delivery arrangements for the four units at the conclusion of the project.
11. Seek accreditation arrangements for four units as part of the TAFE Graduate Certificate Consultancy Practice.
12. Seek articulation arrangements with Higher Education*

* Project partners undertook this objective in addition to the original objectives outlined in the project brief. The team believed that a tertiary qualification would be highly regarded by potential participants, who may wish to gain credit towards a tertiary qualification.

PROJECT DEVELOPMENT

- Project Communications:

The three colleges met on a regular basis (approximately monthly) to discuss the development of their individual programs, as well as addressing common issues such as consistency of curriculum development, accreditation, marketing and trialling of the programs.

- Validation of the Programs:

Other TAFE colleges and industry were consulted regarding the development of the competencies and content of the programs to ensure that the material was relevant and applicable to the workplace needs of both industry and TAFE and followed a work based learning approach in relation to delivery.

- Articulation:

The three colleges began to explore articulation processes with higher education for the four programs.
RMIT showed the strongest interest as they had developed a Graduate Certificate/Diploma of Education (Industry Training and Education) and wished to broaden their range of subject offerings related to training in industry. RMIT also recognised that TAFE has substantial industry knowledge and networks which would contribute additional credibility to their program. They also saw the ongoing professional development of TAFE teachers as a significant part of their market.

The three TAFE colleges and RMIT established an articulation committee to develop a Memorandum of Undertaking to be struck between the TAFE colleges and RMIT. The Memorandum covered such areas as:

- How many TAFE subjects would be recognised
- Redevelopment of curriculum documentation for RMIT accreditation
- Subject availability/timetabling/staffing
- Fees
- Enrolments
- Student Records
- Marketing
- Intellectual Property
- Ongoing management

The TAFE colleges presented their programs for approval to the Faculty Board at RMIT and upon acceptance the programs were included in the course booklet for Semester Two 1994. Each of the TAFE colleges delivers their program(s) and successful participants receive full recognition for completion any of the four programs towards the Graduate Certificate/Diploma. The two programs that have been offered to date have had a mixture of RMIT and TAFE participants.

RMIT and the TAFE colleges have established a Program Management Committee which is essentially an extension of the articulation development committee to oversee the articulation process and the on-going administration, marketing and management. Currently, this committee meets approximately every 6-8 weeks to ensure any 'teething' problems are sorted out quickly.

Pilot Programs:

The three colleges conducted the pilot programs within the TAFE sector during late 1993 and 1994 and are currently processing evaluations of these programs.

Marketing:

Extensive marketing has been planned for 1994/95 which will incorporate a joint approach between TAFE and RMIT on the brochures and posters.

REFLECTIONS ON THE PROJECT

The project partnership has worked very successfully for several reasons:

- each partner had a clearly defined area of responsibility i.e. their own product development.
there were areas where collaboration was clearly essential and made each College's task easier:

- defining the boundaries of the project brief in relation to other professional development programs previously developed in TAFE
- structure of curriculum and program for accreditation and articulation purposes
- timelines for product development
- articulation
- program marketing
- pilot program delivery
- ongoing management of the program

partners brought different expertise/strengths to the partnership e.g. Holmesglen had previous experience in negotiating the recognition of a professional development program with the tertiary sector. Broadmeadows and Western

the experience has identified the complexity of the two systems integrating their different philosophies and organisational practices, but has shown that each partner has been willing to be flexible to ensure the best possible outcome for participants.

The fee-for-service area contains a number of pitfalls that can cause difficulties for program managers, particularly if student enrollments do not meet the quota to ensure 'break-even' in regards to costing.

DEET requirements in relation to higher education can cause some administrative difficulties. This is really an area that needs some consultation for future operations.

The issue of competency assessment classifications (pass, fail, satisfactory) used in TAFE versus the graded assessment of pass, credit, distinction used by higher education has raised some difficulties.

Flexible delivery has been a major feature of all the programs and it is exciting to see the efforts made by educational institutions to ensure that participants are given the widest possible opportunity to undertake a subject and meet other commitments within their personal and working life.

ARTICULATION: AN RMIT PERSPECTIVE

The Faculty of Education at RMIT had developed a Graduate Certificate/Graduate Diploma program to deliver professional training for the training industry. Discussions with various industry groups had led us to believe that to be successful our program would have to be flexible in terms of both content and delivery. People working in training do not have identical needs and often have a clearer sense of those needs than those who design institutional program requirements. Further, those who are already working in a training environment do not want to sit passively in university classrooms while the problems of their own workplaces cry out for immediate and long term solutions.

When we heard about the TAFE professional development project, we were very interested because the subjects being developed by the TAFE sector expanded what we could offer and thus increased the range of our content. As well, because the TAFE program was committed to focussing on the issues that students confront in their own workplaces, we found it highly compatible with our philosophy on the way professional trainers might be best prepared.
If agreement on content and focus provided the starting point for a collaborative partnership, there still had to be detailed discussions on the means by which sympathetic philosophies could be turned into a partnership in which all parties were equal contributors. Key issues in these discussions turned out to be:

- adoption of fee structures that recognised differences in the costs and markets of each sector. High Education teaching costs are greater than those of TAFE and the TAFE sector has a lower level of market resistance so fees have reflect both the high costs of one sector and the market sensitivities of the other.

- recognition by the Faculty of Education that TAFE institutions and staff were able to design and deliver programs for their own sector that were relevant, coherent and rigorous. RMIT was prepared to accredit the TAFE subjects as higher education subjects on the proviso that the collaborating TAFE partners were prepared to submit their programs to RMIT’s quality assurance processes.
Local
Constant restructuring of WADOT and the colleges, all senior and mid management are now drawn from the ranks of redeployed civil servants who are not professional educators. Educational change is by ministerial decree, the study of change and change implementation strategies is irrelevant to them.

Defining the needs of continuing education for TAFE lecturers in the changing industrial/work/training environment, the goal posts keep changing, expectations for lecturers has changed even though the basic task of instruction has not.

Effect of changes on maintaining stable employer membership of course Boards of Study and Advisory Committees by the Faculty of Education

Autonomy of colleges, real or a mirage with the centre still effectively controlling through funding and policy arrangements (see Marginson Australian 28th September)

Faculty representation on college staff development advisory committees being queried by the Director of WADOT

Joint research funding proposals between colleges and Faculty of Education not being allowed to proceed without permission of Director of WADOT

WADOT playing off the universities in Perth for staff development programs including initial training in terms of RPL, number of units per course, shortening of courses, dilution of qualifications to teach (6 weeks!!!)

Quota (EFTSU) problems to cater for all the potential intakes. DEET will not allocate any extra quota to the state, extra quota for programs must be found by shifting it from other areas in the Faculty and seeking more internally in the university, which is nigh on impossible. Hence we are perceived to be not responding to the training needs of WADOT teaching staff through providing more student places.

Structural changes have been made to the B.A. (ED-TAFE) and the Grad. Dip. (H&F) in recent years in response to national reports and recommendations. (Even the infamous Predl report............remember that !)

P.S. Where is the Radcliffe Report?

The Faculty of Education not only services the TAFE colleges but all of W.A. through a variety of modes of delivery, country contracting on-site teaching at Hedland, Karratha and Kalgoorlie and mixed mode in other locations.
After the B.A. (TAFE) further professional qualifications can be gained through the Bachelor of Education program. This has core units and a range of options that can be selected from any of the teaching schools in the university which allows areas of specialisation for teaching to be further developed. This includes independent study which can be work based. Extension units are also available to TAFE staff and where this was funded in 1992 was rated as highly valuable by the participants. A number of TAFE staff have continued on in PG and Masters programs including two graduates who in 1993 were awarded scholarships to continue to Ph.D studies.

Nationally
Staying up to date with developments in other states
Keeping up with the output from ANTA, NTB and the TAFE National Staff Development Committee
Maintaining contact with colleagues in other states and using the network for sharing and accessing information.
Wondering which way the Minister (Federal) will jump next in terms of teacher education and training, which includes TAFE teacher education, all in the name of the economy and the training reform agenda. Does he understand it? How fast are we expected to respond when the resources are not provided?
Coping with endless requests from DEET for statistics etc and preparing endlessly for "Quality Audits"
Maintaining activity in research, consulting and international programs.

The Faculty of Education is working in Partnership with the Central Metropolitan College in developing strategies for staff development for implementing flexible delivery of some study areas. As well we have a program involving polytechnic lecturers from the People’s Republic of China and this also involves four TAFE colleges for elements of technical skill development.
Some current developments and issues in VET teacher education; Victoria

Among the common national trends in VET with implications for staff development, the following trends seem to be most significant:

* priority to VET as the mission of TAFE;
* the rapid expansion of all forms of post compulsory education, including labour market programs;
* from supply to demand driven courses, and an associated trend favouring marketing and management expertise, and low-cost, flexible delivery of context-specific training;
* from inputs to outcomes [despite funding by contact hours !]
* from central control to local control; devolution to individual colleges within the national agenda and other guidelines;
* from quantity to best practice quality [again despite funding by contact hours] and quality assurance systems;
* the growing size of TAFE colleges, particularly through mergers, multi-campus operations, and courses and other activities based increasingly in client organisations;
* competition among providers of all VET services; the competition within and between colleges in Victoria is intense and marked by tactics such as niche marketing, coalitions, joint ventures as well as secret deals, threats, the slandering of competitors, and the outbidding of competitors in charges and such matters as RPL and credit transfer arrangements;
* from full to partial funding; colleges need to earn about 40% of their income from commercial activities; such activities include an increasing involvement in export education in S E Asia;
* the growing casualisation of TAFE employment;
* growing involvement of Industry in the allocation of resources to VET and in the fortunes of TAFE;
* lifelong learning for staff and employers/employees in industry - the chump to champ to chump cycle is about five years and declining; today's competencies are tomorrow's millstones;
* blurring of distinctions between all sectors of formal and informal learning and between "trades" and "professions", along with the rapid growth of the brain-based economy.

The future is a matter for speculation but we may soon see:

* curriculum development based, to a greater extent, not just on needs analysis but on opportunities analysis and strategic considerations; many individual TAFE colleges will seek to establish a distinctive profile;

* the end of competencies as a sufficient focus in VET e.g. Karpin [1994] blames TAFE and universities for lack of sufficient attention to the development of vision and an array of interpersonal skills [including communication] that are relevant in business; in future, there is likely to be a greater official focus on concept learning in and for the workplace;

* the acknowledgement of the full array of teaching methods, materials, situations, types of curriculum design and methods of assessment in pursuit of valued and valuable outcomes for students and their employers or prospective employers; in particular, we will see applications of learning styles, accelerated learning practices and whole-brain learning approaches [e.g. see Dryden & Vos, The Learning Revolution] as well as more attention to self-esteem and hard-nosed humanistic models in labour market programs;

* the rapid expansion of relevant education for senior and middle managers in TAFE;

* the rapid development of applied research, including disciplined action research, by TAFE coupled with a demand for assistance from universities; increasingly TAFE positions will go to persons having Industry and academic credibility, including teaching qualifications;
* the establishment of annual performance appraisal systems in TAFE to establish negotiated improvement goals for individuals both within organisational priorities and to refine organisational priorities; staff development will be taken seriously.

* even greater flexibility of delivery through information technology;

Hawthorn is an example of change; the Institute has offered a range of subjects and courses at initial and post-initial level for many years. Enrolments from non-school sources have grown each year since 1989. Our current courses with significant appeal to VET teachers and Industry T & D personnel are:

- Diploma of Teaching [TAFE] - final intake, 1995;
- Diploma of Teaching [Technology]
- Bachelor of Education [fourth year]
- Bachelor of Training & Development
- Graduate Certificate in Clinical Instruction
- Graduate Diploma of Education
- GC in Educational Studies [TESOL]
- GD in Information and Communications Technology Education
- GD in Curriculum
- GD in Educational Administration

From 1/1/1995, the accredited courses area, currently known as STED, will be a department of VET, with a strong focus on service to industry and thus also on TAFE. In time, perhaps by 1997, this conceptual shift will entail the termination of some courses, the relocation of some courses and the development and approval of a few new ones. Planning is well under way for a fourth year and a two year Master's degree by research and/or course work.
National Workshop on Vocational Teacher Education - Report from South Australia

SA Context

- 10 Institutes of TAFE of 170 teachers average (55 - 350 range)
- most aspects of human resource management are undertaken locally
- central strategic policy unit
- industrial award which recognises teaching competence as separate from management competence

Human Resource Management Plan Focus Areas

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<td>Occupational Health and Safety</td>
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<td>Human Resource Administration</td>
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4 Key Areas of Professional Development

- education
  - knowledge, skills and attitudes to operate as a professional educator
- technical competence
  - knowledge, skills and attitudes required within their teaching content
- "personal" competence
  - knowledge, skills and attitudes required to work in current and changing environment
- current contextual issues
  - national tafe agendas etc.

The Professional Development Challenge

- to ensure that all issues are addressed
  - national
  - state
  - local
  - personal
- to ensure "value for money"
- to ensure professional development is seen as an investment
- to ensure formal recognition of professional development

The Professional Development Strategy

- to provide an integrated framework which:
  - implements national products and schemes
  - addresses state-wide matters effectively
  - allows for local priorities
  - promotes personal development
- to provide formal awards which:
  - recognise all formal development
  - are flexible to allow for changes in career direction
- to provide the skills to ensure this framework is utilised
  - counselling, mentoring and management skills

Critical Need for Success

- awards which are client centred
  - accommodate range of development activities to allow for short and long terms needs
  - can be delivered in partnership to ensure access and relevance
  - "work" for TAFE and non-TAFE educators to assist with mobility and networking
- a system which supports these awards
  - "aware" managers
  - employment conditions which support learning
  - strategies which support local delivery
At Griffith University, there are substantial changes in the range of courses related to vocational teacher education. These are as follows:

- The Bachelor of Adult and Vocational Teaching has been changed to a course with 4 majors (Adult and Vocational Teaching, Literacy and Numeracy, Human Resource Development and Public Education). The degree has an exit point (Associate Diploma in Vocational Instruction) aimed at the vocational outcome of TAFE tutor.

- The Associate Diploma of Human Resource Development will be discontinued and become a major in the degree.

- Fee-paying courses developed specifically at the request of TAFE (Graduate Diploma of Adult Literacy and Learning and Graduate Certificate of Vocational Teacher Development) have not attracted any enrolments.

- The School of Adult and Vocational Education and Training is currently reviewing all of its postgraduate courses Bachelor of Adult and Vocational Teaching with Honours, Master of Education (Adult and Vocational Education strand), Graduate Diploma of Adult and Vocational Education, Bachelor Education (Advanced Professional Development).

The developments as I understand them in other Queensland Universities are as follows:

- USQ is continuing to offer its courses for TAFE teachers.
- USQ is developing a course to offer externally.
- UQ is advertising a Graduate Diploma for TAFE teachers.
- QUT has recently advertised a new strand in its Bachelor of Education for workplace trainers.

There is a development in the recruitment of TAFE teachers in Queensland whereby appointment for a fixed term does not require the possession of a Bachelor degree or Graduate Diploma in education; and increasingly appointments are for fixed terms.
Professional Development of Vocational Teachers beyond Initial Teacher Education and Future Directions

New South Wales

University of Technology, Sydney

- Faculty of Education has a range of Higher Degrees for professional development of vocational educators: Ph D; Doctorate in Education; Master of Education by thesis; Master of Education by Coursework.

- UTS /TAFE Scholarship Masters: this is a special Master of Education by Coursework, conducted in a mixed delivery mode for candidates selected and sponsored by TAFE. Subjects are offered specifically to address identified interests of TAFE educational managers.

- The Centre for Research in Vocational Education and Training (RCVET) established in July, 1994 at UTS: current projects relevant to professional development of vocational educators include (1) A High Quality Teaching Workforce for TAFE in NSW (joint UTS-TAFE-ETF project); (2) Evaluation of Competency based Training and Assessment Approaches.

- The initiative of the National Communication Modules in TAFE has required professional development for some vocational educators wishing to teach these new modules in a variety of industry contexts. A major sequence of study in Communication Development Studies has been developed at UTS, consisting of four one semester subjects offered within the Bachelor of Education. Teachers may also complete this sequence as Nonaward students on a weekend pattern of attendance as an add-on major to existing qualifications.

- Training and Development Services, Faculty of Education, offers core modules leading to the following certificates: Certificate in Training and Development; Certificate in Competency based Training; Certificate in Communication. Training and development offers a range of professional development workshops (one, two, three day programs) for vocational educators, for example "Train the Trainer 7: Advanced Skills" in which methods and theories of self evaluation of practice and co-supervision models are discussed to assist educators to improve performance. Another program on "Recognition of Prior Learning" introduces vocational educators to processes of formal acknowledgement of acquired skills for workplace advancement or credit towards tertiary qualifications. Training and Development Services offers approximately thirty professional development programs scheduled throughout the year and has a special emphasis on competency based training including programs for workplace assessors on assessing competency standards and learning and designing competency based training for accreditation.

- One emerging direction is the need for a postgraduate certificate specifically designed for teaching post compulsory education for 15-24 year age group for school/TAFE/community educators. Discussions are in a very formative stage at the moment.
• Liaison between TAFE and UTS on in-service development of TAFE teachers is being explored.

• Open Learning: An elective subject on Open Learning within the Bachelor of Teaching (Adult Vocational Education) and has become very popular enabling teachers to explore the design and delivery of open learning. There may be potential to develop a Postgraduate Certificate in this Area.

• In the subject Field Practice 4 within the Bachelor of Teaching (Adult Vocational Education) teachers are being prepared for professional development beyond initial teacher education. Teachers undertake a project in which they examine their future directions and professional development needs: personal competence; subject expertise; educational/teaching skills; production of a fully constructed professional development plan.

• Research on Practical Experience in Professional Education: a cross faculty and cross-university interest group has been functional for nineteen months and has gained CAUT funding for their project on cooperative education: Supervised Work Placement: Making the Link between the Classroom and the World of Work.
Professional Development:
Post Initial Vocational Teacher Education,
In The Northern Territory.

Via Formal Qualifications

Assoc. Dip. to Ph.D.
- By research or course work.
- Vocational Educators are adequately accommodated
- Specialisation available in the areas of Teaching Studies, Aboriginal and Cross-Cultural Studies, Linguistics, Adult/Community Education and Ed. Tech.

Via Informal Staff Development at NTU

1. TEVAL (a student evaluation of teaching service)
   - on a voluntary basis
   - provides evaluative information about teaching (including a teaching performance inventory), the subject, and approaches to studying.
   - A variety of self instructional material to help improve identified weaknesses
   - Short courses are organised to target specific areas. Eg computer competency.

2. Staff Development Leave:
   - Upgrading of formal qualifications in education;
   - Upgrading of qualifications in vocational subject area;
   - Return to industry/commerce for vocational refreshment;
   - Broadening of teaching related skills or knowledge eg learning in an experiential way an Asian Language.

3. A mentor system

Future Directions: Is the ALBE Approach a Prototype?

1. The Adult Literacy Teaching Course in Flexible Delivery
   - Arises from the Draft National Framework for Professional Development.
   - Under the auspices of the National Staff Development Committee for Vocational Education and Training
   - It makes use of mentors and gains credit in some university courses.

2. Forum held in May 1994 in Melbourne to investigate the relationship between professional development and teacher education in Adult Literacy and Basic Education.

3. Is ALBE Vocational Education?
Vocational Teacher Education in the ACT

1. Initial Teacher Education

- In 1994 the Canberra Institute of Technology (CIT), the largest provider of vocational education in the ACT, approved its own course for initial teacher education. All teachers who are recruited to permanent positions and who do not possess a recognised teaching qualification are required to complete an approved course of teacher training.
- The course is 250 hours in duration and consists of 12 modules, 8 core modules and 4 electives. Dependent on the electives chosen, teachers may also meet the requirements for the national competency standards for Workplace Trainer Category 2.
- CIT has approached both the University of South Australia (USA) and Deakin University to establish formal credit transfer arrangements. Verbal advice from USA is that 12-18 of credit points in the 36 credit point Graduate Diploma in Adult Education can be expected for graduates who complete the CIT Certificate.
- CIT contemplated submitting this course for accreditation as a Graduate Certificate but needed to offer one course to meet the needs of teachers, only some of whom are graduates.
- CIT will encourage teachers who do not possess a degree to complete a degree in either teacher education or their own discipline area as part of their ongoing program of professional development.

2. Post Initial Professional Development of Vocational Teachers

- All teachers are encouraged to develop a career plan based on the model developed by CIT as a TAFE National Staff Development Committee (TNSDC) Project.
- In most Schools and Units, access to professional development is on the basis of the agreed career plan and the Staff Development Plan for the School /Unit which identifies the priorities in broad terms. Technical currency is a high priority.
- A calendar of generic programs is offered. It is based on a needs analysis and includes TNSDC programs on flexible delivery, gender inclusive teaching, CBT in Action.
- An Excellence in Teaching Program is offered which focuses on the latest in vocational teacher education issues and is presented by key academics from the Universities.
- Study awards are offered to teachers who have commenced a university course to assist them to complete the degree (undergraduate or postgraduate).
- In 1993 CIT was commissioned by the TNSDC to prepare an issues paper entitled A Curriculum Framework for the Staff Development in Vocational Education and Training. This paper proposed a set of principles and models for both initial and post initial professional development and will be published by the TNSDC.
- CIT is in the process of developing a Graduate Certificate in Professional Development based on the principles and model proposed in this paper. Teachers will be offered the opportunity to follow a structured program of professional development over approximately five years with certification.
CONFERENCE PAPER

Partnerships in workplace learning programs for senior school students - professional development opportunities for teachers and employees

Building an infrastructure for workplace learning

Ian Colley
Director
Centre for Workplace Learning (NSW)
INTRODUCTION

This paper examines professional development opportunities for employees and teachers involved in accredited vocational placement programs for senior school students. In 1994 the Centre for Workplace Learning piloted two such models: for employees who supervise, train and assess students in the workplace; and for teacher/co-ordinators who manage the overall programs. The pilot programs were built on existing infrastructure established through the national TRAC program.

Workplace supervisors, 160 employees from seven NSW regions, undertook formal training in coaching, training and assessing skills, based on their responsibilities for training students in the workplace. The program demonstrated a cost-effective method for building a learning and assessment culture in the workplace which is available to (and indeed requires) young vocational students. The program also demonstrated how a focus on the skill development of employees who supervise trainees can enhance employer commitment to entry-level training.

The Centre also piloted a professional development course for teacher/co-ordinators responsible for managing vocational placement programs. This program was based on skills which were identified as necessary for effective co-ordination of workplace learning programs over the five year history of the TRAC Program. This paper reviews both of these programs, though the former in greater detail.

Why do the pilots matter?

The full value of educational opportunities available in the workplace have not been fully realised within the education and training systems. Part of the reason for this is that the lack of models for the "mutual benefits" arising to education and to industry from effective workplace learning partnerships. This paper provides some concrete models for more successful links between school and work.

The success of both 1994 pilots suggest a model for education and industry as "co-educationalists" in workplace learning. The programs confirm that entry-level training for young people, when carefully structured, can help to build a local, high quality training infrastructure with extensive involvement by employers in partnership with schools, training providers and the community.
The TRAC entry level training model

Both of the training programs were based on the national TRAC program. First implemented in 1989 by the Dusseldorp Skills Forum, TRAC is a national demonstration project embodying:

- Industry commitment to practical partnership activities with education agencies for their mutual benefit;
- Joint local ownership and resourcing by employers and educational institutions;
- Improved pathways from school to work for young people involving active workplace learning.

TRAC allows school students to acquire entry-level job skills through a combination of off-job training and structured workplace learning. Students are placed in industry as a formal part of the senior secondary certificate (eg the HSC in NSW, VCE in Victoria). The work placements are co-ordinated by a teacher seconded from the school system who acts on behalf of a cluster of schools, and whose primary role is to ensure quality is maintained in both on and off-the-job training. Each Co-ordinator is responsible to a local steering committee with both industry and education representatives. TRAC employers pay a fee to the TRAC Steering Committee for each student placement. TRAC is “dual accredited” - by both school and vocational training authorities. TRAC students can finish their senior school certificate and leave school with credit towards a TAFE qualification, industry recognition for their skills, and an understanding of the world of work. TRAC has also been shown to have a significant impact on self-esteem and motivation among participating students.

The aim of the program is to develop a shared culture across local enterprises committed to improving skill development. TRAC provides a systematic means for identifying and developing a local network of industry people committed to high quality workplace training and assessment and provides an effective and cost-efficient means for communicating best practice training methods across a range of local enterprises.

The effectiveness of TRAC is reflected in increasing interest and support from employers, schools and students. There are currently 32 TRAC programs operating throughout Australia with almost 900 senior students, and 1000 employers participating in the program. While TRAC is strongest in New South Wales, in 1995 it will be operating in almost all states and territories.
SUPERVISOR DEVELOPMENT

The role of the workplace supervisor in TRAC

In the TRAC program the workplace supervisor plays a crucial role - teaching and assessing students in the workplace. In most cases, students spend one day a week learning employment-related skills over the school year. Each student is directly supervised on a one-to-one basis, and is encouraged to demonstrate their competence in practical activities under close supervision.

The supervision is structured according to the specific work skills outlined in a log book/skills list. For each work placement day the TRAC Supervisor plans the skills to be gained by the student. The Supervisor instructs and guides the student throughout the day and finally assesses the level of competence. Each student is rotated through a number of workplaces in the course of a one year program.

The Supervisor is less of a "trainer" than a combination of coach and mentor, given the one-to-one nature of the Supervisor/student relationship.

Supporting the supervisor

The basic requirements for the workplace supervisor are strong vocational skills, and an interest in communicating these skills to an entry-level trainee.

Accreditation arrangements for the TRAC program put strong weight on the assessment responsibilities of the workplace supervisor. Around 70% of the formal assessment for the program is accomplished in the workplace. The program requires reliable and consistent assessments from the workplace supervisors. These cannot be expected to emerge in a vacuum. Therefore the program is designed to support and complement the role of the supervisor.

Key support elements include:

- Effective orientation of Supervisors, and continuous opportunities for feedback, networking etc among Supervisors;
- Job rotation to give supervisors and students a grasp of different enterprise approaches and standards;
- Learning outcomes expressed in simple "employer-friendly" language;
- Direct support from the Program Co-ordinator on matters such as performance indicators for skill assessments;
• Consistent and user-friendly assessment recording arrangements;
• Effective monitoring and feedback arrangements for the workplace learning.

This approach to workplace assessment has been validated in the accreditation for TRAC which acknowledge that the workplace supervisors do not need to have formal training qualifications or demonstrate that they meet Category 1 trainer competencies. Indeed, the latter are built into the overall design of the program.

Developing the skills of Supervisors

There was much anecdotal evidence that workplace supervisors in TRAC were themselves developing workplace training and assessment skills as a consequence of their involvement.

And why not? Each supervisor would:
• attend a half day orientation session;
• take responsibility for up to 4 students in the course of a school year;
• see the students for one day a week for perhaps thirty days of the year;
• be required to continuously assess and record their job performance;
• engage in 3 hour feedback sessions every term with up to 20-30 of their colleagues from different enterprises. Often these sessions would provide a first-ever opportunity for a Supervisor to discuss training and assessment techniques with a people from other companies. TRAC provides a method for drawing less experienced employees into joint activities with a core group of experienced and qualified industry experts and trainers.
• have numerous discussions with the TRAC Co-ordinator about the progress of “their” student;
• be using log books, and assessment records which in clear “employer-friendly” terms outlined the skills to be taught and assessed in the workplace;
• have read the assessments made of their current student by other supervisors;
• have a range of resource materials available to support their work.
There was also evidence that the program was having an important impact on the supervisors’ self perception and motivation in their own jobs. They were “getting a buzz” from the social recognition of their significant role in the social and educational development of the student trainees. The supervisor is effectively contributing to the student’s formal education and employability. Many workplace supervisors who had not finished their own higher school certificate were now contributing directly towards the successful education of Year 11 and 12 students. They saw themselves as teachers.

None of these program elements, by themselves, are significant. But applied in combination, in a systematic and coherent manner, they are enormously powerful in motivating and developing the skills of workplace supervisors.

**Formalising the skill development of supervisors**

**Consulting with supervisors**

In 1993, the Centre undertook a research project to design a suitable model for supervisor development for implementation in 1994. The project involved detailed workshop consultations with TRAC supervisors and employers and a survey of skill requirements for supervisors which covered about half of the TRAC network. The results showed that, while supervisors were interested in becoming better trainers, they were not interested in a specialised or technical training roles. Supervisors expressed a clear desire for improved workplace communication skills as a means to improve their immediate work environment and relationships with other staff. They see their teaching and assessing role as very much embedded in normal work practices.

**Course outline**

Following these consultations, the University of Technology, Sydney was asked to customise an existing short workplace trainer/assessor course for TRAC supervisors.

The Program has been designed to address the following skill areas:

- **Workplace Trainer Skills**

  While workplace supervisors are selected on the basis of their job skills, their ability to communicate these skills to a young person with little or no work experience is critical to the success of the program. Supervisors need effective workplace communication skills, such as in mentoring and coaching. Supervisors also need to be able to plan the allocation of appropriate work tasks in order to schedule a coherent plan of training activities for their students.
• Workplace Assessor Skills

Supervisors needed an opportunity to enhance their assessment techniques, and acquire greater confidence in making effective skills assessments.

• Formal Recognition for Current Skills

In many cases, TRAC Supervisors had already demonstrated high level teaching and assessment skills for which the supervisors receive no formal recognition. The training program itself provided recognition - a training certificate from the University for the work which supervisors were already doing. The certificate was also embedded in other training courses which would allow supervisors to undertake further training on the own initiative.

Structure

The program was structured in 3 half-day workshops with 3 written assessment tasks. The course formally incorporated the work which supervisors were undertaking in their on-the-job training activities with TRAC students.

The course was designed to be highly interactive and relied an extensive group work. It recognised that, in most cases, the supervisors had extensive on-job training experience and the objective of the course was to “unlock” the supervisors’ understanding of their existing skills. It also aimed to boost their confidence in assessment.

Funding

The Centre sought support for the Program through the DEET AVC Professional Development grants, managed by the Board of Vocational Education and Training in NSW, and was granted $65,000 for the program in early 1994.

Outcomes

The Program was very successful. It was conducted over a period of five months in seven regions around New South Wales with around 160 commencing the training. Of the first round of 135 supervisors, 85 have completed the course to date. A number of supervisors, on their own initiative have organised continuing training with the University to complete a Workplace Trainer Certificate.

All Supervisors were asked to complete written course evaluations. More than 95% of supervisors commented that, as a result of the Supervisor Development Program, they had changed the way in which they trained their students and other trainees in their organisation. In particular,
many supervisors commented that their confidence in supervising had increased and that they felt more skilled.

Implications

Supervisor skill development as an incentive for participation in entry-level training

The success of the program appears to be a consequence of the intrinsic value of a formally link between the supervisor's role in managing students' learning and the supervisors' own skill development in training, coaching and assessing.

Marketed effectively, training for supervisors could be one of the most important incentives for companies to participate in vocational placement programs. Participation does not rely on government subsidies to reduce the cost of trainee wages. Rather, participation results in direct skill development and productivity gains to the enterprise. The course also provides a return on the "good will" which employers have invested in providing young people with training placements.

A workplace learning and assessment "culture"

The pilot reinforced the Centre's view that we need to rethink the role of the workplace supervisor. The training role is more dynamic than is often credited. Good teachers learn from experience, from their colleagues, from networking and from testing their assessment practices against the judgement of their peers. The same process must be acknowledged in the workplace. Good workplace trainers are not born, they must be nurtured. A process of effective "socialisation" of workplace trainers and assessors should be both acknowledged and encouraged.

The program confirms Wolf's view that if clarity, consistency, and reliability are valued in assessment, then we need to implement systems and structures for training and networking of assessors. Exemplars and good practice models must evolve, and be used in the development of assessors and the construction of assessments. In this respect competency-based training is valuable because it focuses attention on the purposes and outcomes of teaching and learning.

Such outcomes are best achieved in entry-level training programs which systematically incorporate and maximise learning opportunities for supervisors.

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1 Alison Wolf, Assessment issues and problems in a criterion-based system, Further Education Unit Occasional Paper, No 2, Further Education Unit, London.
The TRAC program already offers supervisors a process for developing consistent skill assessments among workplace supervisors. Often TRAC provides a first opportunity for supervisors to meet colleagues from other firms to discuss training and assessment practices. In other words, TRAC provides an opportunity for the “socialisation” of workplace assessors as part of an interactive local workplace assessment culture. The Supervisor Development Program provided an opportunity to shift away from formal ‘train the trainer’ courses to a more dynamic model for fostering workplace teaching and assessment skills in the context of a locally-owned workplace learning program.

Cost effectiveness

The program’s cost-effectiveness should be assessed in terms of its direct impact in establishing a local workplace training infrastructure under the guidance of independent regional management committees. Each supervisor has direct responsibility for coaching and assessing 3-4 entry-level student trainees, and the program has a direct impact on the quality of this training. In addition to the student trainees, each supervisor may be training other non-student staff. The program reinforces the Sup Viol. 8

The cost-benefits of such training have implications for government policy on entry-level training. We should entertain a model in which the government subsidises the supervisor training costs for employers who commit resources and time to providing vocational training opportunities for entry level trainees. A shift from a subsidy for the cost of trainee labour towards a subsidy for developing the training capacity of a firm may provide a stronger long term investment opportunity. It certainly provides a strong signal in support of a workplace learning culture.

TRAC as a base for developing supervisors

The effectiveness of the program was due to the design elements built into the TRAC program. TRAC, in its design, purposefully and systematically bridges conventional barriers between education and business at the local level, by building in joint responsibility for resourcing, management, curriculum design, training and assessment.

TRAC is a “hard” model in the sense that it requires extensive commitment from key partners. However, each of the TRAC quality assurance requirements help to secure substantial and long term commitment from employer and schools to the program. TRAC maximises opportunities for cross-fertilisation, networking, and mutual learning between education and business. This makes it much easier to add value by grafting on programs such as for supervisor training.
TRAC already operates as a sorting and selection mechanism for committed employers and effective workplace supervisors. Employers who are not really interested in training are easily identified and do not continue in the program. Therefore the cost and effort of supervisor training is being well targeted on those employers most likely to sustain an interest in entry-level training.

Are there any unique advantages in school-based training programs compared to employment-based models - such as traineeships and apprenticeships or even enterprise training which is not formally accredited? I would argue that there are:

• Quality assurance is improved where an employer has a sense that there are a number of external points of reference for the effectiveness of their training and assessing. For instance, where programs use extensive job rotation, there is greater likelihood of raising the quality of the overall training - as employers have a clearer picture of industry-wide training standards in their region. In general, the opportunities for networking, socialisation, peer review are more likely to arise in programs which introduce students into the workplace.

• Employers express a preference for teaching job skills to young people before they fail in the labour market and experience periods of unemployment. In other words, many employers are more interested in preventive rather than palliative measures.

• The cost of the co-ordinator is met by schools because the students are undertaking vocational placements as part of their mainstream studies. The Co-ordinator in TRAC is a powerful resource to support supervisor development and sustain employer commitment in the program. The co-ordinator provides the “glue” to hold together the many relationships which are necessary for sustain formal links between schools and employers.

• The value which many employers place on nurturing the social and vocational skills of young students is not sufficiently recognised. Where employers also have the opportunity to also contribute directly to a young person's formal secondary education, their commitment is reinforced.
TEACHER DEVELOPMENT

Professional development for teachers as workplace learning facilitators

There is growing interest in vocational placement programs within the secondary school system. However the level of knowledge and expertise in managing relationships with employers as part of such programs is under-developed.

For the effective implementation of such programs certain skills and knowledge are fundamental in facilitating relationships with local employers. These skills need to be built into the range of professional development opportunities available to teachers. Employers report that many teachers involved in preparing young people for the workplace and co-ordinating workplace learning initiatives lack understanding of employer needs, use scatter gun approach to gaining work placements and are haphazard in monitoring the learning of students on-the-job.

Effective delivery and quality control of school based workplace learning initiatives requires teachers to step out of the classroom and become facilitators - able to work with and meet the needs of employers and employees as well as students and schools.

Specifically teachers are able to:-

- promote the program/course to local employers to gain their involvement in the delivery of ‘vocational placements’;

- manage the delivery of vocational placements’ to ensure that students have the opportunity to gain the relevant workplace competencies;

- liaise with other local education and training providers in order to co-ordinate placement demands on employers;

- provide orientation and support for the employers and employees responsible for delivery of structured learning in the workplace;

- plan the timing and structure of vocational placements to meet both employer and school needs;

- monitor the delivery of workplace learning and negotiate with employers, students and school personnel to solve problems if they arise;

- promote vocational placements amongst school staff to ensure a support base for students within the school;
• comply with the administrative and legal requirements relating to vocational placements;

• sustain employer commitment and involvement in the program/course.

Thus a crucial step in the expansion of workplace learning opportunities, both in number and quality, is the professional development of teachers appointed by schools to work in this area.

The traditional vocational model uses teachers who are selected or trained to teach specific industry skills in a classroom environment. By contrast, vocational placements provide immediate access to industry expertise, up-to-date technology, and realistic commercial settings. They also provide school teachers with constant access to and feedback from industry, thus allowing vocational programs to be kept up to date.

While workplace learning models have strong growth potential, this growth will only be sustained if schools and teachers adequately support employers in their efforts. The success and future expansion of this model will rely on how effectively the partnership is managed by schools and in particular by the teachers nominated as the key facilitator or co-ordinator.

With this in mind, the Centre this year developed and piloted a three day course for teachers which addressed the range of issues arising in managing workplace learning programs. The Program was designed to provide teachers with some skills and processes to ensure effective delivery and quality control of school based workplace learning initiatives. The Program highlighted the role of 'workplace learning facilitator' as a new and realistic vocational role for school teachers.

The Program

Target

The program was open to teachers involved in the co-ordination of a range of workplace learning initiatives. In New South Wales, these were school-based programs such as Industry Studies, the new Content Endorsed Courses and a range of less structured workplace learning courses such as Work Studies.

Course Topics

The program covered areas such:

• Marketing to employers, parents, students and schools;

• Program co-ordination;
• Quality control mechanisms;
• Responding to the employer needs;
• Orientation and training for workplace learning supervisors;
• Workplace Readiness for Students
• Administrative and legal issues
• Long term partnerships with industry - sharing benefits and responsibility
• Publicity and promotion

Outcomes

Almost 170 teachers have participated in versions of the program (ie between 1 and 3 days of training), and have given very positive feedback on the training. As a consequence of this feedback, the Centre was invited by the Department of School Education to produce a cut-down version of the program as part of the formal professional development for hundreds of teachers in training for the introduction of new vocational courses in schools in New South Wales in 1995. 350 teachers have undertaken the short course to date. In the first wave of training, experienced TRAC Program Co-ordinators have been used as the trainers.

The program clearly uncovered a hunger among motivated and interested teachers for concrete advice, resources and networking on workplace learning issues. The Program also identified significant barriers to the effective implementation of workplace learning in schools. The most fundamental (and least surprising) is the lack of dedicated staff resources to managing workplace learning programs. In the main, teachers have little or no time allocated to organise and co-ordinate work placements, or support the employers in teaching the students on-the-job. Many of the teachers were required to operate with heavy classroom teaching responsibilities then, in their own time, manage the work placements which were part of their programs.

Teachers are also uncertain about their roles and responsibilities. They need more training, support or guidance in managing relations to local employers.

It is clear that more effective consideration must be given to providing:

• information, guidance, support and advice to teachers about how to secure and sustain effective relationships with local employers
• user-friendly resource materials, and processes which directly support employers who want to get involved

• guidance about minimal time requirements for teachers to organise and co-ordinate for students

Many of these elements need to be addressed in the longer term in the formal design of vocational programs, and in system-level guidelines for effective implementation.

The future

Workplace learning programs open up a new and realistic vocational role for school teachers. As these programs expand, the role of the facilitator/co-ordinator could provide an interesting career path for school teachers wishing to develop closer links to industry.

CONCLUSION

The centre has substantially extended the TRAC model from its original mission to provide high quality vocational learning opportunities for young people. A larger agenda has been opened up with the implementation of professional development models for employees and teachers based on the TRAC workplace learning infrastructure. The goal of TRAC and the Centre for Workplace Learning is to build up a community infrastructure for high quality training, harnessing the resources and enthusiasm of local employers and education agencies, enhancing learning opportunities for all concerned - teachers, students, and employees. The infrastructure which TRAC has developed over the past six years provides a fertile ground for fostering an effective learning and assessment culture in industry to support structured entry-level training arrangements.

October, 1994
Making Industry Competent: University Industry Partnerships

Tony Holland - School of Adult Vocational Education, University of Technology Sydney

Abstract:

The introduction of a competency based training system into the Australian workplace was seen by the Federal Government as a means to help facilitate the restructuring of Australian industry. The restructuring was designed to give workers access to new and more meaningful work, better and more clearly defined career paths, access to higher remuneration and at the same time produce economic gains due to greater labour flexibility.

The introduction has lead industry to seek help from educational and training institutions to facilitate the development of a suitable competency based system for their workforce and to skill those charged with implementing the system so that it produced benefits for employers and employees alike.

This paper through a series of case studies illustrates the introduction of human resource management and development system based on competencies in three different industries. It will show how effective partnerships have been developed by the University of Technology Sydney and those responsible for implementing the new systems within the industry.

It will further highlight the different methodologies and approaches used in each particular case, particularly the developmental strategies provided by the University for the vocational teachers and trainers within the particular industry. It will also show how the methodologies have been tailored for each context and that there is no one strategy that will ensure a successful partnership in every case. The contribution of personal and technical inputs into the partnerships will be discussed and will demonstrate how both aspects play an important role in achieving a successful ongoing partnership.
The National Training Board defines competency as “the specification of knowledge and skill and the application of that knowledge and skill to the standard of performance required in employment” (NTB 1992). The concept of competency includes all aspects of work performance. This includes:

- Task skills (performance at an acceptable level of technical skills)
- Task management skills (organising one’s tasks)
- Contingency management skills (responding and reacting when things go wrong)
- Job/Role environment skills (the requirement to deal with the responsibilities and expectations of the work environment, including working with others).

The competencies required by any particular occupation, job or role can be expressed in any number of ways, but in Australian we have tended to adopted the format suggested by the National Training Board. This format is to express the competencies as competency standards. The format comprises a unit of competency and its derived segments of:

- elements of competency
- performance criteria
- range of variables statement
- evidence guide

There are generally regarded as being 3 different classifications of competency standards:

1. Industry competency standards - these are competency standards developed by various industrial parties and subsequently endorsed by the National Training Board

2. Cross-industry competency standards e.g. Workplace Trainer Standards & Assessor Competency Standards

3. Enterprise competency standards - these can be either endorsed by the National Training Boards such as the competencies developed by Macdonald’s or the enterprise can choose to not have them endorsed and not to formally link into the national system.

While there are a number of compelling reasons for enterprises to link into the national system and either adopt National Industry or Cross-Industry Competency Standards
where they apply to particular occupations, or to have their enterprise standards endorsed nationally, some enterprises have chosen not to follow either of these routes.

Enterprises usually make this decision when there are no National Standards available to cover their workers, or where they regard enterprise standards as being a competitive advantage, or the industrial parties involved do not think that it is necessary to seek endorsement. This paper seeks to explore the introduction of competency standards into three different enterprise who have selected to go down this path.

**Case Study One: Gas Supply Utility**

This enterprise is the oldest industrial company in Australia having commenced business in 1837. It is split into two divisions; one is responsible for transport of natural gas and the other for distribution and sales of gas to 650,000 consumers in NSW and the ACT. The enterprise has some 2000 employees engaged in a large of occupational streams. These include plumbers, clerks, supervisors and managers of various types, analysts, engineers, scientists, accountants, canteen staff, drivers, nurses, salespersons and many others (including a historian). Four unions represent these employees, with the majority of employees being covered by two Federal unions, the Gas Industry Salaried Officers Federation (GISOF) and the Federated Gas Employees Industrial Union (FGEIU). Most of these employees were covered by an award called “The Common Conditions Award” and an enterprise agreement.

In this enterprise agreement and award there were 400 different pay steps being used for a large number of different occupational classifications. Each of these pay steps was based on a position description or was set by negotiation on agreed work values. In November 1992 because of rapid change occurring in the industry, it was decided to replace these existing job classifications and pay steps with a nine level competency based system.

The competency based system would use National Training Board format but the enterprise would not attempt to have these standards endorsed because of time constraints and lack of pressure from any of the industrial parties to do so. This new system of competencies would form the basis of a new enterprise agreement which would encourage greater flexibility on the workplace as well as facilitate multiskilling.

The University was called in once this decision had been made to assist a restructuring team devise competency standards for all the salaried jobs. The company made it clear from the start that our function was to train the members of the team in writing and validating competency standards and not to make the company dependent on us to write the standards. They also took the far-sighted view that because the restructure would affect all parties, the team that were charged with facilitating it would have to be representative of the occupational structure of the company.

To this end they released for the duration of the project, two of the site union delegates as well as a representative from the Human Resources Department and several workers who
were familiar with many of the common jobs in the company. The team was overseen by an appointee whose title was Manager Restructuring. Our function was to give this team the necessary skill to write appropriate competency standards.

To do this we had to train the team members in the techniques of modified DACUM and functional analysis. These are by far the most common group-oriented techniques that can be used to write competency standards. The pattern was that we either facilitated the initial functional analysis or DACUM for the team, with team members participating or observing. The second workshop we would be there to assist in the facilitation and then subsequent workshops we would offer a “help line” service for the facilitator if they encountered any difficulties.

A similar pattern emerged when the validation stage was reached. To validate the standards we conducted a series of critical incident interviews with a selection of position holders. These interviews are used to extract the non-routine competencies for the particular job (contingency management skills) and focused on the position holder relating to the interviewer an “incident” they felt they had handled either very well or felt they had handled poorly with their present level of skills. The first dozen or so interviews were conducted by us with the restructuring team member present and then gradually they took an increasing role in the interview until they felt competent to conduct the interview and do the resulting analysis themselves.

The standards were also validated by circulating them to every position holder in the company for comment. This was done to give a sense of ownership to the standards and to ensure that there could be little reason for complaint when the complete standards were presented.

At the end of this stage of the project, for the 2000 employees 600 different jobs were identified and 250 units of competency were written. It became obvious early in the competency writing that virtually all employees had common competency units and that these would form the core competencies and the more specialised units would form the functional competencies. Each competency unit was then given a rating based on the level of autonomy and control, knowledge and skills, and discretion and judgment it carried. This rating was done by a panel and then once the competencies for each job were totalled an appropriate remuneration could be calculated. As a sweetener for all employees a 2% across the board pay rise was given for agreeing to restructure.

The next and more pressing problem was to assess job holders to ascertain if they were competent to be in their present position. The magnitude of this task can be gauged from the fact that to assess 2000 employees on an average of 8-10 competency units could take even a team of assessors a number of years if the job was done thoroughly. To alleviate this obvious bottleneck it was decided to use a “deeming process”. The deeming was based on RPL (Recognition of Prior Learning) rather than a formal assessment.
If the job-holder’s team leader believes that the individual has been doing a function (or applying a competency) for some time, they would “deem” the individual competent. Colleagues deemed not fully competent would be assisted with training to help them gain the competencies as soon as possible. Any job-holder could appeal against the deeming decision and have the decision overturned if a panel found that it lacked validity. To help the team leaders complete the deeming process a series of workshops were held for the team leaders to enable them to carry out the process. The workshops consisted of a day where they were trained in simple assessment and then they were asked to go and conduct a “deeming” process on several team members. A second day was allocated where each team leader reported their findings and discussed functional difficulties. This process was quite successful and few individuals actually appealed against the deeming decision.

While the deeming was useful for existing job holders, when employees either gained new competencies or changed positions they were required to be more formally assessed by qualified workplace assessors. To train these assessors we conducted a three day workshop and then a formal assessment in order to accredit them against the National Assessor Competency Standards. These assessors will be responsible for all formal assessment within the company in the future.

Our role in the partnership now is to ensure through an audit mechanism that assessors maintain reliable and valid assessment. Our relationship will be ongoing and recently they have called on us for other consultancy work in the area of training and development.

**Case Study Two: Private Hospital**

The hospital is one of Australia’s largest private health institutions and has the reputation as the leading cardiac surgery hospital in Australia. The hospital has traditionally been run by the Sisters of Charity who in the past were not only responsible for providing nursing care, but also administered the hospital. As the Sisters can no longer provide such an extensive service the administration of the hospital has been increasingly handed over to lay staff during the past two decades. Lack of numbers has meant that the Sisters now are only charged with the running the Mission of the hospital and ensuring that the administration complies with their values.

One of the problems existing within the hospital has been within the management area. Traditionally (like most institutions) management was seen as a reward for being technically competent. This has meant that the management of the hospital has become the domain of people who are technically competent, but not necessarily competent in managing either financial or human resources. This is does not mean that possession of technical competence precludes an individual from becoming a competent manager, but that the possession of technical competence does not always imply managerial competence. What has exacerbated the problem with management within the hospital is that many managers, because of their background and training were more concerned with the maintenance of their technical competence and less interested in managing or even acquiring managerial competence.
Our function was to assist the hospital’s Human Resource’s Department develop a set of management competency standards which they could use to ascertain the training needs of individual managers within the hospital. The standards would also be used for recruitment, promotion and career pathing.

The competencies were developed using a modified functional analysis technique. Twenty “high performing” managers were selected to take part in the workshop which took two days. The standards were validated by critical incident technique with another 15 managers and were then circulated around the hospital to all managers.

Normally to write enterprise standards and have them fully validated takes only 1-2 months depending on the size of the organisation and the number of job holders. In the case of the hospital, this took much longer due to two main reasons:

(a) every manager in the hospital seemed to have their own idea of what constituted a competent manager

(b) the standards also had to reflect the mission and values of the Sisters of Charity and had to be seen as a means of assisting to instil these values into the lay managers.

The final version of the standards took about 4-5 months to complete and be endorsed.

An even more difficult situation arose when it came time to assess each manager against the standards. The problem was: who would assess these managers? Many of these managers are world-recognised figures in their technical fields and would not take kindly to being assessed by others as to their competence.

The solution was to use self-assessment against the competencies and validate this by using peer and sub-ordinate assessment and, where they existed, by superiors. If good agreement existed between all the parties then it was probable that the assessment was valid and certainly reliable. In cases where the self-assessment differed greatly from the other assessments, we suggested that the assessment by others was probably the closest to the actual picture.

Many of the managers felt quite threatened by the whole process and thought that the consequences of being unfavourably assessed would count against them in the future. To counter this we suggested that the results of the assessment be used only to determine future training needs and not as a performance management tool. A series of half-day workshops were conducted to explain the whole process and allay the fears of the managers. This satisfied all parties and the needs analysis was conducted.

The training needs identified in the assessment were then used to determine not only who needed training but what type of training was required. As we are not in the business of
management training we suggested to the hospital that they contact all the major management training providers and have them devise a suitable training program. The successful tenderer was the Australian Graduate School of Management at the University of NSW.

Case Study 3  Pharmaceutical Company

This company is Australia’s leading manufacturer of non-aspirin based analgesics as well as a wide range of other ethical and non-ethical products. The company has been steadily “rightsizing” (meaning “downsizing”) the workforce for the last few years due to the introduction of new technology and general upgrading of the plant. The plant was also going through a period of industrial turmoil due to the uncertainty caused by this restructuring.

The company had also decided that due to the narrow skills base of the workforce that multiskilling was a necessity and that it had too many layers of management which needed to be reduced. To achieve this it was decided to move down to a competency based award system and that the company would restructure its workforce into self-empowered teams. To achieve the latter the company formed teams “headed” up by a team facilitator whose responsibility would be to develop the production units into teams and in the process make themselves redundant.

We were called in to develop competencies for the entire workforce (around 300 personnel) and to train a group of workplace assessors to assess these competencies. Because of the fairly fragmented nature of the workforce, the low levels of literacy, and because of demands of production runs, group techniques could not be used to develop the competencies. Instead we used the competency interview technique where individuals are interviewed and asked a series of questions about their particular job. For each job 2-3 job holders were interviewed and a draft set of standards developed.

The competencies were validated by a combination of workplace observation and circulation amongst job-holders. The first twenty competencies were written by ourselves with company training personnel acting initially as observers and then gradually taking over the process. The remaining standards were written and validated by company training staff and we acted as quality controllers to ensure that they met the appropriate format (NTB format) and no aspects of competency were missed.

To facilitate the development of these self-empowered teams, the competencies were divided into three groups. Group A competencies were generic and all staff were required to possess them. Group A competencies closely resemble Mayer competencies. Group B competencies were technical and possession of each of these attracts a certain level of remuneration. Group C competencies are also technical but are at a higher skill level than Group B.
In the past most of the plant personnel worked in a single area, usually on a single machine and possessed a rather narrow skills base. The competencies are designed to allow multiskilling across a range of operations. Whereas in the past an operator may have only been responsible for one machine, they are now expected to be competent across a number of machines. This will attract higher levels of remuneration, however it also means that the work teams are much more flexible and can be shifted from machine to machine depending on production needs.

The Group C competencies are designed to enable machine operators to perform work that was normally the domain of a tradesperson. This usually involves simple repairs and adjustments to machines as well as routine servicing. The purpose is to reduce the dependency of each team on the availability of tradespersons by multiskilling operatives, give operatives access to greater career opportunities and to make the operator's jobs more fulfilling.

We trained and accredited a number of personnel across a range of positions in workplace assessment and these individuals are now assigned the responsibility of determining who possesses the necessary competencies. The role of the company's Training Section will be to use the results of assessment to determine future training needs. Our continuing role will be to audit the assessment process and to maintain quality control over the writing of future competencies.

Making the Partnerships Work

In all the above cases there are certain features that were responsible for making the partnerships work.

1. Empowerment of industry staff

This is a very important part of the partnership. To make the partnership work it is necessary to give industry personnel the requisite skills so as to not require your continued input into the process. There can never really be a successful partnership if there is a dependency model used. Industry staff (usually their training staff/vocational educators) should emerge from the partnership with increased skills and be able to continue the process without significant input from the University partner.

2. Involvement of all levels of staff

When a competency based system is being introduced into an industry, it is essential that all levels of staff are involved in the process. Staff have to feel a sense of ownership of the competencies or they will not accept them. It is important that staff feel that the competencies were written by job holders and not by managers.

3. Involvement of unions
While this seems obvious, it is a critical factor to ensure success in introducing competency. Without union support a competency based system has no chance of working. Unions should be involved in the partnership at all stages and their input constantly sought.

4. Transparency of the partnership

To make the partnership work properly every aspect of the partnership should be transparent to all of the stakeholders. There should be no hidden agendas and a key to successful partnerships is to hold information sessions to explain your role in the partnership and the consequences of the partnership for the workforce.

5. Technical aspects of competency are usually not as important as establishing the appropriate environment

Workplace assessment of competency can only be successful if the environment is appropriate. While many involved in the process concentrate on getting the technical details of assessment correct, it is nowhere near as important as establishing an environment of openness and fairness. The interests of all parties must be considered and no group should be marginalised as a result of the partnership.

6. Be prepared to be flexible

Because industry works in an environment which is less predictable and evenmore prone to change than a university, it is necessary to be prepared to change roles in the partnership and modify any plans that may have been drafted earlier. What may have seemed the appropriate strategy at the start of the partnership may be not be necessarily the correct one several months later. A successful partnership will be one where both parties can make adjustments as necessary.

7. Do not venture outside your area of expertise

If you do not have the expertise in your organisation to carry out part of a project then involve another party with the appropriate expertise. Partnerships need to be based on honesty and never promise what you are not capable of delivering just to win a contract.

There are no strategies that will ensure successful partnerships between industry and universities every time, but a sure sign that a partnership has been successful is to be asked to take part in another one.

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FOURTH NATIONAL WORKSHOP ON
VOCATIONAL TEACHER EDUCATION

MANAGING PARTNERSHIPS

BY

DR. CHRISTINE FRENCH
DIRECTOR
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MELBOURNE, 14 OCTOBER 1994
In an increasingly complex educational market the ability to create and maintain alliances can give an institution and its staff a significant competitive advantage.

This paper explores the benefits to educators of nurturing partnerships across a range of sectors both public and private.

The concept of educational institutions managing an external environment to suit a particular geography, client base, or niche market is a relatively new but crucial aspect of modern educational management and invariably it involves partnerships or alliances. How successfully those partnerships are managed organisationally involves much more than 'stitching up a deal', it involves effective management of the human aspects, of teachers and clients, and their relationship with other organisations that are contributing to the alliance.
MANAGING PARTNERSHIPS AND FUTURE DIRECTIONS IS THE THEME OF TODAY'S CONFERENCE. MY ADDRESS LOOKS AT MANAGING PARTNERSHIPS FOR PROFESSIONAL DEVELOPMENT, AND I WILL LOOK AT PROFESSIONAL DEVELOPMENT IN A NUMBER OF WAYS:

• HOW PARTNERSHIPS IMPROVE THE HEALTH OF THE EDUCATIONAL INSTITUTION.

• HOW THEY CONTRIBUTE TO THE INVESTMENT IN STAFF.

• HOW THEY HELP DEVELOP NEW SKILLS AND KNOWLEDGE.

MODERN COLLEGES INCREASINGLY DERIVE AUTHORITY FROM THEIR INTERNAL AND EXTERNAL CLIENT BASE RATHER THAN FROM ANY BUREAUCRACY. INCREASINGLY THEY HAVE THE ABILITY TO SHAPE EVENTS AND DEVELOP AN ORGANISATIONAL CULTURE BASED ON DEVOLVED POWER, A COMMITMENT TO CHANGE AND A MOVE TOWARDS MORE WORKER EMPOWERMENT OF LINE STAFF.

LESS SUCCESSFUL INSTITUTIONS ARE INCREASINGLY CHARACTERISED BY STAFF WHO ARE DEPENDANT AND REACTIVE. THE ORGANISATION IS COMFORTABLE WAITING FOR CHANGE AND OPERATES ALMOST BY DEFAULT.

HOW DOES A COLLEGE BECOME A BENCHMARK? THE ONE THAT IS CONTINUALLY BREAKING NEW GROUND? HOW CAN A COLLEGE GAIN OR REGAIN THE LEAD? HOW CAN OLD COLLEGES CONTINUALLY MEET CUSTOMER'S CHANGING NEEDS, IMPROVE QUALITY DELIVERY, LOWER COSTS AND BE ABLE TO REACT EVER MORE QUICKLY TO A COMPETITOR WITH A BETTER PROGRAM?

I BELIEVE THAT BY WISELY SELECTING THE PARTNERSHIP IT FOSTERS, A COLLEGE CAN USE THEM TO DELIVER NEW KNOWLEDGE AND REFOCUS THE SKILLS AND TALENTS OF ITS STAFF. IT WILL MAINTAIN A FOCUS ON CLIENTS NOT THE BUREAUCRACY. FACULTY LEARN TO MANAGE A NEW SET OF CIRCUMSTANCES AND ANTICIPATE AND RESPOND TO A WIDE RANGE OF NEW FACTORS.

THERE ARE 4 MAIN STRATEGIES THAT EDUCATIONAL LEADERS USE TO POSITION THEIR ORGANISATIONS:

1. REACTIVE STRATEGY

   THIS IS THE LEAST EXPENSIVE STRATEGY. IT CAN WORK INTERMITTENTLY BUT ONLY IN SLOWLY CHANGING SITUATIONS WHERE THE ENVIRONMENT ALLOWS SUFFICIENT TIME TO REACT.
2. INTERNALLY FOCUSED

INTERNAL RESTRUCTURING OF THE ORGANISATION OCCURS, THE PROFESSIONAL DEVELOPMENT OR REDEPLOYMENT OF STAFF AND THE WITHHOLDING OF RESOURCES FROM AREAS EXPECTED TO BE AFFECTED BY EXTERNAL CHANGE.

3. EXTERNALLY FOCUSED

CHANGE IS ANTICIPATED AND EFFORTS ARE MADE TO INFLUENCE AND CAPITALISE ON THOSE FACTORS THROUGH LOBBYING, FORMING ALLIANCES AND PARTNERSHIPS.

4. INTERNALLY AND EXTERNALLY FOCUSED

THE EXTERNAL ENVIRONMENT IS INFLUENCED THROUGH MERGERS AND ACQUISITIONS, JOINT VENTURES ON AND OFF SHORE AND PARTNERSHIPS BASED UPON ENVIRONMENTAL SCANNING TO BEST POSITION THE ORGANISATION.

THIS IS THE MOST FAR SIGHTED OF THE 4 STRATEGIES. IT ATTEMPTS TO ANSWER THE KEY QUESTION: "WHAT ARE THE CRITICAL EVENTS THAT COULD HAPPEN BETWEEN NOW AND THE YEAR 2000 WHICH WILL IMPACT UPON MY COLLEGE AND HOW WILL THEY IMPACT UPON MY CLIENTS."

THE FORTUNE 500 COMPANIES WOULD ALSO SAY, "HOW WILL THEY IMPACT UPON THE QUALITY OF MY EMPLOYEE RELATIONSHIPS."

MOSS KANTER (1989) CAPTURES THE IMPORTANCE OF MANAGING PARTNERSHIPS IN HUMAN TERMS.

WHATEVER THE DURATION AND OBJECTIVES OF BUSINESS ALLIANCES, BEING A GOOD PARTNER HAS BECOME A KEY CORPORATE ASSET. I CALL IT A COMPANY'S COLLABORATIVE ADVANTAGE.

IN THE GLOBAL ECONOMY, A WELL DEVELOPED ABILITY TO CREATE AND SUSTAIN FRUITFUL COLLABORATIONS GIVES COMPANIES A SIGNIFICANT COMPETITIVE LEG UP.

ROSABETH MOSS KANTER
HARVARD BUSINESS REVIEW
JULY/AUGUST 1994
P.96
MOSS KANTER MAINTAINS THAT TOO OFTEN MORE TIME IS SPENT LOOKING AT PARTNERSHIPS AND PARTNERS IN FINANCIAL TERMS RATHER THAN MANAGING PARTNERSHIPS IN HUMAN TERMS AND THUS A KEY RESOURCE AND COLLABORATIVE ADVANTAGE IS OVERLOOKED.

KANTOR'S RESEARCH FOUND THAT THERE WERE 3 FUNDAMENTAL ASPECTS TO PARTNERSHIPS.

PARTNERSHIPS
THEY MUST:
1. YIELD BENEFITS FOR THE PARTNERS, BUT THEY ARE MORE THAN JUST THE DEAL. THEY ARE LIVING SYSTEMS THAT EVOLVE PROGRESSIVELY IN THEIR POSSIBILITIES. BEYOND THE IMMEDIATE REASONS THEY HAVE FOR ENTERING INTO A RELATIONSHIP, THE CONNECTION OFFERS THE PARTIES AN OPTION ON THE FUTURE, OPENING NEW DOORS AND UNFORESEEN OPPORTUNITIES.
2. ALLIANCES THAT BOTH PARTNERS ULTIMATELY DEEM SUCCESSFUL INVOLVE COLLABORATION (CREATING NEW VALUE TOGETHER) RATHER THAN MERE EXCHANGE (GETTING SOMETHING BACK FOR WHAT YOU PUT IN). PARTNERS VALUE THE SKILLS EACH BRINGS TO THE ALLIANCE.
3. BE 'CONTROLLED' BY FORMAL SYSTEMS BUT REQUIRE A DENSE WEB OF INTERPERSONAL CONNECTIONS AND INTERNAL INFRASTRUCTURES THAT ENHANCE LEARNING.

IN ANY PARTNERSHIP ARRANGEMENT THE RELATIONSHIP BETWEEN THE PARTNERS WILL GROW OR WITHER MUCH LIKE PERSONAL RELATIONSHIPS BETWEEN PEOPLE. IF THE PARTNERS ARE ETHICAL AND TRUSTWORTHY THEY WILL NOT SEEK TO UNDERMINE EACH OTHER OR MISUSE THE INFORMATION THEY SHARE. THEY WILL SEEK TO DEVELOP SHARED WAYS OF OPERATING TOGETHER AND THEY WILL SEEK TO ENCOURAGE NETWORKS BETWEEN STAFF AT VARIOUS LEVELS IN BOTH ORGANISATIONS.
GOOD PARTNERS BECOME BOTH STUDENTS AND TEACHERS TO EACH OTHER.
IT IS IMPORTANT TO MAINTAIN THE BALANCE BETWEEN PERSONAL COMPATIBILITY OF PARTNERS AND CORPORATE.

BECAUSE OPPORTUNITIES ARE OFTEN SHORT LIVED AND NEED TO BE CAPITALISED ON QUICKLY IT IS ESSENTIAL THAT POTENTIAL PARTNERS WORK FROM A PHILOSOPHICAL BASE THAT IS COMPATIBLE AND SIMILAR IN TERMS OF FUTURE ASPIRATIONS.
OPENING UP NEW MARKET OPPORTUNITIES SHOULD BE ACCOMPANIED BY A SIMILAR OPENING OF EMPLOYEES' MINDS TO NEW JOINT BENEFITS FOR BOTH THE COMPANY AND THE INDIVIDUAL.
EACH PARTNERSHIP RELATIONSHIP IS VERY DIFFERENT BUT A COMMON THEME SHOULD BE 3 FACTORS, COMMUNICATION, COORDINATION AND EVALUATION OR QUALITY CONTROL.

MOSS KANTER MAINTAINS THAT THE MOST PRODUCTIVE PARTNERSHIPS ACHIEVE 5 DISTINCT LEVELS OF INTEGRATION,

1. **STRATEGIC INTEGRATION**
   THE LEADERS OF THE PARTNERSHIP MAINTAIN CONTINUAL CONTACT.

2. **TACTICAL INTEGRATION**
   MIDDLE MANAGERS INTEGRATE TO BRING FUTURE GOALS TO FRUITION AND ACKNOWLEDGE BEST PRACTICE WHEREVER IT EXISTS IN THE PARTNERSHIP.

3. **OPERATIONAL INTEGRATION**
   EMPLOYEES ARE ABLE TO PARTICIPATE ON A DAY TO DAY BASIS AND SHARE INFORMATION, RESOURCES AND EACH OTHER'S TRAINING PROGRAMS.

4. **INTERPERSONAL INTEGRATION**
   A FOUNDATION OF JOINT VALUES IS ESTABLISHED AND GROWS AS INTEGRATION DEEPENS AS PEOPLE GET TO KNOW AND RESPECT ONE ANOTHER PERSONALLY. PERSONAL RELATIONSHIPS DEVELOP.

5. **CULTURAL INTEGRATION**
   THIS REQUIRES EMPLOYEES TO RESPECT AND UNDERSTAND BOTH PARTNERS' CULTURES AND TO BE ABLE TO COMMUNICATE IN WAYS WHICH ACKNOWLEDGE THIS. BOTH LEARN, BORROW AND TEACH EACH OTHER AND DEVELOP GOODWILL, INTEREST AND RESPECT. IN THIS WAY CONFLICT CAN BE AVOIDED OR AT LEAST RESOLVED BEFORE IT BECOMES HARMFUL AND ESCALATES.

LIKE ALL HUMAN SYSTEMS, PARTNERSHIPS CAN END. GOMES CASSERES (1994) MAINTAINS THAT EVEN WHEN PARTNERSHIPS HAVE HIGH VALUE, AN ORGANISATION CAN ONLY HANDLE SO MANY BEFORE DEMANDS BEGIN TO CONFLICT. FLEXIBILITY AND HONESTY ARE NEEDED TO FACE THE SHIFTS IN OPPORTUNITIES AND MAKE THE HARD DECISIONS THAT ULTIMATELY WILL KEEP LEDGE EDGE PEOPLE AND ORGANISATIONS OUT THERE IN FRONT OF THE BENCHMARKS FOR OTHERS TO EMULATE.
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FOURTH NATIONAL WORKSHOP ON VOCATIONAL TEACHER EDUCATION

WORKSHOP DISCUSSION PAPER

Professional Development of TAFE Lecturers: Collaboration with Universities

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Professional Development of TAFE Lectures: Collaboration with Universities

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This workshop paper has as its objective to provide a forum in which useful and formative discussion takes place on the collaboration of universities and TAFE for the professional development of vocational teachers.

As such, this paper does not claim to have a final model to offer, but rather aims at initiating discussions about professional development for TAFE teachers. This paper has been prepared in collaboration and will be presented in an interactive mode in an attempt to reflect current thinking on partnerships. It should be noted that the views expressed in this paper do not necessarily represent institutional policies of TAFE or Murdoch University.

* Situation in WA regarding Professional Development and Teacher Education for TAFE Lecturers.

In Western Australia, it is to the universities that the Department entrusts the major initial teacher education component and significant ongoing teacher education. The teacher education qualification requirement appears likely to remain in teacher award conditions although it now is seen as a responsibility of the staff member. Thus the Department does not meet HECS or provide time release.

The WA Department of Training through its TAFE colleges, employs around 1850 full time (and 2300 part time) teachers. On recruitment, 78% do not hold formal teaching qualifications. Of the full time workforce, 25% are not formally teaching qualifications. Of the full time workforce, 25% are not formally teacher trained and this proportion is increasing each year. About 110 teachers are currently enrolled in university teacher training across three institutions.

During 1993-94 the WA Department of Training approached and reviewed its relationship with all WA Universities. One major outcome has been the opening and broadening of teacher education providers for TAFE teachers. The collaboration process with universities aims to share the strengths of both organisations to mutual benefit - the professional development of TAFE teachers to provide superior quality of training.
* Murdoch University approach to Teacher education

A few years ago, the School of Education at Murdoch University started restructuring its teacher education program for the adult sector. The restructuring process, which is still in progress, has offered a unique opportunity for negotiations with the Western Australian Department of Training (as well as with other clients of the program) to ensure that the program that would be developed met the professional needs of teachers of adults. A major decision has involved the separation of the teacher education program targeting teachers of adults from the teacher education program preparing school teachers. A separate committee for Tertiary and Adult Education has been established and a number of members external to the University have been invited to represent specific client groups (such as TAFE).

The program which is currently offered is not restricted to the preparation of vocational teachers, but caters for anybody involved in any field related to the education of adults. The program attracts nurse educators, adult literacy teachers, community adult educators, professional trainers, industrial training officers, along side with TAFE teachers and university lecturers. A recent survey showed that the large majority (90%) of students enrolled in this teacher education program (including the group of TAFE lecturers) found the interactions and exchange between adult teachers from various professional backgrounds to be highly beneficial for their personal professional development. The issue of the specific needs of particular groups of teachers of adults has been given careful attention within the program, and this will be discussed below.

* Advantages of collaboration between university and TAFE

Expertise available

A number of advantages of collaboration between university and TAFE have been identified. The first advantage refers to the expertise available in the areas of teaching, learning and assessment; curriculum and program development; political, economic, sociological and psychological issues related to vocational training; adult education and lifelong learning; as well as other more specialised areas.

TAFE whilst being a major training provider, does not possess the resources, talent, experience and accreditation necessary to professionally develop its staff to a nationally recognisable tertiary level. Philosophically it could also be desirable for staff to be trained at least partially off-job to maximise desirable attitudinal development.
TAFE relies on the collective expertise available from the University. Topic experts can be used to facilitate TAFE teachers current and relevant training. The challenge is for all university lecturers to practise adult learning principles and recognise the specific experience of each TAFE teacher as a learner. TAFE teachers, as students, will look to the university for its staff to be teacher qualified too. Effective role modelling of the relevant aspects of the National Training Reform Agenda can begin in teacher education.

**Professional development provider is not the same as the employer**

It is believed that a critical, constructive reflection on current practices and the discussion of alternatives can be facilitated more effectively when the training is provided by other than the employing body. Non-homogeneous groups mixing TAFE trainers with educators/instructors/facilitators from other formal or non-formal sectors can offer much reflection on modern roles of fellow professionals. The university provides an ideal accredited vehicle for achieving this aim.

**Professional development structured pathway**

All too often professional development appears to be a series of random unrelated training acts. A structured pathway is needed to efficiently help TAFE staff resolve their training needs so that they can in turn provide that same service to their student and industry clients. Professional development must be considered as an ongoing process of strategic importance to the employing TAFE body.

**Accredited recognition of professional development qualifications**

Following formal teacher education is the possibility of continuing education and postgraduate studies. A framework, on which TAFE teachers can build their professional development opportunities in a coherent, recognised and justifiable manner, needs to be developed. Life-long learning should be encouraged and promoted in a viable and meaningful way.

Universities offer unsurpassed quality control in training, however healthy debate on access, content and relevancy should be encouraged. Here universities can act as a education benchmark as long as the process remains open for negotiation and productive for all parties. It is believed that teacher education studies at university would result in a higher level of teaching/learning skills and thus lead to a more fulfilling vocation for TAFE teachers.

**Combination of generality and specificity**

University teacher education provides the possibility of offering students a broad background of study which will strongly support their professional practice as well as specific skills for managing their everyday teaching/learning
environment. TAFE teachers are specifically recruited for their teaching of vocational skills and knowledge. It is in the process of facilitating training that most beginning TAFE teachers require training themselves. It is believed however that the combination of general and specific reflection on teaching and learning should facilitate the development of a more professional approach to vocational education and training.

In a teacher education program which caters for a wide range of participants, such as the program offered at Murdoch University, the issue of specificity can be addressed in a number of ways. At the program level, elective units can be introduced for students to choose from according to their own personal and professional interests and needs. At the unit level, flexibility can be introduced by: developing modules which cater for targetted needs; establishing special interest groups and activities; allowing students to write assignments that incorporate their professional experience; or asking students to develop portfolios which are directly relevant to their study area.

*Collaboration between TAFE and universities*

Various types of collaboration between universities and TAFE can take place at the formal and informal levels. The following issues can be considered jointly.

*Types of programmes*

In Western Australia, approximately half of TAFE teachers are graduates, the remaining half are undergraduates. Seventy-eight % are not formally teacher trained on recruitment. Therefore, negotiation should take place with universities to examine the range of undergraduate and postgraduate programs available for the professional development of TAFE teachers (e.g. Graduate Diplomas in Education, Bachelor's degrees, Masters degrees, Professional doctorates).

*Type of units*

Negotiation would be useful to ensure that programs offered by universities incorporate some useful general professional development units (for e.g. curriculum development; teaching/learning; context-based study) as well as some relevant specific professional development units which more closely meet the needs of vocational teacher educators (for e.g. flexible units with modules and electives from students' own study areas).

*Content of specific units*

When considering unit content, thought could be given to the types of learning environments that TAFE teachers operate in, such as classrooms, workshops, laboratories, fieldwork. Each of these require the development of
specific teaching skills. In addition, the National Training Reform Agenda will require TAFE teachers to develop specific understandings and competencies that expedite Competency Based Training, Recognition of Prior Learning, alternative delivery methodology and lifelong learning. In collaboration with TAFE, University teacher education offers a timely opportunity to prepare TAFE teachers for their role.

**Organisational issues**

TAFE teachers operate in varying conditions so flexible delivery of teacher education courses is essential to accommodate TAFE's own flexible delivery patterns (for e.g. evening classes, summer schools, external modes of study).

**Issues of accreditation and Recognition of Prior Learning**

Recent guidelines from the Australian Vice-Chancellors' Committee encourage universities to recognise appropriate prior learning in the granting of credit in university courses. In the past the issue of credit transfer for recognition of prior study in an Australian university or TAFE has been applied, but the issues of credentialled prior learning (e.g. professional development courses such as the Teaching Learning package) and the uncredentialled prior learning have yet received little recognition. Prior learning can be recognised without compromising standards. The recognition of alternative forms of professional development needs to be articulated for the establishment of pathways.

**On-going liaison between universities and TAFE regarding teacher education**

On-going liaison is desirable between universities and TAFE to ensure that the needs of vocational teachers are met and that any potential discord is averted. TAFE lecturers have a responsibility to internalise and promote their own professional ability achieved through education. Any dissatisfaction about programs or courses should be discussed in a constructive way and negotiated between interested parties. TAFE representation on the relevant university teacher education programme committee will ensure efficient communication and establish a beneficial two-way interaction process between partners. There is however an issue of current concern. With the current movement, within TAFE, towards devolution and college autonomy, the provision of a central representative body will need to be examined. It is believed that liaison with multiple partners (in this case TAFE colleges) would have an inhibitive effect on a partnership with universities.
*Pathways for the professional development of TAFE lecturers*

This paper has proposed a teacher education model using a partnership between TAFE and University. This collaborative approach, utilising the strengths of both organisations, provides a pathway of professional development for the staff largely responsible for the implementation of the National Training Reform Agenda. Fundamental to the pathway is the early provision of teacher education to those TAFE teachers commencing employment without formal teaching qualifications.

A key feature of this pathway is the direct transferability and applicability of new skills and knowledge into the TAFE classrooms, workshops and laboratories. These new skills and knowledge will promote the development of a range of alternative instructional strategies that will optimise the quality of students' learning outcomes. Immediate beneficiaries are the TAFE students, the industries they serve and Australia.

With TAFE overtaking Universities as the predominant post-secondary destination, the TAFE teacher education issue deserves high priority from decision makers.

It is believed that only through a University TAFE teacher education partnership will develop a professional, progressive and adaptable workforce capable of expediting the National Training Reform Agenda. Australia, to reach its social and economic potential demands no less.
PROFESSIONAL DEVELOPMENT PATHWAY (proposed)

ENTRY
- Induction TNSDC (6 hours)
- Handbook (12 hours)

INITIAL TRAINING
- Teaching and Learning TNSDC (76 hours)
- Certificate in Workplace Training (235 hours)

INITIAL FORMAL TRAINING
- Undergraduate or
- Postgraduate Teaching Qualifications

CONTINUING TEACHER TRAINING
- B.Ed
- M.Ed
- Ed D
- Advanced Certificate for Professional Development?

VOCATIONAL UPSKILLING
- Maintaining current technical competency
- Action Learning Workbased learning etc
- R.T.I Projects

Ongoing Professional Development for Teaching Staff

LEVELS OF COMPETENCIES

RECRUITMENT
Group Discussion Questions:

(Form groups of 4–5. Scribe to be elected in group and note points on o/h film. Spokesperson to be elected and present group findings to workshop at conclusion.)

QUESTION 1. General course content versus specific. What does TAFE, Universities and teachers themselves believe is relevant and useful for teacher education? What suggestions exist for a good balance to satisfy everybody? What is offered in other vocational teacher education programs. How does it work? You may also want to refer to the inclusion of the NTRA and CBT in teacher education.

QUESTION 2. Quotas and DEET's position regarding TAFE teacher education. How has this problem been addressed elsewhere? How do universities respond to rapid changes in TAFE teacher numbers? What are the roles in the TAFE–University relationship?

QUESTION 3. Devolution process. How effectively does teacher education work in a changing TAFE structure? Is there a move to in–house teacher training? What concerns may emerge for TAFE, teachers, industry? What role do the universities have in growing TAFE college autonomy?

QUESTION 4. Models of teacher supervision. How can university training be transferred to "on–job" college most effectively? Associate, mentor, cooperating teacher models. Which models are most appropriate, feasible and why?

QUESTION 5. Uni–TAFE accreditation issues for TAFE lecturers. How should universities respond to the demand for RPL using in–house TAFE induction courses, professional development etc? How can teacher education be incorporated into a professional development pathway?
Collaborative negotiation and power: Vocational education, corporatism and social policy

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Abstract

Through a case where Vocational Education and Training (VET), corporatism and the Adult and Community Education (ACE) intersect, this chapter presents an argument that the present (VET) policies in Australia conscript discursive expressions from the ACE and corporate "quality discourse", such as collaboration, negotiation, equity, developing the whole individual, and teamwork, to position the recipients of the present government policies as instruments of implementation of those policies. This process is seen to be achieved through superficial aspects of the ACE sector discourse progressively "colonising" the traditional skills-based industry training field. A cohesive social theory which links macro socio-political issues of policy and corporatism is used to demonstrate how this colonisation is undermined by the reality of enacted policy. Then, using conversation analysis methodology, an analysis of a transcript of a segment of "negotiation" in an adult education setting is reported. This analysis provides the basis for arguing a view of the relationship between collaborative negotiation (as a purposeful method of achieving social change) and power (instantiated in the discursive resources of the conversational interactants). Finally, implications regarding the relationship between theory and practice in the enactment of collaboration, negotiation, power and the implementation of social policy are put forward.

Introduction

There has been a great deal written and reported about so-called "adult education". Modern Western governments are preoccupied with economic competition in a global and instant communicative market place, where the "all-at-onceness of electronic communication triumphs over separate cultures" (Adams, 1994). In this age, described by Agger (1991) as "fast capitalism" (p. 2), rapid social change has placed "lifelong learning", a term which is argued as a euphemism for a political economic re-training necessity, on an intersecting path with the agenda of employed and unemployed adults of all ages.

The purpose of this chapter is to analyse the relationship between collaborative negotiation in adult learning on the one hand, and power, instantiated in the discursive resources of the conversational interactants, on the other. Griffin (1991) makes the general assertion that "...adult education can function as a form of social policy" (p. 273), a function which is at odds with the liberalist motivations felt for adult education in many traditional contexts (e.g., Elsey, 1992; Whyte, 1994). With the rapid and large injections of money, which follows equally rapid shifts and changes in government policy in the Vocational education and Training (VET) sector, such idealist claims may in fact disclose the critical themes of power and control that a broader picture might demonstrate. For these reasons, this chapter views collaboration and negotiation to be purposeful methods of achieving social change, while power
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is the mechanism used to achieve the effect of collaboration and negotiation, and is instantiated in the discursive resources of the conversational interactants.

This chapter will use the term "collaborative negotiation" in the sense of its common usage in the sectors discussed here. Other terms can be used to have similar meanings to this term, and while it is recognised that there is a distinction in meaning between the separate words "collaboration" and "negotiation", they are commonly used together, and to refer to various communicative strategies in dealing with interpersonal and cross-sectoral interaction.

To argue a relationship between the broadly based mechanisms of policy-related social change on the one hand, and instances of collaboration and negotiation as agents of such change, assumes a broad and cohesive social theory which allows these connections to be made. To achieve this, the chapter will put forward such a theory (Falk, 1994), and proceed to illustrate how it can be used to explain the connections subsequently argued.

The theoretical relationship between discourse and social change

The theoretical problem that arises in making connections between discourse and social change is that there is no single coherent theory which accounts for the relationships of meaning between the level at which the discourse of social participants occurs, either as written documents or as conversations, and social theory. In the case of this chapter, segments of classroom talk of adult learners and their educators represent the 'micro' level, while socio-cultural discourses, including those to do with government policies, represent the broader, 'macro', social theory contexts in which they are located. The chapter addresses this problem through the utilisation of a new and coherent theoretical framework which synthesises existing theories about what counts as data, the meaningful interpretation of data, and wider social theoretical concerns (Falk, 1994).

In outline, this argument asserts that there are powerful socio-cultural discursive themes, or discourses (Gee, 1990; Macdonell, 1986), which impact upon everyday social activity, and in this chapter the particular activities are related to business and industry, government policy and adult education. It is argued that there are institutional derivations for these discourses, which are inscribed by the social sites chosen for discussion. The three groups of theories which form the bases for the new and cohesive explanatory theory were chosen and argued because of their applicability to the problems for the original study (Falk, 1994), and are equally applicable to the purposes of the present chapter.

They can be summarised as, first, critical social theory. Critical social theory (e.g., Habermas, 1972) allows a theorisation of the social construction of reality, knowledge and ideology, and of how socio-cultural discursive themes may be used to display the power of institutionally inscribed social practices which serve to reproduce the social order.

The second theory is an explanatory notion of "habitus" provided by Bourdieu (1992). Habitus provides a way of explaining how it is that multiple discourses might be reconciled by a single social subject. The social subjects, or conversational participants referred to in this chapter are the members of an adult education class. The multiple discourses likely to be evident here are those associated with skills acquisition, needs-based learning, the development of the whole person, collaboration, negotiation and teamwork. The third group of theories describes an interpretive methodology whereby the discourses which form the ideologically related groups of social practices of the adult education settings may be identified and made explicit.

Once made explicit, these discursive practices, instantiated as conversation, provide the data for critical analysis which allows meaning to be made of the discourses. The specific methodological theory which is adopted for this purpose is conversational analysis informed by ethnomethodological
principles. Ethnomethodology was developed and refined from Garfinkel's (1967) original work, and the conversational analysis deriving from it was extended and formalised by Sacks (1963, 1972), Heritage (1984), Button (1991) and others. It is not possible to provide details of ethnomethodological analysis within the scope of this chapter, but such details are available through the references already cited.

The relationship between power, and collaboration and negotiation

For the purpose of this chapter, and consistent with the broadly cohesive theoretical framework outlined above, power is theorised here as the differential perceptions of the social interactants' social activities. A key assumption of critical theory is that reality is socially constructed. This chapter further argues that reality is constructed through identifiable social practices called discursive practices which are interpreted differentially.

In fact, power is the name given to the perceived value-effect when one or more social practices are effective, or dominant. That is, power is a valued effect of these dominant differentially construed discourses. It makes little sense to talk of a social act as being powerful, since the same act could be named differently by different social actors, depending on their readings of the act. As an illustrative example, the social act of a win by a political party could be "read" as its powerful (and successful) policy provision for environmental policies by the Green group, or it could be "read" as a poor win which indicated weakness (and unsuccessful policy) for mining groups by the mining lobby. The same social act, then, can be read as powerful, as weak, or indeed as power-neutral, because the notion of power is a reading of the value-effect of a social act.

Viewing power this way provides a method of looking first, at what the social practices are which are exercised differentially, and second, how it is that those social practices are exercised differentially - the mechanisms that cause the differentiation to occur. This theorisation provides a way of identifying, through social practices, what the key discourses influencing macro issues of social policy, and micro issues to do with, for example, adult education pedagogy are, and in so doing, address the problem for the chapter, which is to demonstrate the relationship between collaboration, negotiation and power on the one hand, and the implementation of government policy in the VET sector on the other hand.

From the explanation of the broad theoretical framework and conceptualisations, the chapter now moves to show how this framework may be used to demonstrate how the process of collaboration and negotiation is related to conversationally instantiated power in an adult education classroom. After that, it can be concluded that these outcomes contrast with the policies enacted through already demonstrated societal discourses at a broad social level.

The discourses of socio-economic, educational and corporate contexts

In modern workplaces, billions of dollars are being spent on and committed to training. Continued employment or promotion is tied, often by union awards, to willingness to undergo training and re-training. For the unemployed, especially the long-term unemployed, adult education, evidenced as training, has had an equal impact. Once again, government policies have committed billions of dollars to training and re-training (e.g., Keating, 1994). Unemployment benefits are made largely dependent upon the recipients engaging with training and re-training. The goal is for the unemployed to gain
entry into the workforce, and has the double purpose of developing a pool of people with, it is anticipated, skills for the future, in readiness for the time when those skills which have been the subject of the training are in demand. In short, there is an enormous amount of training occurring, where training is taken as one kind of formal adult education.

### Traditional HRD and ACE discourses

Traditionally, the workplace "training" discourse, associated with the field of (HRD) is "hard-nosed", revolves around meeting training objectives, is concerned with gaining skills, manages outcomes, undertakes "objective" assessment and is concerned with issues related to "bottom-line" profit and loss (e.g., Donaldson & Scannell, 1986; Kroehnert, 1990). It would be quite foreign in traditional workplace HRD training to hear any discourse associated with, for example, "educating the whole person", "equity" or "negotiating individuals' goals and needs". The latter terms are associated with some school education, as well as with aspects of the Adult and Community Education (ACE) sector of adult education (Aulich, 1991; Harris & Willis, 1992; Kangan, 1974). The wider origin of this ACE discourse was associated in the past with the largely volunteerist, social welfare and indeed social activist and social change within the educational provisions in the UK, the USA and Australia (e.g., Candy, 1991; Lawson, 1989).

By adopting objectives related to social change, however, brings with it some historical consequences. As Griffin (1991) remarks, it not only involves adult educators "...in a construction of 'good practice' but also leads them to attribute ignorance, powerlessness, passivity, and so on to their clients" (pp. 268-269). A significant consequence of this attribution would be that the "good practice" which becomes naturalised acts to perpetuate and in fact reproduce the status quo. It is the ACE discourses which are most likely to be found in basic adult education training for the long-term unemployed, since those who provide the training and re-training programs for the unemployed are teachers and trainers largely from the school and ACE sectors. In the various discourses and data which arise from the analyses reported in this chapter, then, there may become evident discourses which reflect a particular construction of "good practice", and, following Griffin (1991), pedagogical practices which replicate the learners as ignorant, powerless and passive.

In summary of this section so far, there has been a situation where, in industry, the HRD function has been represented by discourses reflecting profit-driven, company-oriented and skills based concerns, while in training the unemployed, the discourses have been centred on the needs of the "individual learner" and educating that "whole person" through "negotiated needs-based" and "collaborative" learning. It is interesting to consider how the long-term unemployed person trained in ACE ways would "fit in" when employed in workplaces whose discourses are bottom-line oriented. But that is not the main focus of this chapter.

The main focus, as already identified, is to do with the parallels between the micro processes of corporatism and adult education, and the macro purposes of government policy, instanced in the VET area. Griffin (1991), for example, remarks that,

...while the ideology of adult learning continues to reflect control by individual learners, in fact the state and business and industry play a major role in determining the ultimate shape of much adult learning. (p. 273)

Griffin's comment lead to a consideration of the two remaining partners in the present scenario: the discourse in the modern corporate sector of the Total Quality Management (TQM) movement, and that of recent government policy in
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VET, where the two can be seen to intersect. The first to be considered is that of TQM.

**TQM discourse**

The discourses of the TQM "New Age" adult learners parallel those of the Adult and Community Education (ACE) sector, represented by ideas associated with "educating the whole person", "individual needs", "empowerment", "equity", "negotiated" and "collaborative" learning. This is the discourse which has been conscripted or reinvented by the fast capitalism of the corporate sector, namely terms surrounding the idea of Total Quality Management (TQM), teamwork, flexible work patterns associated with capacity to manage change (or innovation) and communicate effectively, empowerment and collaborative problem solving (e.g., Business Council of Australia, 1990; Cocheu, 1993; Gee, 1994; Senge, 1990). So the traditional HRD values are currently seen to be giving way to the discourse of globalisation, communication (global and interpersonal) and change.

An examination of a cross-section of the national recruitment, business and property sections of the Weekend Australian (Sept 10-11, 1994) revealed support for these attributes. Job applicants for human resource positions were all expected to manage change or innovation as well as to possess high levels of communication skills. Communication skills is also used as a descriptor for getting on with people, team worker and other leadership skills: "You will also take an active role in the development and implementation of innovative HR policy and planning", "Excellent communication skills are necessary", (Human Resource Personnel). Another job advertisement required, "Effective leadership and highly developed interpersonal skills, including ability to communicate to all levels of a multi-disciplinary organisation", with "an innovative approach" and "extensive experience in change management" (Human Resources Manager). A "Human Services Co-ordinator" position requires "...a track record of successfully implementing change in the workplace" and "the ability to communicate effectively with people at all levels" (Human Services Co-ordinator).

The business and property sections of the same edition of the Weekend Australian address the globalisation issues as well as adaptability, change and communication. In "Education vital to future success", Moss states that "If you can't adapt for the future, get out of the way of those who will", where the future is one where "equity will dominate under the 'greater influence of globalisation'. Business people in this sector will, Moss tells us, "rely more on research, due diligence and demand higher education levels" (Property Review, p. 8). In the "Investing in People" feature titled "Managers lack skills as leaders", Karpin is quoted by Hutchins as asserting that managers presently lacking the required skills of "...foresight, vision and flexibility" (p. 61). In addition, he lists the challenges for Australian managers in the future. They must, he says, be able:

- To master a complex, fast changing and possibly unfamiliar competitive environment.
- To manage relationships with Asian customers....
- To master the new drivers of competitive success.
- To lead an organisation of quite different design and to work well with new sorts of colleagues. (p. 61)

In a changing corporate discourse where even "equity" is used as an influence which will "dominate", the colonisation of the HRD discourse by the elements in common between the ACE and TQM discourses is visible. The final view of discourse is provided by a snapshot of part of a recent government policy document on unemployment.

Ian Falk © 1994 19 September 199
VET policy discourse

The discourse of the Vocational Education and Training (VET) discourse displays the key elements of the recent government policy discourses in the area. Here is one section from "Working Nation: The white paper on employment and growth", Keating (1994):

Employment opportunities for young people will be expanded by accelerating reforms in vocation education and training to produce a system which:

- Responds to industry concerns about the relevance of training, and which engages industry in determining the direction of training reform;
- Offers a variety of paths including traineeships based in schools, TAFE and industry, and which can be adapted to the needs of people at different stages of their working lives;
- Is based on a competitive market, consisting of both public and private training providers;
- Gives disadvantaged groups access to training; and
- Concerns itself with what individuals can do, rather than how long they have spent in the system."

When Dawkins was the government minister responsible for the area, his discourse (e.g., 1988) was one which combined vision with economic rationalism. The vision of the late 1980s was of global economic competitiveness and a realisation that Australia must reshape its industrial structures and processes in order to be a serious player on the world economic and political stage. This global visionary placement of Australia was paralleled by the harshness of economic rationalism, where "clever country" policies were only demonstrated through discourse about "skills", "upskilling", multi-skilling" and so forth.

The passage quoted above illustrates the contrast with the recent policies in VET, and the result is quite a different flavour. Note the talk about the "needs of people", "access" and therefore equity for "disadvantaged groups" and some talk of "individuals" whose training provisions "can be adapted to" across "different stages of their working lives". This discourse appears side by side with "industry concerns" determining "relevance" and the "direction of training reform", "competitive market", and a statement that what counts is what individuals "can do", a reference to the competency based training (CBT) policy initiatives, as opposed to the older time-serving system: "how long they have spent in the system". This kind of shift in policy discourse represents a radical change. In fact the change is in itself a reflection of the changes, and perceived need for change, in industry.

In short, in the last few years, the Total Quality Management (TQM) and ACE discourse has increasingly encroached on the HRD area, while the ACE discourse of the unemployment re-training sector is viewed as encroaching on it from the newly recruited employees' direction. In turn, the government policy discourse has shifted dramatically from the hard-nosed, skills-based talk, to a discourse which draws significantly on the ACE sector. This chapter is finally concerned with the implications of this process as seen to be achieved through superficially conscripted aspects of the ACE sector discourse "colonising" the traditional skills-based industry training field. The parallel for this scenario of enlistment-to-a-cause is found in the micro discourses in adult education provisions for the long-term unemployed, which is now used as an illustrative case of how the ACE discourses are enacted in a specific training setting, and to what ends this occurs.
Micro discourses

Training programmes for the long-term unemployed are key sites where these discourses intersect and contest: they are the tangible product of government policy funding; the teachers or trainers themselves represent educational or training sectors of different sorts; and the participants’ futures are intended (by the policies) to be headed towards employment in the instant and global communicative interaction of the New Times corporate, business and industry sector. The skills and knowledges required in New Times are claimed to be those of "flexibility", "broadly-based thinking skills", "problem solving", "self-direction", "team problem-solving" and so on. In view of these macro discourses already displayed for consideration, one might expect to find parallel micro processes in place in a training provision.

The adult education class from which the following segments and examples are taken are not claimed to be a necessarily typical provision for the unemployed. The class is an adult literacy and basic education group. The students are referred by the Commonwealth Employment Service (CES). The teacher is experienced, and one whose background has for many years been with adult literacy and basic education groups. The teacher's background would therefore be expected to demonstrate aspects of the ACE discourse, where pedagogic activity would include respect for developing the whole individual, needs-based collaborative learning processes and so on. Since this teacher's background is not from the traditional HRD sector, the kind of skills and behavioural objectives orientation of HRD of the 1980s is not likely to be in evidence.

About the lesson

The teacher chose the lesson content because she stated that she had observed during the initial assessment procedures that most of the students had difficulty with punctuation. So the first point to note is that, of the possible range of topics the teacher is able to choose from, she chose "punctuation". Her reasons for selecting this topic are disclosed during the interview session which followed the lesson. During this interview, the teacher made the following comment, where the double brackets indicate the transcriber's best guess as to the spoken word:

...they're motivated but they sort of don't quite know for what purpose and for example we wrote a letter of request of, you know, I'm trying to get into all different types of ((writing)), we wrote a letter requesting information and they said, "Why would you write a letter? We'd just sort of ring up". One level it's true, but then it also helps. It's worth having that kind of skill so I'm constantly battling to find a context to operate in and to try and make what they do manageable.

The explicit nature of this teacher's reflection on her value position does, however, run counter to the information available from her initial assessment of the students who entered the class. The data take two forms. First, there are direct transcripts of two initial assessments of two students in which their reading and writing "needs" are elicited and discussed. Second, there is a transcript of an interview with the teacher about the criteria she used during the initial assessment process. In this case, the same person performs the initial assessment as places them in a class group and then teaches the lesson from which the later transcripts are taken.

In the latter two sets of data, there is only one reference to punctuation, and this occurs in the following sequence where the interviewer and teacher (T)
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is discussing the potential student's (S) work-related literacy requirements ("the paperwork") in a new office job, where the teacher has asked if any other staff members can help out with these tasks:

T: They help you with the setting out and...?  
S: Yeah - again, if I gave them the stuff in writing they would knock it into shape - punctuation, pronunciation.  
T: So they can do that for you?  
S: They do that. They just automatically - they do that for the Chief Executive.

While there are many references made by students to their needs for improved writing skills, in this single reference to punctuation as a distinct topic, it is not one of the major problems for this student.

However, the "rightness" or otherwise of the teacher's choice is not in question here. There is little doubt that the skills of being able to punctuate properly are important in many workplace contexts and other life applications, in spite of the advent of high technology and software packages which can assist. This examination is not intended to undermine or criticise teacher work or judgements. Rather, it is examining what this teacher does, and to what ends, as she "negotiates" during this lesson.

One reason the teacher reflects on her choice of punctuation, it is surmised, is because this selection of content could, in fact, run counter to a strictly "needs based" negotiated approach: she has made a clear choice, based on her values and experience, "for the good of" the students, rather than simply "giving them what they need", issues and contradictions about the needs-based approach are dealt with more fully elsewhere (Falk, 1991; Osmond, 1986). The point of singling this information out for examination is the place it occupies in relation to the micro-macro theory which supports this analysis. Here, the question must be asked: What relationships are there between the teacher's process of "negotiation" and the broader social contexts in which the training of the long-term unemployed, for some future skilled labour-pool, occurs?

The teacher noted of the students in the group later that, "...none of them ever read, none of them ever write, they don't know why they want to read and write". In the context of a training provision where students have come along to do precisely these activities, the teacher chose what she hoped would be a motivational text for the punctuation, but in the 108 turns of classroom talk from which the various segments are quoted below, the lesson did not proceed according to expectations. In the excerpts which follow, one "turn" of conversation is taken as the words spoken by the teacher (T) or students (S) in sequence. The turns are numbered for ease of reference. Single empty brackets indicate that the word or words are untranscribable. Double brackets around a word or words indicate that this is the transcriber's best guess as to the meaning:

1  T:  .... Now, the reason I chose this piece, I thought it would be quite a fun one to look at punctuation so what we're going to do is now go through and - have you got a highlighter? Have most people got a highlighter? Highlight everything you think is punctuation in that piece. Anything that is there. We might ( ) some other things.

2  S:  What are we supposed to do?

3  T:  Just put a little highlight on anything that you think is...
punctuation. So, do you ( )?

4 S: I was just going to ( )

5 T: Yeah you can do it together. You don't have to do it on your own. If you want to work with someone else to help you.

6 S: What about brackets, are they punctuation?

7 T: Yep.

8 S: ( )

9 T: No, because I am waiting for people to get some more. Are you looking for me Greg?

Here the teacher and students are beginning the activity. The nature of the talk, with the question and answer patterns, is similar to classroom talk in other ACE and school settings. Students are able to clarify aspects of the exercise. They are encouraged to group together to do the work in "teams". The teacher uses encouragement strategies similar to those used in school classrooms, as in turn 9: "...I am waiting for people to get some more".

From turn 13, the teacher initiates a question in what is recognised as an Initiate-Respond-Evaluate (IRE) pattern (French & Maclure, 1987)

13 T: OK, is that enough time? OK, why do you think we use punctuation, what does it do?

14 S: Go on to the next sentence.

The student responds, the teacher clarifies (turn 15), the student gives an example, and the teacher evaluates in turn 17: "Right, OK".

15 T: To break it?

16 S: Yeah, like you're talking to someone ( )... so you put a full stop.

17 T: Right, OK. You put a full stop...so, yeah.

In turns 18 to 28 there are indications of difficulties in the talk. For example, most students do not seem to know what talking marks are:

29 T: Talking marks, OK. So they show you that someone is actually talking, it's quoting someone. OK. Another name for talking marks is quotation marks. Have you heard of that word?

30 S: Quotation....

31 T: Quotation marks. Don't worry about it but I'll just put it up there, if you come across it. Quotation marks. Anything else in there?

The teacher is here finding she has to shift and negotiate swiftly so as not to lose the group:

32 S: Brackets.

33 T: Yep. Now I'm not quite sure why they use brackets there. Has anyone got any guesses?
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34  S:  What are brackets for? What are they for?
35  T:  Well, I'm not sure why she's used the brackets there.
36  S:  You're not sure?
37  T:  No...

From turns 38 to 50, different punctuation marks are discussed, and the group is increasingly confused and reluctant to continue, as in turn 52. The teacher is trying to negotiate her way through the difficulties:

51  T:  A dash here, she's just added on another bit of... it's an informal way of writing, like when you're writing a letter to someone so it ( ) like gee it's cold here (dash) we should ( ) on, something like that. You know what I mean? Adding on. Now what I want you to do is, have we covered everything? Now what I thought we could do with this, because people don't ( ) punctuation, ( ) do ( ) with the other piece, ( ) do this tonight? Well I only have three copies, well I've got a big message ( ) can I say what I want you to do? You don't want to do it Graeme?
52  S:  I'll do it if I have to.
53  T:  Yeah, do it if you have to. I thought if we used this piece ( ) I could try and ( ) some of the rules of punctuation from the way they're used. So I thought if you spent 10 minutes ( ) OK, and then I've done a piece and if you can just have a look at this quickly, before you start doing that. Have a go at reading this without punctuation and see how difficult it is for you to read even though you've seen it before. There is no punctuation in this.
54  S:  You keep on reading it.
55  T:  You start reading it and.....
56  S:  ( ) without the commas.

The constant turns which interrupt the preceding turn, interspersed with the teacher's prolonged attempts at explanation, are conversation analytic signals of trouble in the conversation as the students' apparent antagonism to the exercise builds.

61  T:  Like, you have to stop and start, yeah. What else do you have to do? Do you lose the meaning a bit?
62  S:  Yeah.
63  T:  Is it hard to get meaning out of it?
64  S:  I'm still up to the second line.
65  T:  Are you.. ( ) stop ( ) right. OK. So you can break it up?
66  S:  Yeah.
I'm going to get you to do that in a minute but that's exactly what you need don't you to make sense of it.

Yeah.

Any other comments?

So, you're not actually getting the meaning?

By turn 71, it has become clear that the exercise is not able to be retrieved. The teacher then enters a different activity, called speed copying, as a way of "re-grouping" the lesson and finding, or negotiating, another way to approach punctuation, but by turn 87, the situation has worsened. However, turns 87 and on, especially turns 94 and 95 show the teacher negotiating with the students, and the decision is jointly constructed, by teacher and students through the talk, to proceed with punctuation, and the specific topic of "capital letters":

Maybe it's just a little bit hard for some people...

Yep.

Was it useful or is it confusing?

Very useful but very confusing.

You got a bit confused? Maybe it didn't quite work the way I thought it would work for you. I think I've taken too many jumps in what I've done. I've looked at people's writing and thought we needed to do some work on this but I think I was trying to cover too much at once so what I've been able to do is get a picture of where you're at from this. What do some of you see that you need to work on in relation to this?

Discursive elements of the ACE discourse are once again establish in the talk, such as the "needs" referred to in turn 91, the explicit teacher reflection about the failure of the lesson so far, again in turn 91: "I've taken too many jumps", "and thought we needed to do some work on this but...", and "I was trying to cover too much at once", with a re-grouping comment that the lesson has allowed her to "get a picture of where you're at from this".

As this sequence progresses, one student provides a solution to the teacher in turn 94:

Cause we all ( )

Well ( ) for you. Other people?

I can't ( ) a capital letter.

Right. Do people know when to use capital letters?

For the name of something.

Yeah, for the name of a person or place.

When someone talks.
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99  T:    When someone starts to talk?

100 S:   Yeah.

One student responds to the IRE sequence initiated here and the lesson progresses through a short, straight-forward IRE and clarification process in turns 98 and 99, yet the teacher shows she knows that the lesson is still not on track with the lengthy and difficult explanation in turn 103 which, it eventuates, mystifies the whole topic of punctuation, ending as it does on a different topic, namely a teacher question which seeks an explanation for the lack of interest evidenced by teacher and students through the talk:

101 T:  Grant and I were talking about that. Did other people work out when someone starts to talk? There's something that ( ) help you there.

102 S:  The "I".

103 T:  Yeah, if your talking about yourself you tend to say "I" this or "I" that so when you think one ( ) then you would be referring to someone else so you wouldn't put talking marks but if you see that they're referring to someone speaking, I did this or I did that or it happened to me, when you're talking about yourself and in this case the woman who ( ) she ( ) the interview to talk about what happened that's only quoting what she's saying, that's when you need to put them in. But don't panic about it because we can do some more work on it and they're not the most important thing. The thing that I ( ) on would be full stops and the capitals OK. So if you had trouble with those you know that you need to work on them and think about maybe when you are editing your writing. Don't worry about it, I don't want you all to start worrying about failing you're going to do all right, OK. This is something you do when you are ( ) what you've written, OK. It's important when you start writing to get your own views down and then when you go back and revise it and change it that's when you can worry about punctuation. I didn't do this to get you all hung up on punctuation, is that clear? I thought it was a skill that we needed to start with now. Yes, no? You're all ( ). Is it Monday-itis?

104 S:  No.

105 T:  No? What is it?

The work of the conversation ending in turn 103 is to switch topics in the lesson. The teacher identifies the "cause" of the difficulty, which she recognises through her comment in turn 103, "I didn't do this to get you all hung up on punctuation, is that clear?" In making this point clear, the talk acts to contradict the teachers assertion to the contrary, since she and the students display their mutual state of being "hung up on punctuation" through the evolution of the transcript. The periods of negotiation evidenced during the entire sequence has succeeded in allowing the students and teacher to jointly construct a result where both recognise that the lesson so far has not worked. The conversation has so far provided a warrant for asserting that the teacher and students have jointly constructed, through "negotiation", a value position for punctuation as a mystified, difficult, and possibly irrelevant exercise.

The topic of punctuation is still not ended. The teacher apparently uses reference to full stops in turn 107 to round off the lesson segment on
punctuation and leads to another activity:

107 T: OK, what we're going to do know, forget about that, we'll come back to it and I'll ( ) focussing on ( ) full stops. I ( ) forget a piece of purple writing from anyone? Remember early on in the course we did, I had that ( ) copy and ( ) copy? Remember there were about 50 topics that you could write on about the last time I was drunk or a person I admire. Have you all got that list? It would be right at the beginning. Remember?

108 S: Yeah.

The teacher here is faced with a number of constraints. One is that the students are there for a set period of time per week, every week, for several weeks. They must be taught and motivated and encouraged to enjoy the learning process. This teacher is seen to negotiate with the class for jointly constructed and jointly agreed outcomes. Through the joint construction, the activities are repeatedly returned to the punctuation activity in some form or other. Finally this is switched to a writing exercise, with reference to returning to "full stops" at a later time.

Given the constraints and pressures encountered by the teacher, what can now be said about the role of "negotiation" in adult learning in this ACE setting? The section which follows addresses this point, and, after that, continues to explore the relationship between these micro instances of negotiation and the place of negotiation in the VET sector, TQM discursive enactment.

What does negotiation do?

In the report of the analysis above, there are some observations which can be made, given the diverse backgrounds and experience of the group of long-term unemployed people who are the students. First, the teacher recognises she has chosen too much to do too quickly for this group. However, of the other clear choice open to her, namely to abandon the activity of punctuation, the teacher elects to negotiate a way around this difficulty. There is a point around the middle of the sequence where the lesson could have completely shifted its direction, but this was not a teacher-selected outcome, in spite of conversational student responses in, for example, turns 52, 62, 64 and 70, which indicate that they were not pressuring to continue with punctuation.

Another point that should be made here is that the teacher ends up doing what she originally selected to do, namely teach punctuation in some form or another. Recall the teacher's later reflections about why she had chosen to do punctuation. One purpose of the negotiation process here, then, might well be to allow the participants to feel better about "doing" something that the teacher "knows" they "need" or "should" do. The other and related point is that the roles of teacher and student show instances of power being enacted. In the process of negotiation, the power which the teacher's negotiation displays, through the teacher controlled IRE patterns and the teacher-select procedures (of turns and of topics) results in a predetermined course of action unfolding.

The discourses of ACE are evident in the teacher talk, both in the lesson and in the subsequent discussions. The content chosen for this particular lesson is a skills-oriented segment. Some students pointed out that, in their present daily lives, they do not use the literate technologies that the teacher values ("It's worth having that sort of skill..."). The students refer to alternate, spoken means for achieving the same end. In terms of the actual uses of the literate technologies which the teacher endorses through her choice of this content over other possible choices, then the point is here made that there is little evidence in
the wider socio-political contexts available which would support the grounds for such choices.

Negotiation in Vocational Education and Training

Viewed as a case of negotiation in a site of formal adult education, the illustration shown here has parallels within the enactments of VET policy through the ACE and TQM discourses. Both discourses serve to position the students in training programs for the unemployed, and the employees in business, industry and VET, as instruments of implementation of the policies. In both sectors, the relationship between collaborative negotiation is shown as a government funded policy method of achieving social change, while power has been shown to be instantiated in the discursive resources of the conversational interactants. The "cosy" expectations and aura of the "collaboratively negotiated" interactive processes have been argued to be largely hollow, serving to maintain the power and control of one party over the other.

Yet in both the cases of VET and ACE, there is an expressed requirement for "...foresight, vision and flexibility" (Managers 'lack skills as leaders'). Workers of the future must be problem-solving, creative, flexible, wholly educated individuals. The question must be asked as to how the gap between this rhetorical prognosis for future workforce and employment profiles can be reconciled against the reality of the present training and educational processes and contents.

Theory-practice in education and training for adult educators

The key implication for this chapter, then, is in the area of trainer and teacher education for trainers and teachers of adults. Such courses should include substantive text or discourse studies, including language education, specifically sociocultural, critical language and literacy education, within every facet of that education and training practice. Falk (in press), for example, argues that such critical discourse and language analysis should and can be part of all levels of training and education, in short training and professional development courses, as well as longer adult education courses; in that paper, Falk also makes clear that there is evidence in present times that a lack of critical education is, in fact, counterproductive to the government's agenda for 'clevering' Australia.

The related, but equally as important, issue is how this training will be strategically and adequately funded as an integral part of VET policy implementation. Further, the missing link in the policy-practice-policy cycle seems to be generally in the implementation of consistent and cohesive practice from the theoretical principles to the teaching or training practice. The latter implication might stem from the perceived divisions between theory and practice, where practitioners often regard theory as being remote and somehow separable from practice, and academics regard practice in the same way. In the context of adult education, the inseparability of theory from practice is argued more fully elsewhere (e.g., Falk, 1994; Millar, 1991). Such arguments indicate that practice is, and can only be, enacted theory, and it is the origin, cohesiveness and nature of the lived theories upon which "naturalised practice" occurs which can be examined, made explicit and developed.

The theory versus practice schism, however, seems to be the single greatest factor preventing the thoughtful development of consistent and reflective learning activities which would stem from the liaison between critical academics and critical practitioners, curriculum developers and policy makers. Even as these words are placed on paper, they make categories of meaning which have tended to once again create the "divide" between theory ("academics") and practitioners (the others), whereas all groups involved
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should be equally as concerned with the theory and the ensuing practice.

Those adult educators, from ACE, VET or business and industry who read so-called "academic" works such as this one, then, will often fall into two groups: those practitioners who are interested in how theory relates to their practice; this group might finish reading this chapter and say, "Interesting, but it didn't tell me anything I didn't suspect already, and the chapter doesn't indicate what I might do about the problems suggested". The key question to consider here is: How can both groups work to develop theory-driven practical solutions to this problem?

The second group's response might reflect Griffin's (1991) remarks cited earlier in this chapter that, in the case of those adult educators who construct versions of 'good practice' which are derived from the social change tradition, their views lead them to attribute ignorance, powerlessness, passivity, and so on to their clients (pp. 268-269). It was forecast that a significant consequence of this attribution would be that the "good practice" which becomes naturalised acts to perpetuate and reproduce the status quo. So the response of the second group might be to express resentment at the apparent "criticisms" of their naturalised "good practice", and pass off this critical discussion (and others like it) as gratuitous point-scoring for academic career promotion purposes. The key question to consider should this be the response is: What is it that is being defended, and is the naturalised good practice which is being defended defensible in the light of the broadly-based socio-political contexts described here in which the practitioner's work is daily embedded?

Concluding questions

This chapter has raised questions about a number of important issues. As a result of the broad and cohesive theoretical position used as a framework for interpreting the discursive analyses, the whole notion of "collaborative negotiation" is called into question. The purpose of such negotiation in adult education, such as the instance used in this chapter as an illustrative case, is seen to be one of jointly reconstructing an acceptance of the teacher's pre-selected activities. The result of the lesson is that the students have not had a "choice" about what they will do. The teacher's empowered selection of the content, as well as her well-rehearsed school classroom techniques of Initiate-Respond-Evaluate, serve to deny any real choice to the students in these instances of negotiation. While not argued fully here, it is nevertheless apparent from the conversation analysis that the discipline, content and social relations of schooling are seen to be reproduced through the jointly constructed meanings made.

The rhetoric evident in the complete transcript material of the adult education classroom is permeated with ACE discursive traits, while the reality, when viewed and analysed against the broad social theory, shows the power and control used in collaborative negotiation to achieve pre-determined ends. It is argued that this is also the case with the VET enactment of policy through the solicitation of the TQM and ACE discourses, where employees are encouraged to share visions of the future and to work collaboratively in teams using negotiation and high levels of communication. Workers will be enlisted into the corporate vision by leaders with qualities which "...inspire(s) others and influence(s) them to rally around and support a mission, a goal or an idea...inspiring those around you" (Managers 'lack skills as leaders').

An important group of issues flows from this demonstration and the parallel case argued from it. One group of issues is associated with the relationship between initial needs assessments and the course, programme or curriculum constructed as a result. The related and implicit issue here is the criteria through which powerful decisions are taken about the process and content of various adult training and educational provisions. Another group of
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issues revolves around the instructional procedures required (or desirable) in adult learning settings. A further group surrounds the matter of selection, referral and placement of trainees in various VET programs for both the employed and unemployed, in industry or the community.

Yet another group relates to the often discussed division perceived to exist between the Vocational Education and Training sector, and that of the adult education sector. These two groups of people are originally from different discourses. VET was associated with the business and corporate, profit-motived commercialism. Industry trainers "knew" precisely what they needed since their programmes were derived from clearly set out Training Needs Analysis procedures; they had objectives and strategies to achieve these targets, had their "feet on the ground", and were largely lacking in formal teaching or training qualifications. The ACE sector traditionally viewed their role in the community as the "real educators" and teachers. They were usually trained and qualified. They viewed any involvement with the VET sector as somehow demeaning, requiring them to "get their hands dirty". ACE sector adherents might justify their activities by reference to groups of established (but ill-defined, narrowly conceptualised and sporadically theorised) "good practice".

One argument made throughout this chapter is that the situation in both these sectors is presently similar. In both cases, the discourses and associated social practices are acting to harness the employed and unemployed to a wider, macro social agenda which goes largely unquestioned in the micro VET and ACE instances of collaborative negotiation. It is therefore posed that the division between these sectors is not now as "real" as it may once have been. In the vortex of fast-moving policy and funding shifts caused by events such as the Australian National Training Authority (ANTA) and its funding of the VET sector, there are present vacuums, confusions and contradictions. Few people, if any, have a firm grasp of the "whole" VET picture at a national level.

At the implementation level, there is a vacuum of similar proportions. Who is asking critical practitioner questions, such as, "Who really does benefit from teamwork, collaboration, negotiation and so on?", "Whose ends are served by the adoption of these discourses?", "Who stands to gain, and who to lose in this case?", "What is 'good practice' and how does this practice relate to the socio-cultural setting?" and "Why is it wrong to defend the indefensible in educational practice?"

A final group of issues is embedded in the tension between government policy and its means of enactment. In the final analysis, there will be disempowerment and disillusionment created by the sleight-of-hand perceived by the participants when the rhetoric of "quality", "vision", "collaboration" and "negotiation" (and "equity"?) is seen to be hollow. This is likely to lead to an undermining of the gains made, distrust between sectors, and a breakdown of co-operation and communication, reinforcing the growth of an alienated 'underclass' of both employed and unemployed persons. A close amalgamation of critical theory with critical practice in lifelong adult and vocational education has the potential to ameliorate the micro issues relating to pedagogical practice, and the macro socially disruptive aspects of the Fast Capitalist all-at-onceness of social change.

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the Australian Association of Adult and Community Education.


SERIAL PARTNERSHIPS: EMPOWERING CLINICAL INSTRUCTORS IN THE HEALTH PROFESSIONS.

DAVID MEAD AND BOB CROSTHWAITE.

A PAPER TO BE DELIVERED AT THE FOURTH NATIONAL WORKSHOP ON VOCATIONAL TEACHER EDUCATION 14th OCTOBER 1994, BOX HILL COLLEGE OF T.A.F.E.

INTRODUCTION:

In 1988, at the request of the Professional Accreditation and Education Committee (Victoria) of the Australian Institute of Radiography, a joint steering committee was initiated with the Hawthorn Institute of Education to develop courses in clinical instruction for radiographers. The courses that emerged from that partnership were the Graduate Certificate in Clinical Instruction and the Clinical Instruction strand of the Graduate Diploma of Education. This paper is concerned, in part, to describe the development of those courses in clinical instruction in partnership with the Australian Institute of Radiography. In the period since the courses were developed the student base has expanded from those who were primarily in the field of Medical Imaging to include nurses, dietitians, doctors and a wide range of professionals working in the health care industry. The paper will have as its main focus the impact of a research based course unit on staff, students and their professions. It will be suggested that the act of research has been an empowering force for many of those involved and that the product of the unit has been a series of partnerships at the personal, institutional and professional level. Material from successive evaluations of the unit will be presented.

The presentation of the paper at this conference will include the experiences of two former course participants, Kate Wilkinson, Head of the Education Unit at the Peter McCallum Hospital and Jeff Davies, Senior Pharmacist in charge of Out Patients at Monash Medical Centre. The first will present empowerment as a personal experience; the second the way in which this empowerment can extend into a professional context.

PARTNERSHIPS:

The theme of this conference is managing partnerships and future directions. We are concerned in this paper with partnerships that emerged from a curriculum initiative and its
impact on individuals in their working context. A partnership is usually described as occurring between two people or groups. In the case of the development of this course and the development of research skills in the context of this course we must emphasise the serial nature of the partnerships involved, their continuity, and the diverse nature of the partnerships that have evolved since the initial development of the course.

In considering the development of the course in clinical instruction that emerged from the initial partnership with the A.I.R. and the subsequent broadening of the intake of students to include health practitioners from fields other than Medical Imaging it is possible to identify several discrete though overlapping partnership categories.

In such a model we have chosen to focus on six discrete partnerships though clearly there are other potentially congruent relationships in the model.
The first partnership was focused on the need for a course with certain staff developmental features. The second on the creation of such a course, the third on the delivery pattern with emphasis on the experiential role and the paradigm shifts involved. The fourth began to emphasise the outward looking aspects of the course and its connection to the practical world. The fifth the connection to the world of research and the last the connection to the profession in the form of research input to practical professional problems and issues. We will focus on each of these partnerships in turn.

1: THE NEED:

The initial partnership between the Australian Institute of Radiography and the H.I.E was created to develop courses in clinical instruction for radiographic practitioners. A small steering group was set up to begin the process of creating an articulated sequence of studies in three clearly defined stages that would lead to a Graduate Diploma in Education (Clinical Instruction). This initial partnership between a professional body and an educational body was to be the seed bed of a series of partnerships born in and of the course that was developed, partnerships that have outcomes beyond the formal acquisition of a qualification. These outcomes emerged in part from the needs of the radiography profession in an era of major change but also from goals discussed, negotiated and shared by us, the writers, as the primary course and curriculum developers.

The major vocational outcome the profession wanted to achieve was a qualitative increase in the effectiveness of clinical instruction. This need is shared by other practitioners in the field. The skills of the clinical instructor are required to enable practitioners in the health care context to carry out their training and evaluation roles in the work place. In the case of medical imaging personnel this training role occurs with under-graduate and graduate radiographers and other staff. The role with under-graduate radiographers arises from the requirement that under-graduates in their second and third years of the Bachelor of Applied Science (Medical Radiations) spend two days a week (or equivalent) in a hospital under the supervision and instruction of a qualified radiographer. Graduate Radiographers are required in their first post graduate year to have the guidance of more experienced radiographers and to demonstrate competence in a variety of techniques. Allied to this basic need for competence in instructional technique was a need for an improvement in consistency of instructional practices across the relevant contexts. This need has become even more pressing as the notion of Competency Based Training gains ground in the professional development of medical imaging personnel.
The concerns of the A.I.R. highlight an appreciation that Radiography is a high capital and recurrent expense area. There is, therefore, an expectation of high quality training and efficient practice. As in most contexts where technological sophistication is the norm change in practice and adaptation to the new is a continuing factor in the everyday lives of practitioners. They are expected to internalise the new and make it available to new generations of practitioners. The demand for both formal and informal instruction is high in any system where technological and social change is such an inherent factor. Professional practitioners are seen as having a training role whether or not it is formally enshrined in the job profile. Involvement in the professional development and support of their colleagues is a part of the professional cycle of renewal. The continuing process of professionalisation within the health care field, the related press to higher formal qualification and the rise of the competency based training movement is making new demands on these developmental elements of the health care professionals role.

The rising tide of changed expectation in the field fuelled by these and other factors led us to underpin the course with an emphasis on practice and research. This emphasis is at both the experiential and the academic level.

2: THE DESIGN PARTNERSHIP AND THE COURSE:

As a result of our participation in the joint committee with the A.I.R. we became committed to the design of a learning experience that would differ substantially from that with which this group of experienced professionals was familiar. The model we proposed, and which the joint committee accepted, was designed to engage the participants in the process of adult learning with particular emphasis on the 'situated' quality of that learning. (Brown, Collins and Duguid (1989) Educational Researcher, Vol.18, No.1.)The fundamental premise was that these highly trained and experienced adults could be involved in a process of sharing with each other in the development of knowledges and practices appropriate to their instructional contexts. We believed that this partnership would be best achieved by using experiential strategies in the learning situation and by providing a format for both processing the experiences and reflecting on them in a systematic and regular way. We also considered that the research act would be a constant presence in the course. The course design that resulted from the discussions is presented below.

The experience of partnership with the A.I.R. was a stimulating and fruitful one. The expertise that was offered by the committee was deeply situated in the context but open to alternative suggestions. The relationship has been maintained by the development of a steering group of
present and past students from the membership of the Institute and regular ongoing consultation with the General Secretary of the A.I.R..

**GRADUATE CERTIFICATE IN CLINICAL INSTRUCTION**

**ONE YEAR PART TIME**

- DESIGN, MANAGEMENT & EVALUATION OF LEARNING 1
- PSYCHOLOGICAL PRINCIPLES & PROCESSES IN ADULT LEARNING
- PRACTICUM: CLINICAL INSTRUCTION CONTEXT

**GRADUATE DIPLOMA OF EDUCATION**

**YEAR ONE**

**YEAR TWO**

- DESIGN, MANAGEMENT & EVALUATION OF LEARNING 2
- CONTEXTUAL ISSUES
- RESEARCH PROJECT

3: PARTNERSHIPS IN THE DELIVERY PATTERN:

THE PROCESS OF RESEARCH:

Health care practitioners are highly client focused and training in new practices is only considered important if the outcome of these new practices is seen to result in significant gains in patient care. The separation of "academic" training from the sphere of action, the clinical context, generates much criticism from many practitioners. Such an approach is seen as ignoring the intimate relationship between the course participant and their professional context.

The approach adopted by the H.I.E Graduate Certificate in Clinical Instruction to "research projects" centres around the course participant’s world of work and involves the practitioner directly in decisions which in turn shape the approach. The process deliberately sets out to situate the practitioner’s personal and professional development within the daily realities of their professional lives. This is achieved by transferring the balance of power to the practitioners and their professional contexts. In this way partnerships are developed between classroom and workplace.

The G.C.C.I. process is based on a guided framework of four specific phases which focus on (i) the research process, (ii) staged “think pieces”, (iii) presentation skills and (iv) a formal conference presentation. There is no single, simple form of project.
Participants may work alone, in collaboration with a mentor, or in partnership with other co-professionals or co-learners.

For most course participants, this is a first excursion into the field of research, particularly research based upon a naturalistic methodology. It is in this light that the G.C.C.I. unit “Investigative Project” partners the participant through a total process from “hunch” to “conference presentation”. There are some disadvantages with this approach particularly in terms of scope, depth (the final project is to be no more than 7500 words), and time. Despite these caveats the gains are enormous. At the completion of the project the participant will have experienced a journey into a new world. They will have learned to take risks, to negotiate access to the field, to cope with gatekeepers and to experience new sights, new ways of seeing and communicating the data they have generated.

These new personal and professional skills gained within their own work context form the basis of a stronger partnership between the practitioner and the profession. This strengthening would be made considerably more difficult if the journey had simply been a subject exercise isolated in the world of the academic institution.

THE FOUR PHASES OF THE RESEARCH PROJECT:

(i) Introduction to the world of research.
The nature of their professional backgrounds means that all course participants have been immersed throughout their training and professional career in a dominant natural science paradigm. It takes considerable, but gentle, persuasion by the H.I.E. staff to encourage participants to take a personal risk and consider different methodological approaches to research. An introductory session “Paradigms and Problem Solving” is offered both as a group bonding exercise and an introduction to alternative research methods.

(ii) Staged “think pieces”:
Three “think pieces” are required to be submitted. The first at week 5, the second at week 10 and the third at week 18. The completed research project is submitted at week 22. The three 'think pieces' represent a cumulative development of material that will be included in the final research report.
“Think piece” No.1 asks the researcher to clarify the question that will be the centre of their research project. The researcher is requested to not only clearly state the focus, intention or question that interests them but also mount a brief justification of their choice. A brief description of the site or location of the research is also required.

“Think piece” No.2 requires a research proposal responding to a number of key questions such as (i) purpose of the study; (ii) theoretical bases from which the research takes its direction; (iii) proposed methodology; (iv) reasons for the choice of location and the selection of key individuals; (v) possible problems and issues which may arise in the course of the research; (vi) ethical considerations within the chosen location, particularly in relation to participants and in the dissemination of the report.

The task in “Think piece” 3 is to present a work in progress report (10 mins.) to the group. The report would include any design changes, difficulties experienced in data collection, ethical dilemmas raised and any other relevant issues.

Each “think piece” is presented by the researcher to a group of colleagues. Discussion and questions follow. These presentations not only provide an opportunity to clarify the researcher's thinking but they also act as a form of rehearsal for the conference.

(iii) Presentation workshop:
A weekend specialist workshop is provided as support for the conference presentation. In this context the researcher 'workshops' their presentation with an experienced conference presenter.

(iv) Conference presentation:
The final phase of the research project is a presentation in a conference format. The researcher presents the major findings of their research and its processes to an audience in a formal setting. The audience includes a 'responder'. The 'responder' is an experienced and published researcher. They are asked to read each project and to provide feedback to each of the presenters on the night of their presentation. The responder's role is to emphasise the place of the project in the research context and to engage in supportive and constructive critical comment on the project.
4: PARTNERSHIPS AND THE PRACTICAL CONNECTION:

The delivery pattern, as we have indicated, emphasises experience, reflection and action in the instructional context. A key element in this active learning is the role of the Mentors. This is the partnership between course participants and the professional practice world. The Mentor occupies a position as facilitator of the reflective process in the practical world of the clinical instructor. They have responsibility for allowing the instructor to ground their thoughts, plans and strategies in the realities of the work place; to assist in situating the learning, in making it whole. Mentors are significant others chosen for their expertise and their compatibility by the clinical instructor. It is in these weekly meetings that the contextual realities of the teaching/learning process are examined, critiqued, improved and acted on. It is also the place in which the abundance or dearth of research is first experienced and first thoughts about a research project begin to surface. The world of practical problems and needs is the seed bed for nearly all of the research projects undertaken in the course. It is a world of practitioner problems and practitioner needs. The empowering nature of this form of research is that it has its origins in the work place in response to practice and generates solutions in the form of praxis. These solutions are generated by the practitioners in response to their own contextual diagnosis. They, and their colleagues are the end users. It is their view into the 'black box' of experience that makes the project and decides the outcome. It is the research of the everyday world of the practitioner as clinical instructor.

5: STUDENTS AS RESEARCHERS:

The partnerships generated by the process at this stage are between the researchers, their colleagues in the work or research site and those involved in the research act. In considering the role of research in the working lives of professional practitioners in the health care field it is more usual to turn to the uses of research rather than to its production. The growing professionalisation of the specialist areas in the health care industry is, however, pressing health care practitioners to develop research skills in an active, user oriented sense. The demands of practice in a competency focused environment raises a number of questions about the role of research in the professions, not the least of these questions is associated with the empowerment of the practitioner in the changing professional environment. In this paper we are suggesting that an appropriate model for considering the support of health care workers in their professional development is that of the health care worker- as -researcher, rather in the manner of the 'teacher -as -researcher ' model associated with Cochran-Smith and Lytle. (1990) Research on Teaching and Teacher Research; the Issues that Divide. Educational Researcher Vol. 19, No. 2, p.2-11. The underlying assumption of such an approach is that practitioners can, by engaging in a process of reflection and inquiry, become better
practitioners. They can also contribute to the growth of professional knowledge in their field from a perspective other than that of the academic or institutionally based researcher. This is not to suggest that the practitioner becomes some kind of quasi-investigator without the skills of the 'real' professionals but to argue for the inclusion of the practice of research as a norm in the professional lives of practitioners. At the simplest level such research activity might be concerned with self-evaluation in the practicing context, at a more complex level it might involve the collection of data and its analysis, and at a further level the development of research projects from proposal to formal approval by a hospital research committee. The outcome of such a process can, and has, ranged from personal behavioural change to major contributions to professional knowledge. It should also be emphasised that despite the dominance of the natural science paradigm in the academic and working lives of health care practitioners there is much that can be gained by using research models that are predicated on grounds other than the quantitative. Such a paradigm shift can only be achieved by making practitioners familiar with these alternative models and by providing the possibility of experiencing the research act in a supportive and informative environment. The A.I.R. was well aware of the importance of research in a pro-active professional climate and was more than supportive, in the course planning stage, of the need to include a research unit. They have continued to show interest and support for the concept. Ernie Hughes, General Secretary of the A.I.R., opened the 1992 conference style presentation of research papers by students of the course by emphasising the importance of research in the drive towards a new professionalism in medical imaging technology.

6: THE WORLD OF WORK:

The final partnership in this series is that between the practitioner and their work world, the site of their practice. As we have previously suggested, for many of the participants in the course, their relationship to research has been that of receiver rather than generator. The outcome of the research unit is explicitly aimed at generating not only practically focused research but also at producing researchers in the work place, that is practitioners who regard the research act as part of their normal practice life and who are able to critically appraise contemporary research work. The product of this style of research is not necessarily the stuff of Nobel prizes but it is the on-going 'R & D' that provides the basis for continuous quality improvement in the work place. Thus the partnership can be an active one with the profession receiving, in its conferences and journals, a steady flow of material emanating from practitioner- researchers offering the results of their enquiries. It would be naive, given the current and continuing stresses associated with work in the health care context, to expect that a tidal wave of such work will be forthcoming. It is not our aim to achieve such a revolution. What we expect is that practitioner- researchers will identify themselves, and will be
empowered by their research experience, as front line generators of data, processes, materials and strategies for change. The practitioner-researchers will self select practitioner needs and concerns and contribute to their solution. The partnership is one based on practical experience and the solution of problems. The practitioner-researcher can be, and has been, a catalyst in the professional culture of work. They are people whose concerns are with the impact of practice. The case studies presented at this conference are evidence of the potential of such grounded research.

EVALUATING THE RESEARCH AND THE RESEARCH UNIT:

DOES IT WORK?

Since the beginning of the course, a longitudinal, qualitative study has been in progress. Themes ranging from the participant’s initial reactions towards undertaking research to their most satisfying experiences of the project have been explored. Although an approach to the research process as outlined does not suit all learning styles the responses to the survey clearly indicate that the experience was worthwhile.

"It was a fantastic experience, I've learnt heaps, especially about myself."

Most respondents indicated that they will either implement their findings, publish or continue on to higher studies.

"I intend to present this project at work for further action. I also intend to follow up with further research and present it at a forthcoming conference in Singapore next year."

Throughout this journey each researcher has been supported by a range of significant others acting in roles such as mentors, coaches, advisers, responders, each offering their expertise and support. The H.I.E. staff members facilitate the process by providing resources, offering constructive criticism and most of all encouraging risk taking. All of these partnerships emerge from the process of 'doing' the research.

When asked what was the most satisfying part of the experience almost all of the respondents indicated a major sense of achievement. Typical of the responses were,

"Getting the results (data) back. It was like Christmas. I gained new insights through the data"
"Finishing the project and holding thirty plus pages of my own creation. I didn't think I could do it."

"Actually presenting my own work at a conference. It was really exciting."

The common experiences both pleasurable and frustrating encountered by the researchers throughout the process engenders a sense of community within the participating groups.

"You learn a lot about setting up a research project - you can't be told, you have to experience."

"Working with the group, their assistance with focusing the issue and the support of staff who lead without doing it all contributed to a realisation that we had something worthwhile to write about. It was really exciting."

A detailed examination of the longitudinal evaluation data using Fuller's (1975) model is the subject of a paper in progress.

CONCLUSIONS:

Partnerships are an integral part of the work world of health care workers. The partnerships we have described in this paper are those that occurred in the development and implementation of a particular course in Clinical Instruction. A central element in this course is the research unit. The experience of an active research project is expected to support a belief in the practitioner that the research act is both possible and useful. Our experience in teaching this unit is that this is a successful way of empowering practitioners in their work world by making the research act part of normal practice. By providing a supportive structure and emphasising the positive outcomes of research a large number of practitioners have experienced the successful development and completion of a wide variety of practice based research projects. These projects have provided a spring board for future personal and professional developments. Practitioners who had regarded research as something that other people did are beginning to present their findings and papers in the journals and conferences of their professions and in doing so are completing the circle of partnership that began with the Australian Institute of Radiographers, the Hawthorn Institute of Education, the authors of this paper and the practitioner-researchers who have produced the goods.
BIBLIOGRAPHY


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