

AITSL-National Review of Teacher Registration

Addressing the flexibility of schools to utilise the expertise of members of the relevant work force in the delivery of VET.

Background:

In the past, over many years most Australian education jurisdictions have reviewed their approaches to middles and post-compulsory education. None, other than Victoria has offered an alternative pathway to complete senior secondary education.

Prior to educational reforms of the 1980s, pathways to vocational education were strongly supported through the 'technical school' system. The next wave of reforms, in Victoria was driven by the recommendations of the Kirby Report in 2000. The research compiled as part of the review brought into stark contrast the failure of the 'comprehensive' approach to senior secondary curriculum, to address the needs for in many cases the majority of young people in Victorian secondary schools.

What was missing from the system, prior to the Victorian Certificate of Applied Learning (VCAL), was a vocationally oriented curriculum vehicle which legitimated young people's desire/need to successfully complete the senior secondary system whilst pursuing a vocational pathway. Kirby said it was not only possible but necessary if the system was to serve young people more effectively.

We believe that our Harvester Technical College provides Victoria and especially children from the West of Melbourne with a **truly distinct**, iconic and specialised pathway, supporting both academic and trade/technology careers.

Specific Context around delivery of VET:

Sunshine College in the western suburbs of Melbourne is a Registered Training Organisation (RTO). It has full governance over a facility known as Harvester Technical College (HTC), formally Australian Technical College -Sunshine.

The HTC student cohort is spread across years 10-12, all of whom undertake the Victorian Government's Victorian Certificate of Applied Learning (VCAL).

The facility also provides VETis to neighbouring schools, both government and non-government within local LGAs.

The **HTC is distinctive** in its operation and sole purpose, when compared to the majority of senior secondary school programs in Victoria.

For programs to be delivered a number of staff have been employed with a Permission to Teach (PTT) registration from the Victorian Institute of Teaching (VIT).

Some of these teachers with a PTT have a TAFE background as a trainer and have a TAFE Teaching Qualification that is not recognised by the VIT and yet allows a TAFE teacher to teach 17, 18 and 19-year-old apprentices but unfortunately does not allow them to teach 15, 16, 17 & 18 year olds VET in a government school, without a PTT.

Some staff on PTTs who are not TAFE trainers, have recently “come off the tools” and have run their own successful businesses. While running their business they have supported and trained a number of apprentices on the job, in the real world of work.

At the moment there is a lot of disincentive for quality trades persons to enter the teaching profession. A major disincentive is the time and cost of undergoing teacher training away from the actual work place teaching and training process.

Proposals for consideration:

1. For distinct and specialised facilities within the secondary schooling system such as the HTC, develop a “HTC” PTT category within the VIT registration platform.

To gain “HTC” PTT category for a staff member, outline specific accountabilities/expectations for the RTO; allowing for the acceptance of TAFE Teaching Qualifications. The “HTC” PTT is not transferable to other settings, is ongoing and is only granted to teachers teaching in the “HTC”.

2. Auspice via a tertiary institution, facilities such as the HTC to become a “technology” teacher training hub where credit toward a teaching qualification is gained while employees teach with a PTT.
3. Recognition of the training of apprentices should occur within the teacher training process and under conditions to be decided, decrease the amount of time required to obtain a teaching qualification. The teaching qualification for a ‘VET teacher’ should recognise the skill set already obtained and focus specifically on pedagogy, over a reduced time frame.
4. Provide scholarships to offset teacher training costs.

Tim Blunt
Sunshine College Principal



Mandy Patmore
Harvester Technical College Principal



Harvester Technical College web site: <http://harvestercollege.vic.edu.au/>

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