

# More bang for your buck

making the most of new teacher induction



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# Overview



- What does the “brave new world” VET teacher look like?
- How could you design an induction program to prepare new teachers for their journey?
- What was the experience like for the new STA teacher cohort?



There is a need to develop VET practitioners so that they can:

- meet changing client needs and expectations
- balance, maintain and build their skills
- implement new technologies. (Productivity Commission 2010/ IBSA Draft Discussion Paper – VET Capability Framework 2011)

**Collaboration between industry and training providers which supports on-the-job assessment of workers is another area in which there could be considerable productivity benefits for the VET sector as well as better meeting the needs of industry** (MTA)

**Future roles should enhance innovative partnerships between enterprises and training providers and maximise the use of workplaces as learning environments.** (CSHISC)

Traditional approaches to skills and workforce development have not been able to keep pace with the needs of Queensland's employers and the expanding demand for skills required in the 21<sup>st</sup> Century (S&T Taskforce Interim Report)

**the quality of the VET workforce is the key to achieving the skilled workforce needed to ensure continued economic growth and national prosperity** (Skills for all Australians)

The VET workforce will be expected to deliver a greater volume of training, increase the quality and breadth of its training, cater for a more diverse student population, and operate under a more contingent and contestable funding system (Productivity Commission Report, 2010).

**Australia needs a VET system that is flexible and responsive. An example of this can be shown by the efficiencies gained through an encouragement and support for the implementation of holistic assessment and delivery of training** (CTO)

**A key issue that needs to be addressed in Queensland is the low levels of industry satisfaction with VET delivery** (QPET Review)

***We see a need for change within the VET workforce if the VET system is to be able to respond to the demands that a productive and innovative Australian industry will place on it in the next five to ten years*** (MSA)



*We deliver on what we undertake to do      You have to be really responsive*

*They need skilled people but skilled their way. Working with this model they get the high quality, consistent training they want..*

*It's moved from quality control to quality improvement. Other states have not yet reached our level of flexibility so partnerships have not developed to this stage*



*For us it's good business. The program is really all about using training as the golden handcuffs - What we can offer to attract good staff, to build their skills, improve our business and still keep them growing with us as we grow.*

*Our apprentices spend time on the theory and then directly build their skills on our workplace floor. So we lose them for only half the time*

*We are lucky with SkillsTech and we are lucky in our trade in that we have some enthusiastic and innovative trainers and teachers who want to get involved in this type of training who believe we can do this.*

*Queensland is the shining light at the moment. We are working with one of the STA trainers and going through the Kaizen process reviewing each phase of the apprenticeship.*

*Their training is directly related to their work tasks and when they get back to work they have mentors to support them. Their training means something nationally and internationally.*

*TAFE Queensland (STA) is driving training innovation through partnerships with industry*



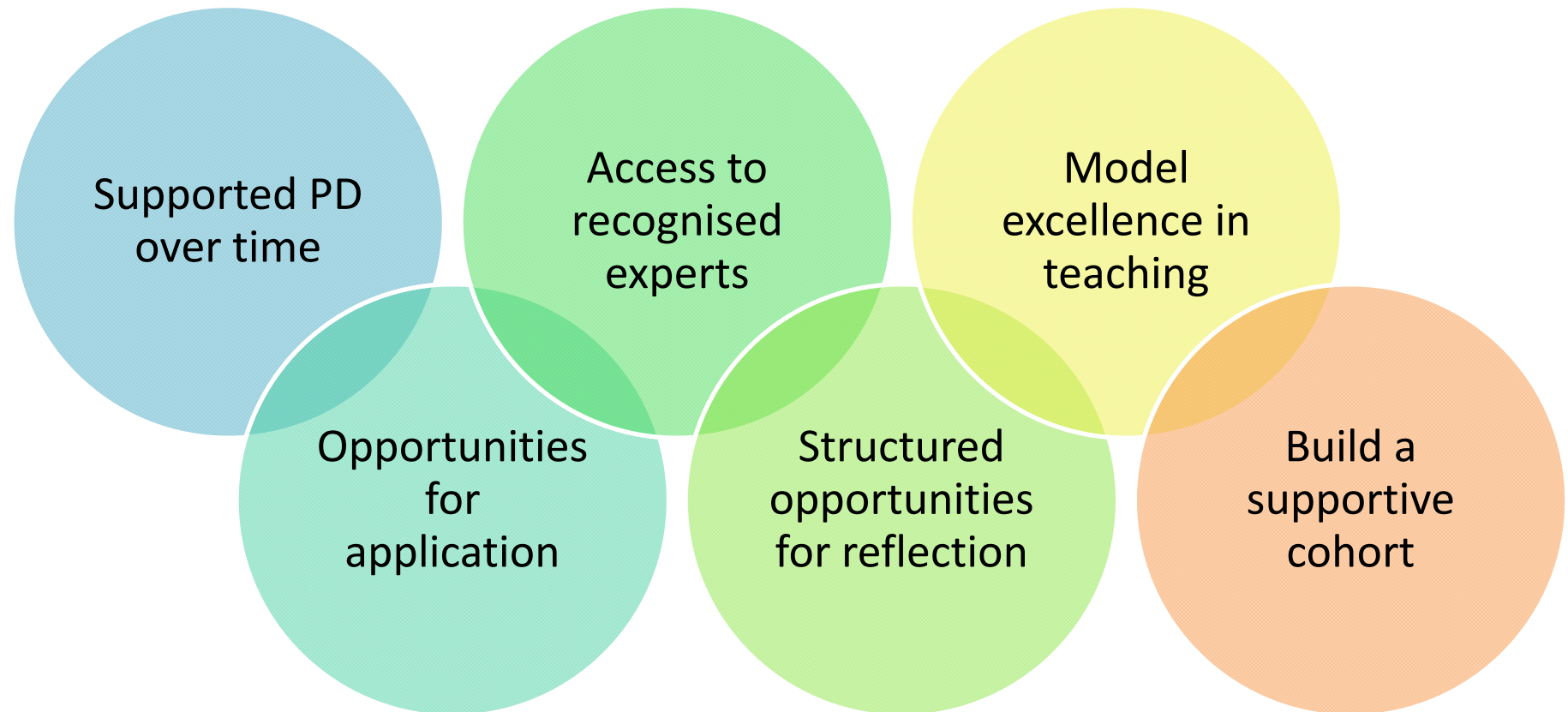


Teachers  
operating in the  
brave new world  
of VET

<http://www.youtube.com/watch?v=SVrqQC-zFyE>

*Our goal is to build and continue to drive a program that will not only assist them to readily integrate into their new role as a teacher at STA but that will become an ongoing professional development exercise for them as they continue to build their excellence as a teacher in the VET sector*

# **CB** model of professional development *Capability Builders programs*



# The NTSTA Program

(New teachers – SkillsTech Australia)



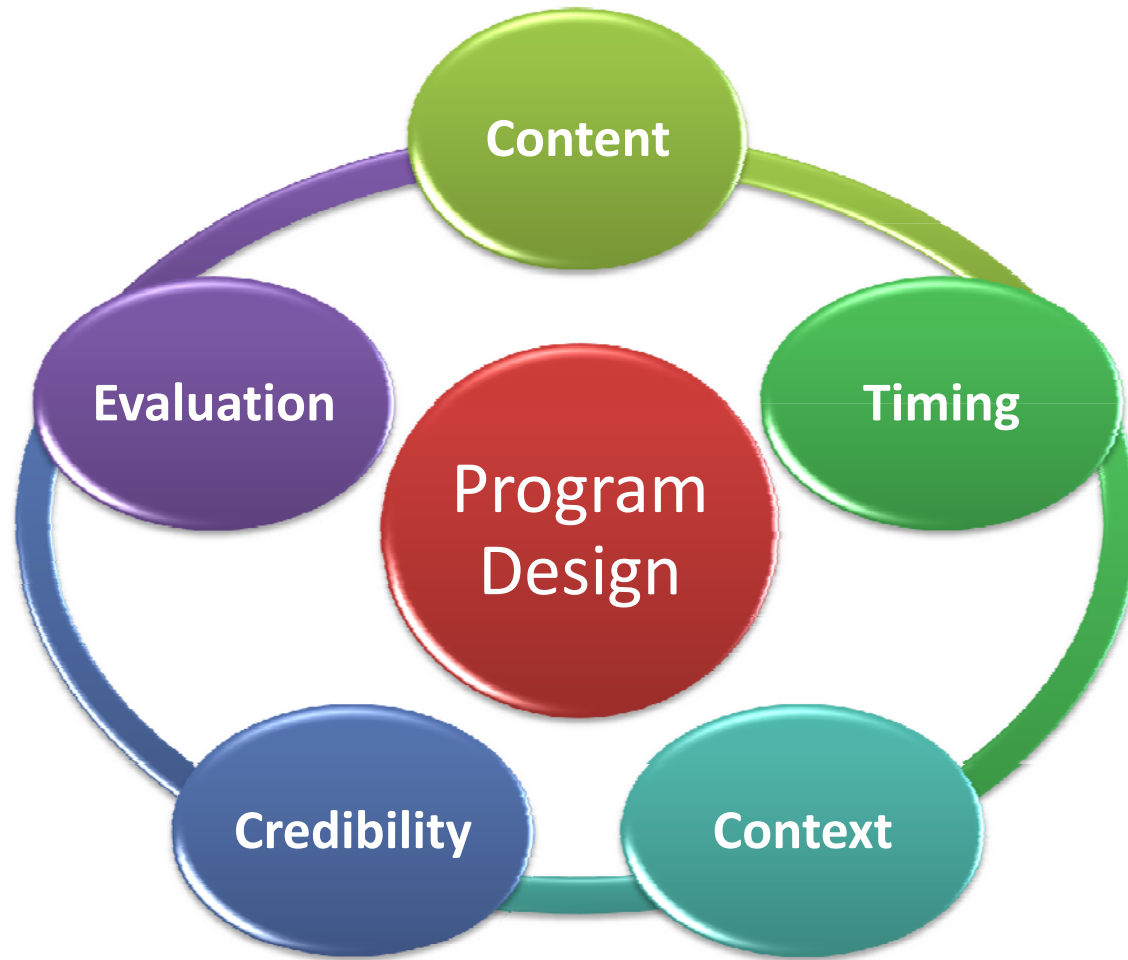
## Underlying themes

- Transition into new role as a teacher
- Build teaching excellence
- Establish a cohesive cohort
- Utilise effective and credible internal and external facilitators
- Apply key features of the CB model in an RTO context





# The NTSTA Program



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# What was it like for the participants?



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# ... the work continues...

- Can the *CB* model be applied to an RTO context?
- What's in and what's out for new teacher development?
- How to apply the model to ongoing recruitment of teaching staff?
- What's needed for the rest of the STA teaching workforce?
- What resources?





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