

CATS for Culture Change

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History

- ▶ Regional Institute of TAFESA employed VETCAT and CURCAT in 2010
 - Analysed the results to develop an evidence based approach to planning
 - Implemented a program to address skills gaps
- ▶ Repeated both VETCAT and CURCAT in late 2012
 - Analysed the results to judge effectiveness of program



PD Campaign!

- ▶ Induction to Teaching and learning
- ▶ Formal mentor program
- ▶ Customised Certificate 4 and Diploma Courses
- ▶ Support for Degree in Adult Education and Masters programs
- ▶ Concerted effort in E-learning pedagogies
- ▶ 4MAT program
- ▶ Project funds for teams.
- ▶ Individual reports used for PD plans
- ▶ 30 hours formal PD per annum agreed



2010	National	2012	Measure
8.1%	6%	7%	1. Percentage of respondents categorised as novice practitioners, from the total number of respondents
58.9%	33%	18%	2. Percentage of respondents categorised as foundation established practitioners
1.9%	4%	2%	3. Percentage of respondents categorised as advanced learning and assessment specialists
25.8%	41%	49%	4. Percentage of respondents categorised as commercial specialists
5.4%	15%	24%	5. Percentage of respondents categorised as advanced VET practitioners
80%	83%	84%	6. Respondents' average rating of the extent to which their current skills meet the requirements of their job

2010	National	2012	Measure
77%	81%	81%	7 Level of foundation skills in learning facilitation: average self-rating
77%	79%	79%	8 Level of foundation skills in course organisation and student management: average self-rating
73%	77%	78%	9 Level of foundation skills in learning styles: average self-rating
77%	79%	81%	11 Level of foundation skills in assessment: average self-rating
71%	75%	76%	12 Level of foundation skill in learning theories: average self-rating
69%	74%	76%	13 Level of commercial skills: average self-rating
53%	53%	59%	14 Level of advanced learning and assessment skills: average self-rating

2010	National	2012	Measure
84%	85%	86%	15 Level of generic skills (e.g. work in a team; problem solve): average self-rating
72%	72%	74%	16 Level of skills in research and evaluation: average self-rating
73%	75%	77%	17 Level of interest in PD in "Using technology to enhance the learning experience": nationally, the most popular skill area for professional development (PD) nationally, from a selection of 58 skills for PD
73%	74%	75%	18 Level of interest in PD in "Facilitating e-learning": nationally, the second most popular skill area for PD, nationally
69%	72%	72%	19 Level of interest in PD in "Facilitating flexible learning": nationally, the third most popular skill area for PD, nationally
63%	65%	73%	20 The extent to which available PD meets practitioners' needs: average self-rating

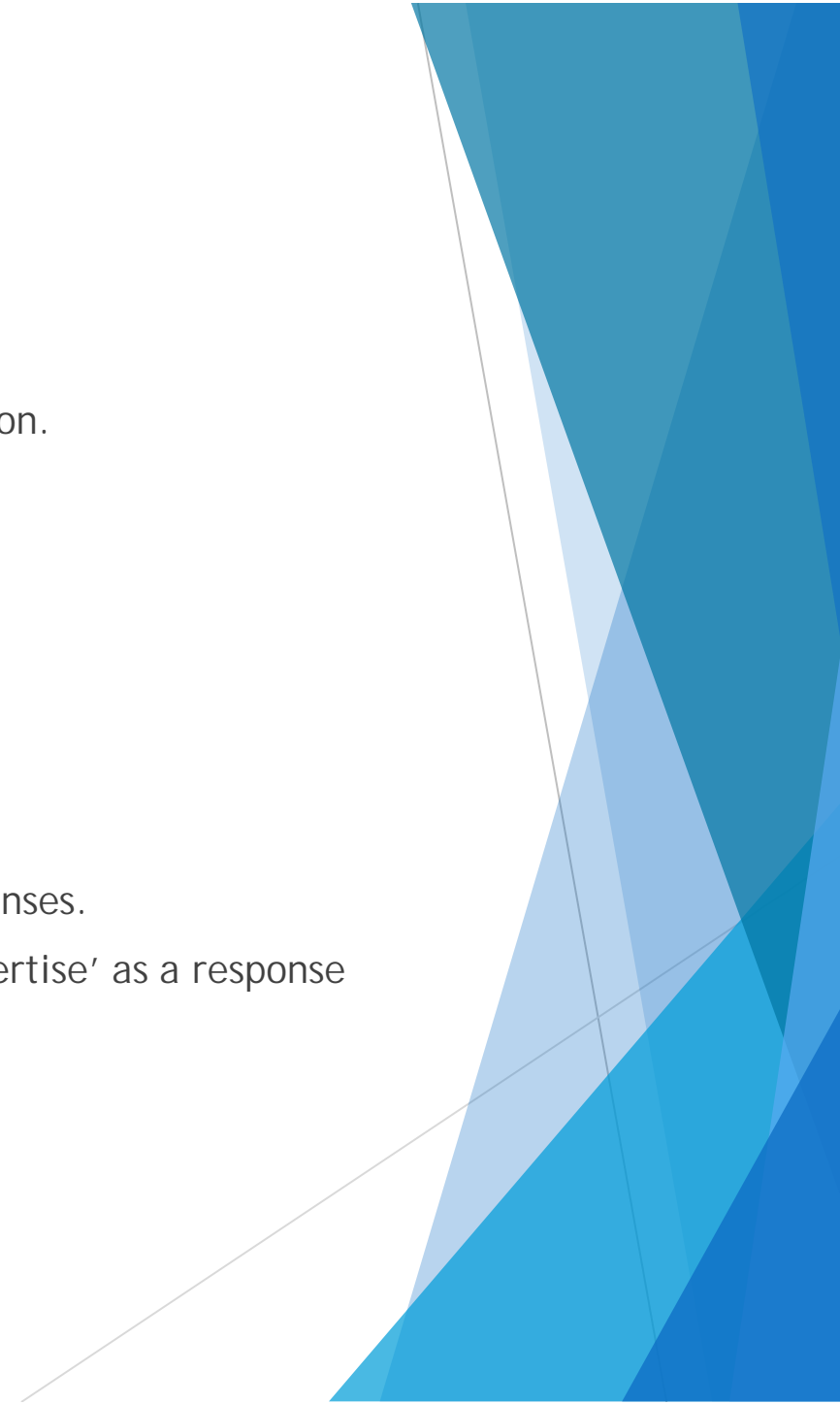
Culture Change

▶ Before the CATs:

- Communicate the benefits for individuals, teams and the organisation.
- Allay fears and always be positive (negativity spreads like the flu!)
- Spread the word. And then do it again!
- Be honest about plans for the results.

▶ After the surveys:

- Communicate the good news stories
- Identify the skill gaps and communicate those too.
- Give teams or Faculties some autonomy about their plans and responses.
- Be honest! Do what you said you were going to do. And always 'advertise' as a response to CATs data.*-
- Don't try to do it all in a hurry. Culture change takes time.
- Policy changes need consultation with everyone.



Research Context

- ▶ Political
- ▶ Quality
- ▶ Ageing workforce (Skilled)
- ▶ Education versus training
- ▶ More professionalised approach internationally
- ▶ More Professionalised approach for VET



Research Proposal

▶ Due in May

- Background & relevance of study
- Issues in the literature
- Literature Review (mini)
- Research question(s)
- Data
- Methodology
- Research Framework & Thesis organisation
- Calendar.



Where am I up to?

▶ Literature Themes

- Context
- Quality
- Workforce Development
- Learning Culture
- Situated Learning, Workplace learning



Observations

- ▶ There's so much literature already about VET! Does anyone take any notice?
- ▶ Culture change can't just come from the top!
- ▶ Quality is more than just compliance; TAFE needs to talk about this.
- ▶ Lecturer skills are critical
- ▶ Educational Leadership very important

