

BUILDING THE PROFESSION

1. AEU Branches and Associated Bodies will:
 - 1.1 campaign to achieve national minimum standards for those who teach in vocational education and training.
 - 1.2 pursue national minimum standards for TAFE teachers through negotiation around industrial awards/agreements and in negotiation with governments.
 - 1.3 ensure that appropriate teacher training courses for TAFE teachers are developed, offered and maintained through TAFE Institutes and universities throughout Australia.
 - 1.4 meet with their State Training Authority and other appropriate bodies with a view to ensuring that the Certificate IV in Assessment and Workplace Training is clearly stated as a minimum qualification within the AQTF and that the last sentence of the definition of '....under the direct supervision of...' is deleted.
2. The AEU asserts that TAFE teachers who are qualified teachers meet the requirements of the AQTF. TAFE teachers possess a number of higher level, different quality teaching qualifications and competencies which readily approximate the qualification requirements of the teaching profession. Such teaching qualifications and competencies need to be valued and acknowledged by VET Authorities.
 - 2.1 The AEU believes the competencies in the Certificate IV from the Training Package for Assessment and Workplace Training is the minimum assessor/trainer requirement for the delivery of vocational education and training services.
 - 2.2 The AEU reiterates its view that tertiary level or equivalent vocational education and training teaching qualifications constitute the appropriate qualification level for TAFE teachers.
3. The AEU is to seek agreement from ANTA MINCO for the establishment of a national TAFE/VET teacher registration system administered by a registration board to have at least 50% representation of registered teachers. It would be the responsibility of the board to register all TAFE/VET teachers (entry level and continuing teachers) based on criteria developed and agreed by the industry parties and to ensure only registered teachers are employed to teach under the AQTF.

The Federal Office will investigate the development of an ANTA Act Amendment Bill in pursuing this policy.
4. That the AEU seek a commitment from ANTA MINCO to the raising of the standards in the AQTF based on a timeline for the raising of teaching qualifications to a degree level within the next five years or by 2005.
5. The AEU is to campaign to ensure that the system of Training Packages developed primarily by Industry Training Advisory Boards (ITABs) includes the relevant union(s) affected by the Training Package and TAFE teachers so that national

standards form the basis for qualifications. This will ensure the educational integrity of the Training Packages through the process of continuous improvement.

6. The AEU is to seek discussions with the ACTU to ensure that all policy positions relating to public Education, especially VET, presented by the ACTU are consistent with AEU policy.
7. The AEU demands that governments fund staff development and retraining for the upgrade of teaching qualifications and industry expertise in line with industry, community and educational standards.
8. That the AEU prepare a paper on the advantages and disadvantages of pursuing a National Education Industry ITAB.

Strategies

1. In support of these recommendations, the AEU recommends to Branches and Associated Bodies that the following strategies and actions (amongst others) be considered:
 - 1.1 organise/educate AEU members around Training Package implementation issues, eg via faculty teacher meetings;
 - 1.2 build strategic alliances with other key stakeholders, including other educational providers, unions, industry associations, community groups;
 - 1.3 promote the benefits of quality, comprehensive vocational education.
2. That the AEU emphasise that national consistency is one of the most critical elements of a national VET system, when negotiating/consulting with governments and government bodies. It is the responsibility of State and Federal governments to ensure adequate funding is available to support a quality public VET system, which will promote this consistency. It is imperative that educationalists be involved in the development and establishment of standards relating to industry Training Packages.