NATIONAL TAFE DAY
WEDNESDAY 18 JUNE 2014

Get involved and make a difference, visit
www.stoptafecuts.com.au
All too often, we only get one side of the story. The side that the big end of town wants us to know. But it doesn’t have to be that way.

Visit WORKING LIFE for news and views about what matters to you: a fair go, a decent day’s pay, a secure job and income, and a life outside of work.
NATIONAL TAFE Day will be held this year on Wednesday 18 June. We are encouraging the whole TAFE community – teachers, students, unions, TAFE graduates, community members and Stop TAFE Cuts supporters to join us in celebrating our world class TAFE system.

Inside this issue

features

Haili’s story
Beris Derwent

Saving the Bay
Bec Wood

Interview with Leesa Wheelahan part two–TAFE teachers’ work
Pat Forward

Do your block for TAFE
Pat Forward

TAFE: too good to lose
Pat Forward

Strong foundation for community outrage
Sarah Missen

columns

President’s report
Pat Forward

TAFE newsmakers
Pat Forward

Around Australia
Pat Forward

Book reviews
Pat Forward

News from NCVER
Pat Forward

ADVERTISING
Rosie Scroggie
Tel: (03) 9693 1800; Fax: (03) 9693 1805
Email: rscroggie@aeufederal.org.au

Sub-Editing: Rosie Scroggie
Design & Layout: Lyn Baird
Production: AEU Victorian Branch Publications
Circulation: 14,000 for current issue

President’s report
Pat Forward

TAFE newsmakers
Pat Forward

Around Australia
Pat Forward

Book reviews
Pat Forward

News from NCVER
Pat Forward

Advertisements are accepted for publication in The Australian TAFE Teacher on condition that advertisers and their agents:
(1) warrant that (a) the advertisement complies with all relevant laws, and (b) publication will not give rise to any legal claims or liabilities; and
(2) fully indemnify the Australian Education Union and its employees and agents against all claims and liability arising directly out of publication of the advertisement.

National TAFE Council Executive members

ACTKaren Noble
NSWMaxine Sharky
NTVacant
QueenslandDave Terauds
SATony Sutherland
TasmaniaSpring Addicott
VictoriaGreg Barclay
WAGary Hedger

Federal TAFE office bearers
Federal TAFE PresidentMichelle Purdy
Federal TAFE SecretaryPat Forward

AEU WEBSITE: www.aeufederal.org.au
The Prime Minister, Tony Abbott, has let no grass grow under his feet particularly in the Aboriginal and Torres Strait Islander space.

W E ARE well into the year and thousands of students in each state and territory have enrolled in TAFE courses with hope and excitement. Many TAFE teachers and support staff will have conflicting views on the year ahead depending on how the national VET reforms are being rolled out in their Institute and their job security. No matter whether you are working or studying at TAFE the one thing that is certain is that there is more change ahead.

The Prime Minister, Tony Abbott, has let no grass grow under his feet particularly in the Aboriginal and Torres Strait Islander space.

Prior to the Federal election Mr Abbott made many promises regarding Indigenous affairs and he has been very busy directing activity towards those aims. Our TAFE members may be interested in the establishment of the Prime Ministers Indigenous Advisory Council, the Review of Indigenous Training and Employment Programmes, the commitment of up to $45 million to implement a training model for Vocational Training and Employment Centres based on that used by Generation One and the Closing the Gap Prime Ministers Report 2014 http://www.dpmc.gov.au/publications/docs/closing_the_gap_2014.pdf.

The Review of Indigenous Training and Employment Programmes is being led by Andrew ‘Twiggy’ Forrest.

The review opened on the 10 December 2013 for four short weeks with little notice or fanfare. Submissions were restricted to a maximum of two pages as it was reported that in Mr Forrest’s opinion a limit of two pages would keep submission writers ‘focused’. Other words such as ‘limited’ and ‘constrained’ spring to mind when considering what can be written in two pages on a subject that has stymied previous governments. The review’s remit is to produce ‘practical recommendations to ensure Indigenous training and employment services are targeted and administered to connect unemployed Indigenous people with real and sustainable jobs.’ https://indigenousjobsandtrainingreview.dpmc.gov.au/ Over 300 submissions were received and 1,500 people attended the public consultation meetings. In April 2014 the Review will report to the Prime Minister. Until the findings are released how this will affect our own Aboriginal and Torres Strait Islander programs in TAFE is unknown.
HAILI came to Australia in 2006 from Beijing. Haili and her mother (a writer) struggled through their life in China, her mother being sent to work in a rural area and separated from Haili during Mao’s Cultural Revolution. They lived in very harsh conditions, but the strength of unity ensured their survival. A year after her mother died in 2005, Haili moved from Beijing to Sydney, bringing her mother’s ashes and scattering them at a beach.

Haili found work at a Sydney nursing home. Her work with the aged residents was a very important part of her healing. Haili had always drawn to express her feelings about every aspect of her life, and would draw portraits of the residents. These portraits would then be framed by the nursing home and placed in the foyer for patients and visitors to see. It was here that the visitors would ask to meet the artist. This was the first time that Haili felt that her artworks were valued by others which gave her a sense of worth and belonging in the community. When the patient died, the family would be given the portrait.

To help her with her grief at the loss of her mother, but also the loss of the residents with which she shared a close connection, Haili would return to the beach where her mother’s ashes were scattered and honour the life of her friend. “I loved them with all my heart,” she reflects.

Physical health problems meant that Haili could no longer afford to live in the city so she moved to Kempsey to be closer to a friend who lived there. On arrival though she felt isolated, fearful and a great deal of uncertainty. Her Australian friend gave her some stability and acted as a mentor while she slowly found her place in Kempsey.

Enrolling in Kempsey TAFE was the beginning of her new journey!

Within a year Haili had enrolled in a Certificate III in Children’s Services. While on work placement, she again recorded her relationship with each child through portraits, and for a little girl called Matilda (whom she had to study) she produced a visually stunning, hand illustrated portfolio that could one day become a family heirloom!

continued on page 6
Haili still felt an outsider with her peers, but rejoiced in her connection with the children.

On completion of her course it was suggested that Haili enrol in the Career Education and Employment for Women (CEEW) course. The group comprised of several women whose common bond was multiple disadvantage. Haili notes that “This was a special time that I spent with other women who shared my sense of helplessness.” She studied art in this group and could share as others did, stories and feelings, and learn from each other. “I still miss those women—it’s quite powerful really.”

The CEEW course ended with an art exhibition, drumming performance, and with Haili sharing her poetry about what TAFE meant to her. After all these years she’s still part of the Kempsey TAFE drumming circle.

During her time in CEEW, Haili joined the Kempsey Writers group and also the local art collective. She started writing and illustrating for the Unemployed Workers Network. She also taught Mandarin to some Kempsey young people.

As she found her confidence, she started to play an active part in the Kempsey TAFE community.

She joined the Board of the Student Association, was on the organising committee for the Diversity Festival, bringing a group of Chinese students together to create a Chinese display. She is very proud of her Chinese heritage and takes every opportunity to introduce the Kempsey community to her culture.

As of 2014 Haili has completed Certificate III and IV in Education Support, and has found part time work at St Joseph’s out of school hours (OOSH) care program. She is delighted with the opportunity to engage with young people and hopes to make a career in this field. Haili feels that a highlight of her time so far at OOSH was when the students greeted her in her mother tongue and recited a Chinese song she had taught them a year earlier. The students share a great sense of curiosity and passion for learning ways to express themselves. Kempsey and the Kempsey community are now very much part of Haili’s life and her plans are to continue to enjoy life in the Macleay.

TAFE for students like Haili is more than a valuable education to find employment. It is a place to grow and heal, a way to find a community to be part of and an opportunity to contribute to society. Haili’s success has much to do with her being a student at Kempsey TAFE.

— Beris Derwent is a counsellor at TAFENSW
Join the celebration – and the CAMPAIGN!

NATIONAL TAFE Day will be held this year on Wednesday 18 June. We are encouraging the whole TAFE community – teachers, students, unions, TAFE graduates, community members and Stop TAFE Cuts supporters to join us in celebrating our world class TAFE system.

It is easy to get involved – a TAFE Day celebration can be as big or small as you like. If you’re a teacher at a TAFE institute, why not gather together your colleagues for a morning tea? If you’re a proud TAFE graduate, you can encourage your colleagues to sign up as supporters at www.stoptafecuts.com.au

Whatever you decide to do to mark the day, June 18 will be a day to celebrate the achievements of TAFE, and remind politicians and the broader community that TAFE is too good to lose.

We have included a “Stop TAFE Cuts” sign as the back page of this edition of The Australian TAFE Teacher. We encourage all of our readers to take a photo of themselves holding the sign and either email it to us at rscroggie@aeufederal.org.au or via the contact form on our website (www.stoptafecuts.com.au/contact) or post it directly to our Facebook page (www.facebook.com.au/stoptafecuts). Gathering these photos is a great way to show the breadth and diversity of TAFE supporters, as well as a great demonstration of solidarity with TAFE teachers and students right around Australia. Please get involved!

We also encourage all readers of The Australian TAFE Teacher to make sure you’re signed up as a supporter on www.stoptafecuts.com.au — that way we can keep you up to date with what’s happening on National TAFE Day — as well as other campaign updates.

You can also check out our National TAFE Day page on the website at www.stoptafecuts.com.au/national-tafe-day-14

Download a National TAFE Day poster for your TAFE college — or contact us if you would like us to send some out to you.

So — what are you doing for National TAFE Day?

Fortunately, we have the instruction manual in Graduate Diploma of Leadership

If you inspire others to learn, to envision and to perform, then you’re already a leader. But even leaders need a little guidance to reach the next step on the path to professional development.

TAFE NSW Higher Education’s Graduate Diploma of Leadership (VET Sector) is the state’s premier leadership training for the industry. Specifically designed to optimise your Leadership and Management potential, the Graduate Diploma of Leadership (VET Sector) is an AQF Level 8 qualification, with opportunities to articulate into a Masters of Leadership with our university partners. On-line learning is combined with ‘live’ tutorials with highly skilled tutors and industry leaders as well as the opportunity for group work and networking with your peers from around Australia.

So, if you think you’re a prime candidate for taking your role within the Australian VET sector to the next level, applications for mid-year entry open at the end of April.

For more information and a copy of the prospectus contact Sara Bowen, Course Coordinator 02 6659 3104 leadershipcourses@tafensw.edu.au

Great leaders aren't born, they're made.
Geelong’s uncertain future and how it’s shoring up

This is the first installment of a two-part feature on Geelong.

By Bec Wood

It’s a roast for dinner; Mum carves. While they’re enjoying meat and three veg, they’re discussing their days: Mum and baby went shopping, the kids have been at school, and Dad’s been at work. It’s 1966, and life is good – there’s no global warming, no war on terror, no reality TV. Maybe they’ll drive to the beach on the weekend for a picnic.

This scene appears in a film produced with the purpose of attracting immigrants to the then-thriving city of Geelong, which sits around 75 kilometres southwest of Melbourne. The opening shots sweep over the city centre, the bay and the ‘burbs, but the real focus is the businesses. Before they met the Joneses, potential immigrants were treated to shots of the Ford plant, Geelong Cement, a bustling port, and a glistening silo emblazoned with the Shell logo. Smack bang in the centre of coastal, regional and city living, it’s not hard to see why the film would have worked on a lot of people.

For the majority of its history, Geelong has been a manufacturing town through and through. Wool, aluminium, Falcons – these things have shaped a blue-collar landscape.

That landscape is going through some changes.

Last year the Ford Engine plant announced that it would close its doors in 2016 after more than 80 years in Geelong. Only a month later, Target’s head office acted with significant layoffs. Adding to the city’s uncertain future, the Alcoa aluminium smelter announced on 18 February that it would cease operations by August this year. And to top it all off, the Shell refinery, which was put on the market in April 2013, still hasn’t found a buyer.

Geelong is experiencing a high concentration of change; not surprising when you consider the ingrained history of traditional manufacturing in its economy. But, take a step back – it’s also a microcosm of what’s happening all over the country, and in other Western countries with strong foundations in similar industries. To be hit with all these challenges and losses in a few short years has rocked the ‘gateway to the Great Ocean Road’, and while all’s certainly not lost, there’s a difficult transition ahead.

The Skilling The Bay project was announced in 2011, only a week after Ford cut around 240 jobs from its Geelong and Broadmeadows plants. It sees the Victorian Government, Deakin University and local TAFE provider The Gordon Institute combine forces. Its goals, according to the project’s Executive Summary, are “increased educational attainment, and improved opportunities for workforce participation”.

It’s safe to say there will be a lot of attention focussed on Skilling The Bay in the coming months. The recent news that Toyota would follow Ford and Holden by ceasing operations here, thereby putting an end to car manufacturing in Australia, has rocked the
their recommendations for the future. In a nutshell, they say the key to bolstering Geelong’s economy is encouraging new, more high-tech industries, especially in advanced manufacturing, as well as taking advantage of the jobs that will crop up in health and high-tech industries, especially in advanced manufacturing. “This is our reality,” says Honeywell, “and society of the future, they need to have young people to engage in the employment market and society of the future, they need to have young people to engage in the employment market.

This all sounds straightforward on paper: these are the industries of Geelong’s future; our population just needs the right training to do the job; here’s how we do it. But, of course, it isn’t that simple.

Sue Mandley is a Professional Officer for the Australian Education Union (AEU), and a passionate advocate for what she sees as “the plight of education in Victoria”. In addition to working at both The Gordon and the AEU, Mandley maintains a strong social media profile across several platforms, where she records news pieces related to TAFE cuts and education issues facing Geelong.

She sees the blog she maintains as a “time capsule that documents flawed policy, pollie speak, [and] the impacts of the cuts.”

She’s got good reason to be this vocal about the effects of education funding cuts: her own permanent position at The Gordon was made redundant at the start of 2012. “Devastating, to me, is the way the cuts have been discussed in the media. Politicians continue to say they are investing — they are putting money in the hands of private operators, many of whom have been shown to have dubious practices when it comes to quality delivery.”

The Geelong region has lower than state-average Year 12 attainment rates. It also has a higher than average aging population. According to the profile Skilling The Bay commissioned, retention rates for secondary school students sit around six per cent below the rest of Victoria — not ideal for a city hoping to transition into a ‘knowledge-based economy’ and market itself as a centre for advanced manufacturing and scientific research, among other things.

That’s where the Tertiary Taster comes in.

Already developed and piloted by Newcomb Secondary College, the program introduces students to potential career pathways in existing industries, but more importantly it encourages the idea of lifelong learning. Newcomb’s Careers teacher Phil Wight puts it best: “It [allows] students to get out of the schoolyard, to see what’s outside the school gate, to raise their aspirations — to give them a feel for what a tertiary environment and a tertiary institution was all about”.

The idea is to provide students a sense of the future they could have with higher education, if they stick it out at high school. It’s also important to Wight, and to Principal Phil Honeywell, that the concept of education isn’t something kids think they’re done with when they leave school.

“There’s a lot of data out there talking about the number of job changes young people will [go through],” says Honeywell, “the sorts of skills that will be required in the future compared to the sorts of skills that were typical ten, fifteen, twenty, thirty years ago. If you accept all of that as true, then there’s another truth out there: that for young people to engage in the employment market and society of the future, they need to have higher levels of education, and they need to constantly retrain.”

Newcomb is one of several schools in the Geelong area servicing kids and families from lower socioeconomic backgrounds — around eighty per cent of their Year 7 students are below the national average for numeracy when they start at the College. These kids may not have generations of tertiary-educated family members to influence them; many of their parents may in fact work in the industries that have been rapidly disappearing from the region.

Since the Tertiary Taster’s launch in 2007, Newcomb has seen noticeable increases, both in the numbers of kids who get into tertiary education, and in the numbers who continue with education and training in some form after finishing Year 12.
of a class called GROW (Getting Ready for the Outside World). They get a ‘taste’ of a number of possible study pathways, in a range of industries: hairdressing, automotive, hospitality, and so on. At the same time, they complete two modules towards a Certificate 1 in Vocational Preparation, including Occupational Health and Safety.

The focus isn’t on the students finding their career in those weeks, emphasises Wight. “It’s about them developing more meaningful destinations and actually involving themselves in continuing to learn, in one form or another”.

As Sue Mandley says, “education is future proofing; it’s not a cost that has no return”.

Wight developed the Taster in collaboration with Geelong’s Local Learning and Employment Network, or LLLEN. The LLLEN’s main aim is to bring together as many educational parties as possible and form a cohesive network. They’re certainly meeting this aim with Newcomb’s program. “It’s an eye opener,” says Honeywell of The Gordon’s Boundary Road campus, which houses large-scale equipment the students would never normally be able to access.

The program has succeeded in introducing Newcomb’s kids to the importance and range of opportunities open to them with further education, but it’s also had another, unexpected side effect: “The kids grow up! They go into an adult educational institution, and all of a sudden they start acting far more mature”, says Wight. “They’re so engaged, in fact, that when one of the scheduled days at The Gordon fell on a student-free day, Wight still had one hundred per cent attendance.

Both Honeywell and Wight agree that the Tertiary Taster can’t stand alone: “This is part of a whole range of things that our students do in relation to their development,” says Wight. “And it fits well into [the curriculum], but it’s one part of a whole range of programs”. Skilling The Bay has tasked them with introducing the program to three more schools in the region that service similarly disadvantaged students starting in 2015.

Skilling The Bay ran a student forum last year as part of their preliminary research. It found that, while the majority of students surveyed felt there were a good number of educational options in Geelong, most of them didn’t intend to stay here to study, especially not those who hoped to go to university. Behind course availability, students rated lifestyle equal second, along with the cost of living, as reasons for choosing their intended location of study.

A certain number of young people are always going to want to leave the area they grew up in, no matter where they are. But with an aging population and the need to attract (and then supply with workers) industries that are more ‘knowledge-based’ than those previously dominating the local economy, something needs to be done. Enter Darryn Lyons.

“We are Geelong! Giddy up” reads the billboard welcoming drivers on the Princes Freeway. Giddy up indeed; Geelong’s colourful new Lord Mayor hasn’t wasted any time getting stuck into his quest to ‘beautify’ the city, planting flowers throughout the CBD and submitting funding requests to the Victorian Government for tourism-boosting parks and a cruise ship pier.

A welcome addition to these more superficial plans is the news that Lyons intends to improve public transport: in Skilling The Bay’s student forum, when asked “what do you like about Geelong?” transport scored a big fat zero.

Hospitality is one industry that isn’t mentioned specifically in Skilling The Bay’s Priority Actions Report, but that has seen large numbers of students enrolling in apprenticeships and traineeships (“a more thriving cultural precinct” was also identified in the student forum as being desired). It’s also an area that has been hit by TAFE cuts.

Students from Newcomb experience hospitality courses as part of the Taster: “Every subject was good”, said one when giving feedback. “I’m thinking about working in the Hospitality industry now [sic]. I feel a lot more confident knowing what to expect at TAFE. I didn’t really understand about further learning until I did the Gordon course.”

The fact that education in the Geelong region in recent years has had a “vocational focus” is further cause for concern – in the areas where Geelong records higher rates of attainment (certificate and VET-level education), cuts have been made. Says Mandley, “I regard the cuts as part of a whole – there is a lot of social engineering going on, and limiting the opportunities for the disadvantaged and lower paid members of society to pursue education is displaying a vision that is not one for the future.”

Bec Wood is a Melbourne-based writer and student

*Darryn Lyons was contacted for comment but had not responded by the submission date.
Senate and House of Representatives inquiries into TAFE

On 11 December 2013, the Senate announced an Inquiry into Technical and Further Education in Australia (TAFE). The Inquiry will be undertaken by the Senate’s Education and Employment Reference Committee. This Inquiry follows the House of Representatives Inquiry in 2013, which concluded mid-year without making a report.

At the time of writing, submissions to the inquiry had closed, public hearings were about to start in a range of capital cities and regional centres and around the country, and the final report is due to be released on 13 May.

On Wednesday 26 February, the Minister for Industry, the Honourable Ian Macfarlane referred an inquiry to the House of Representatives on the role of the Technical and Further Education system and its operations. The inquiry has four Terms of Reference:

- The development of skills in the Australian economy
- The provision of pathways for Australians to access employment
- The provision of pathways for Australians to access University education
- The operation of the competitive training market.

Submissions to the House of Representatives inquiry close on the 9 April, but the inquiry is accepting all the submissions from the previous 2013 House of Representatives’ inquiry into TAFE. Hearings have been schedules around the country.

The AEU has encouraged supporters and members to make submissions to both these inquiries. They are a valuable opportunity to educate politicians about our concerns regarding current policies and funding arrangements for both TAFE and the VET sector.

The AEU Federal Office made a submission to the Senate Inquiry on behalf of its branches and associated bodies. This submission served as a supplementary submission and an update on our submission to the 2013 House of Representatives Inquiry. We would like to share with you the final section of this submissions which was based around recommendations to the Inquiry.

The AEU calls on governments and all those with an interest and a stake in the performance of the national TAFE system to take all necessary action required to protect and support the capacity of TAFE to continue its historic role in providing high quality vocational education and training to Australians of all ages and backgrounds. This includes the following policy responses:

- A complete and rigorous examination of the real costs of the provision of high quality vocational education, including skills for work, adult literacy and numeracy and crucial supporting knowledge and theory;
- Identifying and guaranteeing the level of funding required for the public TAFE system, based on a funding model that supports a strong and increased funding base for capital works, maintenance, infrastructure, and equipment. This funding model must properly recognise the important role of TAFE as the public provider in providing access to training and re-training in areas of high and low demand, and, particularly, in rural and remote areas and in support of improved access and participation for disadvantaged learners.
- A full and immediate reversal of TAFE funding cuts across the country, but particularly in Victoria, NSW, Queensland and South Australia.
- A commitment by the Federal Government to properly scrutinise the implementation of the National Partnership funding agreements to ensure that Commonwealth funding does not flow to any state or territory, unless it has met conditions that funding agreement to develop and implement strategies to enable public providers to operate effectively in an environment of greater competition.
- State and territory governments to demonstrate their support for TAFE by requiring that the national entitlement to a guaranteed training place is offered only at TAFE.
- A proper public examination and review of the consequences of full competition on TAFE and VET, including the impact on educational quality of vocational education, levels of student support and teaching infrastructure, and a reassessment of the case and justification for a competitive training market – to the extent this Inquiry does not provide for, or is not able to conduct, such a detailed examination.
- A single, high standard of entry for providers into the training ‘market’ and rigorous enforcement of those standards.
- Ensuring the Australian Skills Quality Authority (ASQA) has the resources it needs to effectively audit and regulate the performance of training providers, and enforce rigorous standards for entry into the ‘market’. This may require an injection of funding into the budget.
- Development of a national workforce development strategy for the TAFE workforce that addresses the level and quality of teaching qualifications in the sector, and the unacceptably high levels of casual employment, and which specifically includes the allocation of adequate resources to enable TAFE teachers and institutes to develop and maintain close liaison with industry and local communities to assist them to meet their vocational skill needs.
**Pat Forward:** You have a fundamental appreciation of the breadth and significance of the work of TAFE and the importance of the professional and industrial conditions of the teachers who work in the sector?

**Leesa Wheelahan:** I think all those things are linked, I think that one of the biggest problems that we’ve got is that we don’t have enough people doing research in vocational education or on TAFE. This is not just mere academic interest. Unless we do research into what TAFE is, the nature of the education it provides, how best it provides that education, and the role and contribution it makes, we’re not going to know what those roles are, what those functions are.

And we’re not going to be able to use our research to help think through what our practice should be. It drives them mad but, there’s nothing as practical as a good theory, because it helps you understand and make sense of what you’re seeing and what you’re doing.

A lot of policy on the face of it sounds really sensible and commonsense but when you scratch it, it’s not. For example, who could argue with the proposition that people need to be skilled? No one. But if you reduce education to just skills then you reduce their options, you reduce their possibilities, that’s why trying to build up the research capacity of TAFE teachers who can undertake some of this research themselves is such an important part of what we need to do for the future.

And I think the union has always seen that and always supported that notion, and that idea. This means that TAFE teacher qualifications are important for a whole lot of reasons. They’re important because people need to be appropriately qualified to teach.

But they also need to have the appropriate knowledge and skills so that they can shape the future of our profession.

And unless they’re helped to learn what they need and the knowledge to do that then we’re cutting the profession off at its knees. That’s one of the reasons I think qualifications are so important.

**PF:** In focussing just for a moment on the question of teaching qualifications for teachers in the sector and on the profession, if you were in the privileged position of being able to advise government and policy makers about the future, what would you say in terms of TAFE teachers? How would you advise government about what it should do in terms of policy and the profession?

**LW:** We need to construct a qualifications framework for TAFE teachers so that it consists of a scaffold of qualifications that enable people who are experts in their field of practice to enter the field of teaching, and then gain qualifications that support them in becoming experienced and leading teachers in the sector.

Whilst in an ideal world I think it would be fabulous to insist that people have full teaching qualifications before they enter the sector I think in practice that would limit opportunities for TAFE students to get access to the kind of expertise that they need.

But if we have in place appropriate entry level support, so that teachers actually do have a little bit of development before they enter the classroom, this would help. When I first entered the classroom I had no help in understanding what teaching was about, and the first time I went in to a classroom
to teach was my first engagement with teaching.

So at least teachers need some support before they enter the classroom and then they need structured teacher development which is embedded in qualifications, and they could do these while teaching. Now what that looks like I think is more of an open question.

My own particular view is that teachers need to have qualifications that are differentiated, that reflect their level of responsibilities, their teaching domains and what they’re doing.

So I think that those who are teaching disengaged kids who returning to TAFE after two years in the wilderness need to be the most highly skilled teachers in the sector.

Those who are teaching higher education also need to be highly skilled, but they need a different set of skills.

So, I think we need to have a differentiated approach to development, but one that provides teachers with access to the knowledge base and the theories that will help to become expert teachers in their field.

So that’s one aspect of it. The other aspect of it, which I don’t think anyone has done really well anywhere (although some countries have done it better than others) is to engage teachers in learning the theories and associated practice within their vocational field of practice.

For example, electricians need to be supported to learn what relevance new insights from engineering have for what electricians do and the work of electricians.

The same goes for accountants, or any professional field of practice that you can think of. Teachers need to be exposed to and learn and engage with theoretical knowledge base of their practice.

The current way that it works is that once you’ve had industry experience that’s deemed to be sufficient, but that’s not sufficient.

All teachers need to be supported to gain the qualifications that will deepen their theoretical understanding of their field of practice and their theoretical understanding of teaching and how to bring those two together in vocationally informed pedagogy.

So that’s a very long answer.

**PF:** How different do you think the challenges that face TAFE and TAFE teachers are than the challenges that face those who are teaching or lecturing in the two other sectors — schools and universities?

**LW:** I’ve always thought (and this has got me in big trouble) that teaching in TAFE is far more complex than teaching in the other sectors, although teachers in the other sectors challenge that notion. The reason I think it’s more complex is because the diversity of contexts in which TAFE teaches is far wider than either the schools or the higher education sectors.

In schools, teachers mainly teach in schools. In higher education, you’ve got a lot of work based learning, distance education, online, mixed mode, all that sort of stuff and so those contexts are much more diverse, particularly those who teaching in the professions.

But it’s still nothing like VET. They still mainly teach in universities. The number of higher education students outside of universities is only six per cent. So most higher education teaching is mainly in universities.

In TAFE, the contexts in which teachers teach are wildly divergent. From the neighbourhood house, to the TAFE campus, to the workplace, to the school, it could be the same teacher in any of those contexts. And that requires different skills in all those contexts.

And then you’ve got the diversity of students in your classroom. Now while it’s true that you have diversity in most schools and in higher education, I don’t think that there is anything like the diversity that you get in a TAFE classroom. Now I got challenged on that when I was presenting some work on the quality of VET teaching to a very senior board and the board said to me “But, yes, that might describe TAFE teaching overall but not a single classroom” and that certainly wasn’t my experience of teaching at TAFE.

When I taught in TAFE, most of my students were from non-English speaking backgrounds; I had some that were from Australian backgrounds but the range I had was very wide... I had early school leavers, long term unemployed and people who had degrees coming back.

One year I had women who had been in the home for many years and also refugees coming from El Salvador, Vietnam and the Middle East... the diversity was really complex including people with severe disabilities in the classroom. Some had high levels of literacy, while a lot of others didn’t.

I don’t think higher education is like that, even though it is diverse, and I don’t think schools are like that. The TAFE teachers that I speak to say that the level of diversity they have in their classroom is very high. So the notion that you can teach to the middle in TAFE class just doesn’t wash. I think within TAFE the challenges are different. I don’t think I’ve got the skills to teach early school leavers. I don’t think I’ve got the skills to teach students who are newly arrived refugees. I’ve got the skills to teach refugees who have been here for some time, who would be training to be community development workers but I don’t have the skills to teach them initially when they come.

Even within TAFE, one of the policy problems has been that there is this expectation that TAFE teachers can do everything, and yet the only qualification they’re offered is a Cert IV training and education. The whole idea is laughable.

So I think we have this unrealistic expectation of what TAFE teachers should be able to do, but what we should be doing is recognising the diversity that all TAFE teachers face in their classrooms, but also recognise that the diversity extends beyond that and that TAFE teachers need to be equipped to teach in their specialist field of teaching. Now that might be teaching early school leavers or refugees, or it might be teaching accounting. It depends. So, I think we haven’t come to grips yet with that diversity. ✷
Do Your Block for TAFE

TAFE teachers know the value and importance of TAFE because they see it in action every day as their students develop skills, gain confidence, learn and grow. So in November last year we worked hard to spread the message about the value of TAFE to communities right around the country by launching our “Do Your Block for TAFE” activity.

TAFE teachers, students and Stop TAFE Cuts supporters delivered more than a hundred thousand brochures and letters into the mailboxes of their neighbours, urging them to get involved and register their support by signing up at www.stoptafecuts.com.au

This was a valuable exercise in reaching people in our communities who may not know what is happening to their local TAFE as government policies work to cut budgets and courses, and close campuses and classrooms.

This led to a significant increase in supporter sign ups on www.stoptafecuts.com.au, and great stories from some new TAFE crusaders who found out about the campaign from the letterboxing activity, like Amanda from NSW.

“I normally don’t respond to letterbox drop offs, however one from TAFE is very different. TAFE has assisted my 3 sons to achieve their career goals. Full praise to the Northern Beaches & Ultimo Campus for all their support. TAFE teachers go the extra mile... We must Stop TAFE Cuts!”

Well done to all our letterboxers for getting involved and sharing the value of TAFE with your community. For those of you who missed out on the activity, you can always print off a few leaflets from our website (www.stoptafecuts.com.au/resources) and “do your block” when it’s convenient for you. And you can always find a way to drop the value of TAFE into a conversation and encourage friends, family, neighbours, colleagues, friendly strangers to register their support and sign up at www.stoptafecuts.com.au.

To make sure you’re always in the loop on our latest campaign activities make sure you are signed up as a supporter at www.stoptafecuts.com.au.
In 2013:

- Nationally, 87.5% of TAFE graduates surveyed said that they were employed or in further study after training, compared with 87.7% in 2004;
- 60.2% of all TAFE graduates said they had improved their employment circumstances after completing their course, and increase from 2004 (58.4%);
- 83% of TAFE graduates surveyed nationally said they fully or partly achieved their main reason for doing the training — slightly higher than the 80.2% reported in 2004; and
- 88.4% of TAFE graduates surveyed nationally said they were satisfied with the overall quality of their completed training.

The satisfaction levels across students undertaking training with different objectives were very similar — satisfied with teaching (90.4%), satisfied with assessment (89.9%), satisfied with generic skills and learning experiences (79.8%).

- 42.9% of all TAFE students are aged 24 years and younger
- 20.4% of TAFE students were apprentices or trainees
- 89900 Aboriginal & Torres Strait Islander students went to TAFE
- 124800 students with a disability went to TAFE
- 83.3% of TAFE students were studying part time

The TAFE system has an extensive reach and footprint in regional and rural areas across the whole continent. For decades, it has been the trusted provider of vocational education and training to individuals, communities and small and large business. The state by state breakdown is shown below.
Skills reform commenced 2013
18.25% public funding allocated contestably

FUNDING DOWN
9.73% BETWEEN 2011-12
13.91% BETWEEN 2008-12
19.52% BETWEEN 2003-12

Future Skills
(January 2014)
29.68% public funding allocated contestably

FUNDING DOWN
11.34% BETWEEN 2011-12
UP 5.01% BETWEEN 2008-12
DOWN 20.59% BETWEEN 2003-12

Skills for All
(Implemented 2012)
74.44% public funding allocated contestably

FUNDING DOWN
24.98% BETWEEN 2011-12
32.25% BETWEEN 2008-12
45.43% BETWEEN 2003-12
Funding down 9.73% BETWEEN 2011-12
13.91% BETWEEN 2008-12
19.52% BETWEEN 2003-12

Funding down 0.84% BETWEEN 2011-12
7.46% BETWEEN 2008-12
22.44% BETWEEN 2003-12

Smart+ Skilled (to be implemented 2015)
28.83% public funding allocated contestably

Victoria Training Guarantee (Implemented 2008-12)
71.31% public funding allocated contestably

Funding down 6.4% BETWEEN 2011-12
20.54% BETWEEN 2008-12
26.21% BETWEEN 2003-12

Queensland Training Guarantee (July 2014)
27.60% public funding allocated contestably

Funding up 6.12% BETWEEN 2011-12
Down 11.31% BETWEEN 2008-12
Down 17.98% BETWEEN 2003-12

Funding up 9.24% BETWEEN 2011-12
Down 5.69% BETWEEN 2008-12
Down 5.69% BETWEEN 2003-12

Funding up 9.24% BETWEEN 2011-12
Down 5.69% BETWEEN 2008-12
Down 5.69% BETWEEN 2003-12

Funding up 6.12% BETWEEN 2011-12
7.46% BETWEEN 2008-12
22.44% BETWEEN 2003-12

...
Growth in the proportion of public VET funding now open to private providers

21.05% 2008

22.8% 2009

33.05% 2010

39.34% 2011

42.40% 2012


TAFE and VET - the lowest funded of all education sectors
VET LEADERS CONGRESS

Your chance to hear from inspirational, visionary speakers who’ll help you meet new challenges and tap into new opportunities

- Understand the latest technologies being harnessed for learning delivery
- Get the big picture on what’s happening in VET education globally
- Unparalleled networking opportunity taking place against the backdrop of the Asia Pacific’s biggest education technology event
- Returning to your workplace energised by the zeitgeist of change transforming the world of vocational education

World-class and locally acclaimed speakers who will be addressing the issues that matter to YOU:

Sir Ken Robinson
The world’s biggest name in education and creativity (UK)

Dr Jane Bozarth
eLearning and social media thought-leader (USA)

Dr Mark Keough
eLearning pioneer

Susan Hartigan
Director TAFE NSW - Western Sydney Institute

Aaron Devine
CEO Gold Coast Institute of TAFE

Anthony Böhm
Joint CEO Open Colleges

Pauline Farrell
Blended eLearning Solutions Executive Manager Box Hill Institute of TAFE

David Garner
Regional Manager Compliance Australian Skills Quality Authority

And many more!

Specifically Designed For:
- RTO owners, CEOs, GMs, directors
- TAFE and training academy directors and principals
- Blended learning managers
- eLearning managers
- VET training managers and consultants
- Compliance managers
- Industry skills council CEOs
- Learning technology managers
- Trainers and teachers
- Assessors
- eLearning consultants

Australian TAFE Teacher Magazine Readers
RECEIVE 10% OFF YOUR REGISTRATION WHEN YOU “APPLY CODE” ATTIM10

REGISTER NOW! | www.edutech.net.au
On February 24, Peter Hall, Victorian Nationals MP and Minister for Higher Education and Skills announced that he would not be standing for re-election at the next state election, due to be held in November of this year. A brief announcement on his website was followed by an opinion piece in *The Age* a week later. In that piece, Peter Hall said:

*I am confident the reforms we have made have set a strong foundation for sustainable delivery of quality training for Victorians now and into the future.*

This is in sharp contrast to the letter sent to Victorian TAFE institutes shortly after the 2012 state budget where Hall noted that advising TAFEs of budget cuts had ensured that “rest and sleep were very difficult” and that “on many occasion in recent months” he had considered “throwing in the towel.”

In March 2014, Peter Hall said:

*The TAFE brand is synonymous with training…I honestly believe that there are some exciting possibilities to re-position TAFE as the top-end provider of quality training.*

What legacy does the former secondary school teacher leave for the TAFE system in Victoria? And what will happen next?

In 2011, the Baillieu government announced that $400m had been “overspent” in the VET budget. The response to this was to cut TAFE’s differential funding. Hall, in his March 2014 opinion piece quotes the same figure—*(the market driven system) that ultimately blew the training budget by $400 million in 2011 and drove thousands of students into highly subsidized, low fee, quick courses that gave them no sustainable job outcomes.*

Hall penalised TAFE when the “blow out” and the vast majority of low fee, quick courses that did not adequately prepare students for a working life were delivered by private, for-profit, providers. TAFE was punished for the failures of the market, and...
for the failures of the private providers. TAFE now had less funds to continue to do the same work. More than 300 TAFE jobs were lost by the end of 2011.

The state budget of 2012 was brutal. An estimated $300m cuts resulted in immediate job losses across all TAFE institutes. The Victorian TAFE Association predicted up to 2,200 job losses over the next 12 months as well as severe cuts to courses and campuses.

Peter Hall wrote in that same letter to institute directors:

Throughout the presentations I observed emotions of shock, incredulity, disbelief and anger… It was hard not to read your feelings given that we in the Department and my staff have shared similar emotions for many months now…

It is hard to believe Peter Hall would claim empathy with teachers and Institute directors, whose life work his government seemed determined to bleed dry.

In 2012, a groundswell of community support for TAFE meant a constant barrage of news stories from local media outlets about what was happening to “their TAFE”. The news was not good as teachers lost their jobs, classrooms were closed, and support services for disadvantaged students were destroyed. There was furor about the only remaining AUSLAN translating course closing, free iPads being given as incentives to students to sign up to shonky courses, and fly-by-night RTOs failing to deliver any training at all, let alone quality training.

Still, nothing was done.

In 2013, the new premier, Denis Napthine, announced a $200 million “boost” for TAFE. This was intended to soothe the previous cuts, Napthine insisting that “the funding is designed to assist TAFE institutes in securing their presence within the broader vocational education and training industry.” Most commentators saw this as an inducement to encourage TAFEs to amalgamate.

It is clear from his parting comments that Peter Hall’s confidence in his legacy has increased. He has moved from “we all acknowledge that the journey ahead is going to be a very tough one” in May 2012 to stating that “When I am asked if I am happy with the state of training in Victoria, the answer is a resounding yes” in March 2014.

Peter Hall, as he retires, may well be happy with the state of training in Victoria but TAFE teachers and the Victorian community are not. TAFE workers operate in an environment of budget cuts, belt tightening and making do. This is not a conducive environment for education. The competition between TAFE, which aims to provide quality education for anyone who wants or needs it, and a private provider, which can pursue only profit, and not educational excellence, is far from a level playing field. TAFE is a respected institution in the Australian, and Victorian, community. Under the current policy settings, it will become increasingly more difficult for TAFE to retain its “world-class” and “well-respected” titles.

For all of Hall’s attempts to shift the blame to the previous Labor government and his most recent rewriting of history— there are many in the TAFE community who will look at the last four years and see it for the disaster that it really is.

What happens to TAFE now?

Very few people in the Victorian community have much faith in the rhetoric and actions of the Napthine government when it comes to TAFE.

The Victorian community is looking to the ALP and the Greens to campaign strongly in the lead up to the Victorian election around TAFE. TAFE institutions around the state are highly regarded and trusted community assets, but they need defending, and they need coherent commitments from the major parties if they are to survive.

In the past few years, communities have been outraged about what has happened to their TAFEs in Victoria. Any political party which campaigns in the up-coming state election without a coherent policy to rebuild the TAFE system will feel the wrath of communities across the state. In what could well be a closely contested election, supporters of TAFE must demand a better solution from politicians, and a more vibrant future for TAFE.

Peter Hall may be content with his legacy, but the community is not content with its TAFE system being trashed.

— Sarah Missen is a writer based in Melbourne.
During 2013 we reported on the Specialised Vocational Pedagogy Project, which provided a ‘proof of concept’ of a professional development model that could help build the expertise in teachers and students needed to meet both TAFE and industry challenges. The project was an initiative of the Australian Education Union. With funding from the then Commonwealth Department of Industry, Innovation, Science, Research and Tertiary Education, it was carried out by the Melbourne Graduate School of Education with staff from two TAFE institutes.

The final report of the project Building future capabilities for vocational education: Why high-level-teaching qualifications matter for TAFE teachers is complete — if you would like a copy of the report, please contact the AEU at aeu@aeufederal.org.au

**Context**

The project addressed the identified need for a high quality and well-resourced vocational education sector by considering the implications of vocational disciplinary knowledge and specialised vocational pedagogy. Vocational disciplinary knowledge is the particular combination of disciplinary and occupational knowledge for a particular vocational stream. A vocational stream will also have a specialised vocational pedagogy which teachers draw upon in planning and carrying out their teaching.

Vocational disciplinary knowledge is an important part of a VET teacher’s knowledge base, but it is often assumed to be already fixed and in place, whereas it is in fact constantly changing. It may also be considered less important than such matters as generic pedagogic skills, industry currency or entrepreneurial attitudes.

Expertise, not just competence, is required on the part of teachers and students to enable them to meet the challenges of industry and the economy. Expertise is the exercise of autonomy in an occupation, and so requires vocational disciplinary knowledge on the part of students and teachers, and specialised vocational pedagogy on the part of teachers.

**A professional development model**

Two groups of teachers trialed a professional development model based around two workshops. At the first workshop each group of teachers met with an expert in their background discipline and discussed recent disciplinary research that the expert had carried out. At the second workshop the teachers discussed the implications of the research for their teaching and made plans for implementation of teaching activities. There were online activities before and after each workshop.

**Findings**

Teachers were well able to engage in a collegiate manner with disciplinary experts and research findings. The research findings themselves addressed issues and problems that the teachers and their students encountered in the workplace, and teachers could recontextualise the research findings for the purposes of teaching. However, the current structure and process of curriculum and professional development did not encourage this recontextualisation.

**Conclusions**

The development of expertise requires the capacity in teachers and students to respond to opportunities and changing circumstances. This kind of response requires a range of capabilities, which are a combination of personal abilities, social opportunities, and necessary resources. Providing these capabilities requires action not just from individuals, but from educational institutions, industry and policymakers.

Vocational disciplinary knowledge needs to be built into formal qualifications. Informal learning can only go so far — expertise requires the structured learning of the theoretical and practical knowledge of the vocational stream. The complexity of constantly changing circumstances means that informal learning is unlikely to provide the kind of framing and scaffolding needed for building expertise based on specialised vocational knowledge.

Educational institutions, particularly TAFEs with their long history of vocational engagement and learning, need to be able to provide this scaffolding and continuity. Entities such as the Office of Learning and Teaching or Industry Skills Councils could have a role to play in supporting them.

**Next steps**

This project has indicated on a small scale the possibilities of a model based on the sharing and recontextualisation of vocational disciplinary knowledge. More work is needed on the underlying principles of the model and the project’s interpretation and application of key concepts such as vocational disciplinary knowledge.

A lateral extension of the model to other vocational streams and settings would provide useful insights into the variations between vocational disciplinary knowledge and the related pedagogies of different vocational streams.

Most importantly, a vertical extension of the model from informal professional development into formal qualifications would provide evidence of how joint efforts from all stakeholders over time can develop the expertise needed to meet industry challenges.
Abruzzo, Italy

Join a small group custom tour of this relatively unknown region of Italy with Angela Di Sciascio, teacher and author of *Finding Valentino: Four Seasons in my Father’s Italy.*

The handpicked itinerary will ensure you encounter the best gastronomic, cultural, scenic and local experiences Abruzzo has to offer. 10 nights/11 days, 5-15 October 2014. Go to www.findingvalentino.com.au for details or contact Angela at info@angeladisciascio.com.au

“Abruzzo holds a special place in my heart. This is the Italy I know and love and I am so proud to be able to share it with you.”

**Australian College of Educators**

Seminar: Learning to be a Lifelong Learner: Three things I have learnt
12 May
Griffith University, Mt Gravatt Campus, Messines Ridge Road, Brisbane

**Victorian TAFE Association**

2014 State Conference “Crisis or Opportunity”
26-27 May
Novatel Forest Resort – Creswick
http://www.vta.com.au

**Edu Tech**

National Congress and Expo
3-5 June
Brisbane Convention & Exhibition Centre
http://www.edutech.net.au/

**Office for Learning and Teaching**

National Conference
10-11 June
Dockside Pavilion, Darling Harbour, Sydney

**National TAFE Day**

18 June

**NCVER**

“No Frills” – 23rd National Vocational Education and Training research Conference
9-11 July
http://www.ncver.edu.au/

**David Williams**

David Williams is leaving the Victorian TAFE Association. He has been the Executive Director of VTA since June 2003 after commencing as the Manager of Workforce Development & Employment Relations in 1996. David has been a strong defender of the TAFE system and will be missed.

**Senator Lee Rhiannon**

On 11 December, 2013 Senator Rhiannon moved a motion to establish an inquiry into TAFE operations, accessibility and public funding. The inquiry will pick up where the former House of Representatives inquiry, dissolved as a result of the calling of the election, left off.

Senator Rhiannon said “Successive state and federal governments have undermined TAFE as a national vocational educator by opening this sector to low-cost, low-quality private providers. This inquiry will look into different funding models for TAFE, their impact on accessibility and affordability. I think this inquiry will reveal how TAFE has been undermined as a centre for technical education excellence.” At the time of writing, submissions to the inquiry had closed, and we await to hear the final report due to be delivered on 13 May. Stay tuned...

**TEST LEADS CABLES & ACCESSORIES**

Available as 2 & 4mm Test & Safety Leads, 2 & 4mm Sockets and Safety Sockets, well designed, heavy duty construction. 4mm Leads are double insulated. These are essential for all TAFEs & Universities to provide simple connectivity and a safe Environment. Test leads and connectors also for FLIR & Earth Resistance Testing. Book on testing & tagging also available.

For more information, please contact

PHYWE AUSTRALIA
P.O.Box Box 110 Tullamarine Vic 3043
Tel: 03 9330 3246 Fax: 03 9335 5999
Email: phywe@alphalink.com.au
Website http://phywe.alphalink.com.au
All Leads and connectors only “Made in Germany”
This is an edited version of a speech given by the AEU’s Federal TAFE Secretary Pat Forward to the AEU Federal Conference in February.

IN AUSTRALIA, imposing market principles on the organisation of the VET sector is resulting in the privatisation of TAFE. Increasing proportions of public VET funding are allocated competitively, or through voucher-like mechanisms. In 2011, more than $1.1b of recurrent government VET funding was allocated to private providers. This is almost 40% of government recurrent VET funding, and this proportion has more than doubled since 2008. All states are progressively moving towards unfettered access by private providers to public funding. In Victoria, TAFE market share has plummeted to less than 40%, and private provider share increased to more than 50% following a $1.2b budget cut to TAFE in that state in 2012. Only one year into the reform process, SA TAFE share has dropped from 74% in 2011 to 62% in 2012. The private market share in SA has increased from 26% to 38% over the same period.

The current attack on TAFE is not the story of inefficient public providers killed off by more savvy streamlined private competitors. The real story of the closure of buildings and the retrenchment of teachers who have dedicated their lives to the profession is the shutdown of a vision or an idea of public vocational education – a vision which most people probably share - and its replacement with another.

What are these two visions?

One vision goes something like this: Education can be made into an item of a particular size that can be bought and sold just like anything else. In the language of this world, it’s called a unit of competency. Anyone can sell it. The people who want it should pay for it. If they can’t pay for it now they should get a loan and pay for it when they can afford it. The people who sell it do so because they can make a profit from doing so and so the customer, the student, the consumer of the standardized item, is just a means for making a profit. Governments might give the consumer a subsidy to buy the item if it calculates that the skill acquired will have spinoff for profits down the track. The government will also provide the loan to the customer to purchase the item to be paid back when the customer down the track becomes a seller themselves.

The second vision is hardly ever articulated in public statements now. It exists in the kind of expectations people ordinarily have of TAFE as an institution of public education, and in the practices of the institutions themselves. Perhaps a picture of it can be drawn out of these practices.

In this perspective TAFE, like hospitals, the justice system, art galleries, museums and libraries and other educations like schools and universities exist as public institutions. TAFE is complex because it is home to a multiplicity of missions, groups and educational and social practices.

TAFE does so many things. It helps form people as members of particular trades, as members of paraprofessional groups and it enables people to gain entry into the professions. It is a home for adult learners to learn to read and write and for others to learn English. And it is this complexity that makes for its richness. This vision of the public institution of TAFE is not a matter of modern branding; it goes to the heart of how teachers see themselves, and students, and vice versa. It is, what is at its core, a teacher’s vocation. It is what it means when a tradesman says he wants to become a trade teacher because he wants to “give back”; or what it means for English language teachers to share a moment’s pride when finding out a former student is doing a university degree. It is when a panel beating teacher says that he sees his job as helping students who start the course believing they don’t have brains – and then discover through learning, that they do. This is not “feel good” stuff disassociated from the tough world of work. It is an ethos that so pervades the ordinary practices of the institution that, like the air we breathe, it is just taken for granted. It’s this ethos that enables teachers to see students not just as they are at the moment, but how they can become as they work their way through courses - and to engage with how they are. It is also what enables students to see what they are doing as “real stuff” because they are taught by experts from the fields they want to enter: barristers turned law teachers teaching the foundations of criminal law; welfare professionals turned community service teachers discussing the issues of child abuse with prospective welfare workers; nurses turned nursing teachers teaching prospective nurses the signs of an imminent heart attack.

The job of the AEU is to re-prosecute and re-build the idea of TAFE as a public institution dealing with public good. It is our job to campaign and persuade all political parties that they must develop policy which rebuilds the TAFE sector.
Celebrating 30 years of Union Aid Abroad

In 1983, a young Australian nurse named Helen McCue, a committed member of the Australian Nursing Federation, was working as a nurse educator in the Middle East. Upon her return to Australia, she took a proposal inspired by her experience to the then ACTU President Cliff Dolan.

Helen's proposal was for the establishment of an international solidarity organisation in Australia. She had been inspired while working in the Palestinian refugee camps alongside nurses from Norwegian People’s Aid, the overseas aid arm of the Norwegian union movement. Impressed by their focus on skills training, Helen felt that the Australian union movement could also make a difference in the lives of workers and marginalised people around the world.

With Cliff’s support, Union Aid Abroad-APHEDA was established in 1984.

Workers reaching out to the world

Union Aid Abroad-APHEDA’s first projects worked in partnership with refugee communities in war-torn Eritrea in the Horn of Africa, and Lebanon, training local community members as ‘bare-foot doctors’ able to provide the basic healthcare which can save thousands of lives of infants and nursing mothers.

These early projects underlined Union Aid Abroad-APHEDA’s commitment to a decent life for all and international solidarity through education and training, working in partnership with those whose rights to decent work, education, health and justice are restricted or denied.

It is this commitment that saw Union Aid Abroad-APHEDA move quickly to support anti-apartheid activists in South Africa, and contribute to the rebuilding of Cambodia, devastated by three decades of conflict, including the killing of two million people by the Khmer Rouge.

Union Aid Abroad-APHEDA’s current program has grown to over 60 projects in 16 countries including partnerships with Burmese refugees on the Thai Burma border, agricultural skills training with Palestinian refugees, supporting the rural poor in Vietnam and Cambodia, vocational education in the Solomon Islands, union-building in Timor-Leste and Indonesia, women’s development throughout the world, and advocating for the protection of South East Asian workers from asbestos.

Fair wages and safe work for all

Union Aid Abroad-APHEDA is unique because we place workers’ rights at the centre of all our work. It is only when working women and men have education and skills, and can organise collectively to ensure safe workplaces and fair wages, that they will have the dignity of being able to feed, clothe and shelter their family and educate their children. Decent work with a fair, living wage is crucial to lifting living standards around the world.

Union Aid Abroad-APHEDA also believes that the equality of women is essential for lasting change. The rights of women — particularly refugees, migrant workers and other marginalised groups — are a fundamental building-block of our work to improve women’s standard of living and increase their social and economic power.

Join us - Help workers everywhere improve their lives & defend their rights

For 30 years, Union Aid Abroad-APHEDA, on behalf of the Australian union movement, has played a crucial role in fighting for global social justice — for human rights, workers’ rights, self-determination, equality, freedom and democracy.

Join the thousands of Australians who are already standing with workers around the world striving for justice and safe and decent work and make a regular donation by returning the form below, freecall 1800 888 674 or visiting www.apheda.org.au.

Kate Lee is the Executive Officer of Union Aid Abroad-APHEDA.
IN the build-up to the November 29th state election the AEU Victorian branch will expand the TAFE4ALL campaign across the state to remind Victorians of the damage that the Napthine government and current policy have inflicted on their local TAFEs. The campaign will also show the community how they can become involved in changing the policy agenda and rebuilding the public TAFE sector.

The ongoing destabilisation and damage caused to the public TAFE system presents many challenges for enterprise bargaining in 2014.

The priority issues that must be addressed relate to job security, work load and salaries.

The slashing of TAFE budgets which precipitated a trend of declining enrolments, combined with the Napthine government’s refusal to honour previous funding arrangements that recognised the outcomes of enterprise bargaining is severely impacting on the approach of TAFE Institutes to the current round of enterprise bargaining.

Complicating the whole approach to bargaining this year are the restrictions that the Napthine government is placing on TAFEs. Each TAFE is required to submit to government their proposal for approval; if the government does not approve any of the specifics, then the Institute is required to rework and resubmit the proposal again, which has resulted in many Institutes not being given permission to commence bargaining with the AEU.

Early indications from negotiations clearly demonstrate that Institutes will not gain government approval for any outcomes that are not consistent with the original bargaining document/position previously approved by government.

TAFE members across the state simply want to be given the opportunity to have their work regulated so that can continue the high standard of teaching that they are proud of and to be recognised as professionals and be paid fairly for their work.

Greg Barclay is the Victorian member of the National TAFE Council Executive.

The 1st of July 2014 looms large in the minds of anyone involved in TAFE in Queensland. This is the day that fundamental changes will be implemented that will alter the face of vocational education and public provision in the state.

The TAFE Queensland Act 2013 creates the legal framework to convert TAFE into a Statutory Authority with the implementation date of 1 July. The legislation provides for the minister to unilaterally override IR law, any other law and industrial conditions to affect changes in transferring employees to the new authority.

The Queensland Training Asset Management Authority is a proposed entity which will own and run the assets of our current TAFE. TAFE will rent the facilities it needs but private providers will be able to as well. At the time of writing, legislation is in parliament to introduce this change on 1 July.

The merger of CQ Uni and Central Queensland TAFE will take place on 1 July with amendments to the TAFE Queensland Act 2013 also before state parliament.

Full competition for funding will be in place on the same auspicious day.

Adding further complexity, a decision on the departmental appeal against the Queensland Industrial Relations Commission’s decision to send TAFE educational employees to arbitration has not been brought down and so the stalemate around enterprise bargaining continues. Finally, multiply it all with the ‘modernisation’ of awards and other attacks on work place conditions.

The mathematics of the situation makes clear that reality is changing and uncertainty is the constant in the sunshine state.

The event horizon of a black hole is that plane at which the gravitational pull becomes so great as to make escape impossible, a boundary in space-time beyond which events cannot affect an outside observer, the point of no return. 1 July 2014 is the event horizon for TAFE Qld. We have hypotheses regarding likely outcomes on the other side. How it actually plays out can only be determined by going there.

David Terauds is the Queensland member of the National TAFE Council Executive.

WHEN students arrived to enrol at the start of this year there was much confusion around what were the actual charges for a course at TAFE under the new fee (user pays) structure instigated and gazetted by the government in December 2013.

The Union conducted an exit poll outside enrolments to find out the views of students and parents to the changes in charges and fees. The results have highlighted the increase is placing an increased burden on the students that can least afford it. This group of students have indicated that:

• They will have to find additional casual employment to pay for fees
• Parents are having to re-budget to assist children make the payments
• Students have stated that without parental support (even holding down casual work) they would not be able to afford the fees
• That they will not be able to continue in their studies due to the costs
• And that they will struggle to find a work/study balance to ensure that they can pay the fees and complete the course requirements

As part of the changes to the fees structure the Union estimates that approximately 180 full time lecturing positions have been lost and it is unknown how many casuals have lost positions.

As part of the sideshow that is occurring around the new ballot for senate positions in WA, the Union is conducting a forum in which the parties and candidates can explain their positions in relation to funding and supporting TAFE and education.

Gary Hedger is the WA member of the NTCE.

TasTAFE has now completed transitioning all employees of the former Tasmanian Skills Institute and the Polytechnic into the new management structure. The number of management positions has not changed a great deal and no permanent staff have lost their jobs as a result of the transition.

A joint management / union committee with an independent chair had the overall responsibility of drafting the Transition Guidelines and once approved, with staff input, ensured that all transfers were completed in accordance with the guidelines. This resulted in a smooth movement of staff into the new TasTAFE structure.

The Tasmanian TAFE Division, since the last report, has concluded the negotiations for a new three year Agreement and changes to the current Award. The changes to the Award were basically to remove all references to the former Polytechnic and the Skills Institute. Both documents were presented to members in November 2013 with 98.5% of those who voted endorsing the documents. The Award and Agreement were ratified by the Tasmanian Industrial Commission in December 2013.

The agreement is operative until February 28, 2017 and
The Canberra Institute of Technology (CIT) has avoided wholesale mutilation and in many ways represents a calm in a TAFE storm. It does, however, have its own challenges, namely ACT Government reductions in funding, National Skills Reform pressures and commitments, and staff matters.

The ACT relies heavily on CIT for the training and certification of large numbers of its own workforce — allied health professional; social welfare workers, semi-professional educators, etc. The ACT Government produces an annual ‘profile’ of those occupations which it requires and then appropriates through its annual Budget, a block sum to fund CIT to provide that training. But the ACT Government then short sheets CIT, also through the annual Budget, by reducing its appropriation by $2m by its ‘savings strategy.’ While CIT had internalised this ‘savings’ impost over the last few years, at the beginning of this calendar year, it launched a raft of savings measures with massive reductions in coordination time, overtime, use of casuals, and more recently, by the ‘bracket creep’ in teacher student ratios. The AEU membership is now mobilising to respond. Being spared the ructions of other TAFE jurisdictions has its upside, but the downside is that CIT had put off an overdue structural renovation of itself until late last year. The final prompt for the subsequent ‘Structural Adjustment Plan’ was the CIT sign-on to the National Skill Reform Package. As is generally known, this package carries many commitments in return for a graduated flow of funds. CIT’s restructure went operational in September 2013 with a first review now underway.

While there are many names to call the pressures, challenges and forbearance confronting teaching staff, one word would suffice: workload. Focus groups of teachers were convened during the almost finalised enterprise agreement (EA) negotiations and 15 separate non-teaching activities were identified and included in a clause, for closer examination and resolution at department level between teachers and their supervisors in the twelve month period from the making of the EA. The AEU will monitor this exercise through its re-invigorated sub-branch networks.

Glenn Fowler is the Secretary ACT Branch

The Stop TAFE Cuts campaign rolled on over the holiday period and is in full swing for the start of 2014. Before Christmas, stalls were held at Newtown Festival, Glebe Street Fair, and Kempsey market. In January activists spent a week at the Tamworth Country Music Festival where we held hundreds of conversations with people from every state and territory. A quick trip down the highway saw us spending a full day at the Big Day Out in Sydney where we heard heartbreaking stories of students losing access to affordable quality training as TAFE fee increases begin to be felt in NSW.

In February the Stop TAFE Cuts Team joined Greens MLC Dr John Kaye in a whistle stop tour of the state in support of the Save TAFE Moratorium Bill. At rallies held outside TAFE colleges up and down the coast and in Western Sydney, TAFE students, teachers and support staff signed up to the www.stopTAFEcuts.com.au campaign.

The Greens Bill aims to restore TAFE funding by reversing massive budget cuts, stop rising fees and job losses, and freeze the O’Farrell government’s aggressive Smart and Skilled funding policy that would create a race to the bottom with low cost, low quality private providers. It is anticipated the Bill will be presented to Parliament in March.

At the same time, activists on the South Coast joined with employer groups and other trade unions to highlight the plight of apprentices having hours cut from the delivery of their training. That community will continue to campaign on this issue.

Our campaigning has been given a visual boost with the purchase of a newly wrapped Stop TAFE cuts van which is unmissable on the campaign trail. The van is a campaign office on wheels; continuously stocked with fliers, t-shirts, membership kits and iPads for communities to access the Stop TAFE Cuts website and Facebook pages. With the van, we can respond at short notice to requests to attend rallies, fetes, branch meetings, or local forums.

While our campaign is gaining media and community attention, the effects of state budget cuts are being felt in TAFE colleges. Our members are reeling from the harsh processes of reviews and pool assessments occurring continuously within faculties and colleges. Adrian Piccoli, Education Minister has stated in Parliament that there has been a reduction of 394 full time equivalent permanent positions since 1 January 2013. The NSW Teachers’ Federation estimates somewhere around 500 teaching and related positions have been lost in NSW since 2012. This is before the Government introduces its Smart and Skilled “entitlement” funding model. We will continue the community campaign to reverse these cuts and to defeat the introduction of the flawed Smart and Skilled model.

Maxine Sharkey is the NSW member of the National TAFE Council Executive

At the time of writing South Australia is a week away from a state election. The state Labor Government continues to talk up its investment in training through the Skills for All funding initiative but the reality for TAFE SA is significant and ongoing budget cuts while the private RTO funding share increases.

Eight revisions to the level of course subsidies since July 2012, together with a cap on the total hours that the public provider can deliver, has meant TAFE SA has had difficulty planning with any confidence.

As a result over 1000 students were turned away from TAFE at the beginning of the year, but still able to go down the road to a private provider and receive government subsidies for training.

300 TAFE jobs have been lost, delivery sites and qualifications rationalised and course delivery time reduced as TAFE attempts to maintain financial viability.

On 28 January the Sustainable Industries Education Centre, a $120 million redevelopment of the former Mitsubishi car plant, was opened. The site includes the new Tonsley TAFE campus for Building and Construction and a range of high tech industry organisations and private training providers.

The recently released Report on Government Services shows that SA now leads the nation with 74% of government recurrent funding for vocational education now competitively allocated. With the State election upon them members are questioning if any major political party supports a viable public training provider.

Tony Sutherland is the SA member of the National TAFE Council Executive

includes three 2% pay rises in late March 2014, 2015, and 2016. That will effectively mean 5 years with a 2% per annum rise, albeit giving no conditions away, and members at the next negotiations will need to consider very carefully the size of any future pay rises. Should the current financial circumstances the Tasmanian Government finds itself in continue, members may well need prolonged industrial action to achieve a reasonable outcome for pay and conditions in 2017.

The Tasmanian TAFE Division, for the 2% per annum, gave away absolutely no conditions and were also able to gain some minor improvements in leave conditions, salary packaging and establishment of a joint Workplace Consultative Committee. Of significance, in light of the right wing domination of politics in Australia, was the inclusion in the Award of “Right of existing and new employees to representation in the workplace”.

Rex Calvert is the AEU Tasmanian TAFE Division President

NEW SOUTH WALES

At the time of writing South Australia is a week away from a state election. The state Labor Government continues to talk up its investment in training through the Skills for All funding initiative but the reality for TAFE SA is significant and ongoing budget cuts while the private RTO funding share increases.

Eight revisions to the level of course subsidies since July 2012, together with a cap on the total hours that the public provider can deliver, has meant TAFE SA has had difficulty planning with any confidence.

As a result over 1000 students were turned away from TAFE at the beginning of the year, but still able to go down the road to a private provider and receive government subsidies for training.

300 TAFE jobs have been lost, delivery sites and qualifications rationalised and course delivery time reduced as TAFE attempts to maintain financial viability.

On 28 January the Sustainable Industries Education Centre, a $120 million redevelopment of the former Mitsubishi car plant, was opened. The site includes the new Tonsley TAFE campus for Building and Construction and a range of high tech industry organisations and private training providers.

The recently released Report on Government Services shows that SA now leads the nation with 74% of government recurrent funding for vocational education now competitively allocated. With the State election upon them members are questioning if any major political party supports a viable public training provider.

Tony Sutherland is the SA member of the National TAFE Council Executive

SOUTH AUSTRALIA
Review of Research for Social Workers
Margaret Alston & Wendy Bowles (Routledge)

AS A teacher in the Diploma of Community Development I am always on the lookout for resources that will support explorations of critical sociology which underpins the course’s orientation towards social justice, human rights and ecological sustainability. Thus when I teach social research methods to the final year students, the emphasis is on critiques of functionalism, and largely quantitative, approaches such as the emerging trend towards ‘evidence-based practice’. Instead my students are encouraged to explore feminist ontology and epistemology, and participatory action research.

Therefore, when reviewing the third edition of research for social workers by Margaret Alston and Wendy Bowles, I was excited to discover that they view that social work research “implies action, pursues social justice and collect systematic information in order to make a difference in people’s lives” (p9). This is further expanded by recognising the importance of the social, political and economic context of social research practice. Rather than simply explaining the quotidian duality of qualitative and quantitative methods, emancipatory, feminist and post-modern research methods are also included.

While many textbooks treat program evaluation separately from social research practice, Alston and Bowles incorporates this practice area coherently, and consistent with their overall critical approach. Thus evaluation is presented in the context of the political ideology of economic rationalism and the demand for accountable efficiency. They caution the reader away from an instrumental or mechanistic approach to this sort of research, and aim to enable critical analysis of evaluations conducted by external agencies.

It is written in a non-academic style with many real-world examples, and has end of chapter exercises and questions that make it ideal as an introductory social research text for Australian TAFE students. I would recommend this as any teacher’s first choice without hesitation.

Review of Project Management in Practice
Neil Pearson, EW Larson, CF Gray

This comprehensive text covers the current Certificate IV and Diploma of Project Management (BSB07 Training Package), and includes complementary online resources. A table at the beginning maps the units to the text: all core units, and the six elective units required for the Certificate are mentioned, as well as three of four elective units required for the Diploma.

The book is structured in four sections — setting the scene (Chapters 1 and 2); positioning projects (Chapters 3 and 4); defining and managing projects (Chapters 5 to 13) and project wrap-up (Chapters 16 and 17, the last of which is online). Each chapter begins with learning elements, is richly supplied with diagrams and photos, includes half-page ‘snapshots from practice’ throughout the chapter then finishes with weblinks, review questions and exercises. Questions in the exercises are realistic and interesting, while review questions are well phrased to highlight important points.

The online student page provides answers for two exercises in Chapter 3 and five in Chapter 7. Online PowerPoint summaries for all chapters include the main diagrams for each chapter in a colourful and interesting way.

Chapter 2 deals with alternative project management frameworks and methodologies, including PRINCE2®, ISO 21500:2012, Agile Project Management and the Project Management Institute (PMI)’s Project Management Body of Knowledge (PMBOK), mapped in the same table as the Training Package Units at the start of the text. One fascinating table in this chapter, 2.6, compared PMBoK and PRINCE2®, showing evidence of a deep understanding of the two methodologies and how they differ.

An e-book is available online at a lower cost than the hard copy, both of which would be very useful for anyone studying or working in this complex area.

Review of Electrical Trade Principles: a practical approach
Author: Hampson and Hanssen
Publisher: Pearson
Date of Publication: 2013

The first thing you notice when taking up this text is the colour. It’s everywhere. Yet, it is not done. Colour has been used to identify the different chapters; to differentiate between examples, exercises and topic review questions; and also the make the explanatory diagrams clearer and more easily understood.

It has taken over 700 pages for Hampson and Hanssen to cover the topics from basic math to telecommunications (the last edition was less than 600 pages). They’ve done well to limit the text to so few pages. However, nothing has been missed out. The explanations are necessarily brief and for any student new to the concepts, the support of a teacher would be very useful. Experienced students or those looking to support class-based learning will find the text invaluable. It is comprehensive and thorough.

The chapters are logically sequenced and well laid out within themselves. Very effective use has been made of colour diagrams where concepts are not so easily explained in words. The end of chapter “review questions” are now accompanied by “trial exams”. Answers are not given for either of those but are provided for the exercises within each chapter. The companion website is a great resource where students can find further activities and a grade tracker to record their own progress. This website is clever with the activities self-marking. There are also some animations of the more complex concepts – a bonus work bringing to the attention of all students.

A feature of the previous edition, Maths Demystified, has been renamed Maths Cram. The names of each section in 2nd Edition were not all self-explanatory (eg Applied Electrical Technology). In this edition they are more sensibly named (eg Engineering mathematical fundamentals). This makes the information much more accessible.

As was the case with the 2nd Edition, I would recommend this text to accompany any delivery of electrical trades courses.
Management theory and practice
Kris Cole 5th edition

This is a wonderful guide for managers and team leaders in today’s world of management. It contains 29 chapters and covers the main requirements for Certificate IV in Frontline Management and the Diploma of Management courses. The book includes Q&A, case studies and reflective activities across a range of situations and industry examples.

The text covers five main areas associated with management processes and practice. Understanding Your Organisation provides key insights and capability for operating in the modern workplace with reference to the formal and informal environments that exist within organisations. The chapters discuss key factors that influence the work environment with particular focus on building the organisation and leveraging the relationships and networks that exist within organisations.

Managing Yourself is focused on the key interpersonal and self management skills required by today’s managers and team leaders. Emotional intelligence, setting priorities, communicating effectively and building relationships are critical when leading teams in the workplace and Cole provides a broad range of theory and practice activities to enhance individual knowledge and capability.

Leading Others moves through the process of building effective teams and providing leadership to people in the workplace. Of particular value are the practical examples and activities associated with performance management, motivation and unlocking potential.

Managing Operations refocuses the learner on the formal requirements for operational planning and the requirements for caring for customers. Continuous improvement features heavily as a lead in to managing change effectively and building sustainability in the work environment.

Finally, Workplace Practice provides practical direction and guidance on how to recruit employees, promote an environment of growth and managing workplace health and safety. These chapters are particularly useful in terms of understanding diversity and ensuring health and well being across the work environment.

The book is very well structured with opening vignettes and real business information to prompt thinking and consideration of management and leadership techniques. Each chapter is concluded with review questions, activities and case studies to build the capability of the learner. The case studies are meaningful and realistic and designed to test the understanding and develop the learner.

This text is widely used in the TAFE sector for management studies and a companion website is available which includes interactive simulations and further information from the author. Equally, this is a valuable reference for managers and team leaders in the workplace and is a worthwhile addition to your office collection.

Call Shane 0064 21 159 3500
www.newmanz.co.nz
Recent NCVER research using data from the Longitudinal Surveys of Australian Youth into young people's aspirations reaffirms the important role they play in education and training and occupational trajectories.

These reports also add to the research literature on young people’s goals and ambitions by providing insights about how to raise their educational and occupational aspirations through parental influence and providing timely interventions.

The first of these reports, Educational outcomes: the impact of aspirations and the role of student background characteristics by Jacqueline Homel and Chris Ryan, examines the relationship between educational aspirations and their realisation. The researchers extracted information on the aspirations of individuals when they were 15 years old and compared these with their later educational outcomes. The research found that 15-year-olds who aspire to complete Year 12 are 20–25% more likely to actually do so than those who do not have such aspirations.

Similarly, having the intention to study at university has a positive effect on post-school outcomes, with 15–20% of young people more likely to do so than those who do not have tertiary education plans at age 15.

The researchers also examined whether aspirations have the same impact on the educational outcomes of young people from disadvantaged backgrounds in comparison with others. In general, having high aspirations tends to have a similar impact on outcomes across all young people, irrespective of their socioeconomic background.

“This could mean that aspirations have a similar magnitude of impact on outcomes regardless of socioeconomic and Indigenous status”, says Rod Camm, NCVER’s Managing Director.

The research also found significant relationships between aspirations and academic performance; those who considered their performance to be average or below average were less likely to achieve their aspirations than those who considered their performance to be above average.

The results of the study also suggest educational policy and school and community programs designed to change the aspirations of individuals have the potential to improve educational outcomes.

Despite the strong evidence linking young people’s goals and ambitions to their longer-term education and work outcomes from this and earlier research, the specific factors that most strongly influence aspirations are not well understood. Although prior research has identified a number of general factors that influence young people’s educational and occupational aspirations, the important question from a policy perspective is which of these factors matter most and how they might be influenced.

In the second paper, The factors affecting the educational and occupational aspirations of young Australians by Sinan Gemici, Alice Bednarz, Tom Karmel and Patrick Lim, LSAY data were again used, this time to identify the factors that influence plans to complete Year 12 and commence university study.

The research also examined young people’s occupational aspirations at age 15 in relation to the kind of job they expect to have when they are aged 30.

The findings indicate that parental expectations and peer plans appear to be particularly influential in educational choices.

“Students whose parents want them to attend university are four times more likely to complete Year 12, and 11 times more likely to plan to attend university compared with those whose parents expect them to choose a non-university pathway”, says Mr Camm.

“And, the plans of peers exert an influence of similar magnitude — students whose friends plan to attend university are nearly four times more likely to plan to attend university themselves”.

This study also explored the extent to which the occupational aspirations of 15-year-olds aligned with their actual occupational outcomes about a decade later. The results are perhaps not surprising, in that young people’s aspirations are somewhat unrealistic, with the distribution of aspirations skewed towards high-status jobs. By age 25 years, the age to which data are available, a significant portion of young people fall short of what they set out to achieve in terms of occupation. However, this does not mean that they cannot achieve their desired occupation at a later stage in life.

The results from the study reinforce the importance of parent-focused interventions. Developing policies and interventions to take advantage of the influence that parents exert on the ambitions of their children may yield a substantial pay-off in terms of raising the educational and occupational aspirations of young Australians.

This, and previous research into aspirations, has been summarised in a briefing paper. The paper also analyses LSAY data to explore the role of aspirations in young people’s educational and occupational outcomes and examine the factors that influence aspirations, providing an insight into the strategies that could be used to improve participation in education and training, and labour market outcomes.

Copies of Educational outcomes: the impact of aspirations and the role of student background characteristics are available from www.lsay.edu.au/publications/2669.html

Copies of The factors affecting the educational and occupational aspirations of young Australians are available from www.lsay.edu.au/publications/2711.html

Copies of the briefing paper The role of aspirations in the educational and occupational choices of young people, are available from www.lsay.edu.au/publications/2710.html

This research was published by NCVER through the Longitudinal Surveys of Australian Youth (LSAY) Program, on behalf of the Australian Government and state and territory governments, with funding provided through the Australian Department of Education. 
Support our 2014 raffle and stand with workers around the world striving for justice and safe and decent work.

**1st PRIZE**  $8,000 TRAVEL VOUCHER

Take the holiday of your dreams!
- Prize can be used on both domestic and international travel.
- Voucher can be partially redeemed so you can choose to take a big holiday or a number of smaller trips.

**2nd PRIZE**  $1,499 COMMUTER BIKE

Chamonix Pure 7-Speed
- Made in The Netherlands
- Fully enclosed Slim-Line chain case
- Always cycle safely at night with integrated dynamo and light.
- Powerful and safe braking thanks to the low maintenance Shimano ‘Rollerbrake’ system.

Women from North Malaita province, Solomon Islands, receive training in *billum*-making (woven bags). Livelihoods skills that can help communities generate income are an important part of our projects.

Tickets only $2
Order yours today!

**Buy Online** www.apheda.org.au

**Email** office@apheda.org.au

**Freecall** 1800 888 674
STOP!
TAFE CUTS!
.com.au