The vocational education and training workforce
New roles and ways of working

At a glance

Photograph courtesy of Regency Institute of TAFE

Governments, industry, enterprises and the community have great expectations of the vocational education and training (VET) system. This 'At a glance' focuses on the effects that their changing expectations have had on the roles and work of VET managers and practitioners, especially in public providers.

Key messages

- Reforms in VET over the past ten years have had a significant effect on the work of its staff. They now operate in more competitive markets and face increased demands for higher quality and more relevant programs from their various clients. Understanding and keeping up with the changes and working in new and more flexible ways have been major challenges for the VET workforce.

- Senior managers in public VET providers have become more strategic and focus more intensively on the external environment and building stronger links with clients. Their philosophy and personal style have been found to strongly influence their organisation's culture and response to change.

- Front-line managers in public VET providers focus intensely on internal business and work practices to enable staff to make necessary changes to meet new client demands.

- The core capabilities required of VET leaders and managers have been identified. Business, change management and educational leadership skills need to be enhanced, with professional development linked more strategically to organisational needs and capability.

- VET teachers' work has expanded and diversified. They work in an increasing range of contexts, including classrooms, workplaces and online. They tend to facilitate learning rather than teach, which requires a more diverse range of knowledge and capabilities. Teachers also work increasingly as part of cross-organisational and multi-disciplinary teams, and with non-teaching staff.

- Significant professional development has facilitated new work practices. However, this has not met all individual or organisational needs. Current VET industrial awards, performance indicators and funding models do not prohibit new approaches to work but they do make it more difficult because they have not kept pace with the new ways practitioners are working, particularly in public VET providers. Identified problems with job design, workload and performance management need to be urgently tackled. Effective solutions to a number of these issues are in use at the local level. These need to be examined and shared more widely to inform better practice.

- Critical knowledge will be lost in the near future as qualified and experienced staff either retire or resign. Thus succession planning has also been identified as an increasingly important consideration.

- The overall lesson from the reform process is that VET providers need to be more actively involved in it. The professionalism of VET practitioners needs to be better recognised and their educational leadership encouraged to help reduce resistance to change and enhance their job satisfaction.

AUSTRALIAN
NATIONAL TRAINING
AUTHORITY

A changing environment

The significant changes in the nature of work and in the composition of the general workforce have been mirrored in the vocational education and training (VET) sector's workforce and ways of working, in particular within public VET institutions. Over the past ten years system-wide radical reforms have been implemented in vocational education and training to produce a more industry-focused and responsive sector. These reforms have included:

- a lead role for industry in defining the skill standards presented in training packages
- the development of quality standards for VET providers—the Australian Quality Training Framework
- the introduction of new technologies and approaches to delivery and the introduction of contestable training markets.

Together these reforms have helped to change fundamentally the way training providers do business. The relative importance of these contextual issues is summarised in table 1, where the perspectives of both VET practitioners and stakeholders are presented, the latter including those with roles in policy-making and implementation, staff development and research.

Harris, Simons and Clayton (in press) note that both VET practitioners and stakeholders rank competition and keeping up with changes in VET as major challenges. Practitioners also seem to place importance on understanding the changing nature of, and dilemmas in, their work—with those in public providers believing that there have been significantly greater changes to their work than that of their private provider colleagues. Practitioners believe that, in the future, technology, competition and flexible delivery will continue to have the greatest impact on their work.

The reforms have fundamentally transformed the orientation of public VET providers away from 'education and training' towards 'business and service', and markedly shifted the roles of managers and practitioners in the process. How staff think, feel and carry out their functions has also been challenged as they are asked to work in new and more integrated and flexible ways, and undertake tasks not previously associated with their roles.

These changes have posed significant challenges for managers and practitioners, in terms of both the nature of the vocational learning they need to promote and the ways in which it is delivered.

The changing scope and construction of VET managers' and practitioners' work have generated considerable debate regarding the 'professional' nature of their work.

Table 1:   Key stakeholders' and VET practitioners' rankings of the critical challenges they face in the short- to medium-term

Challenges facing VET practitioners over the next seven years	Practitioners' rankings	Key stakeholders' rankings
Operating in a competitive environment	1	1
Understanding dilemmas in educator's work	2	6
Keeping up with/understanding the changes in VET	3	2
Understanding the changing nature of work	4	7
Using technology	5	5
Changing to the role of facilitator	6	8
Flexible delivery	7	3
Understanding/working with training packages	8	4

Note: 1 = high, 8 = low
Source: Harris et al. (2001), Harris, Simons & Clayton (in press)

Overall, practitioners are more positive than negative about the changes in their work. However, practitioners in the public sector are more negative about these changes than those in private providers (Harris, Simons & Clayton in press). While the majority of practitioners also felt that they had a reasonable level of control over these changes, those in management positions felt that they had more control than did those who were in teaching and training roles.

VET leaders and managers

The contemporary environment in which VET providers operate has had a particular impact on those who lead and manage them. Table 2 outlines some of the current influences and drivers, and how these impact on managers' work. This changing and dynamic environment requires managers within VET to become 'transformational' leaders who enable their staff to function in new and different ways in response to demands for change (Callan 2001).

Falk and Smith (2003) also point to the importance of leaders and managers 'getting the people relationships right' as a key to further improvement in the quality of VET provision. They argue that leadership in VET needs to be viewed as a continuous process that is not focused on the performance of one individual designated as a manager. Rather, management is a function which is becoming more dispersed through VET organisations where 'leadership is constructed as a jointly owned or collective approach to managing a specific set of events identified by a common purpose' (Falk & Smith 2003).

Table 2:   Key influences on VET providers and their impacts on VET managers' work

Key influences on providers	Impact on role of VET managers
Dynamic and changing external environment	■ Increased focus on monitoring external environment for change and opportunities ■ Devolution of some management functions related to service delivery to other individuals and teams closer to point of program delivery ■ Increased numbers of VET staff concerned with management issues now reporting to managers, particularly in relation to workforce and financial issues
Adoption of strategic management processes in response to the VET market	■ Managers in public sector organisations required to build private sector practices and processes into the operation of public sector organisations and juggle the often competing and contradictory demands of private sector values and public sector values related to VET as an educational activity and for 'public good' ■ Managers in private training providers are often driven more by issues related to business rather than educational concerns, resulting in different perspectives with students and employers as clients, and the relative merits of individual versus industry/enterprise needs
Dynamic policy environment with greater focus on flexible frameworks and compliance	■ Leadership to promote the development of responses to facilitate linkages with other organisations more effectively and to respond to calls for increased flexibility; responsiveness to industry is now a core function of managers ■ Compliance measures such as the Australian Quality Training Framework have increased administrative responsibilities for managers and changed relationships with other VET staff
Pace of change	■ Management of change requires a focus on changing the norms, values, beliefs and habits of staff rather than 'top down' instrumental approaches to change ■ Change requires managers to work at transforming the business of VET organisations through the support of individual and organisational learning and facilitating staff to act as change agents at the local level
Impact of technology, the rise of e-business and online learning	■ Managers are challenged to adopt new business models which will enable them to take advantage of the many new opportunities afforded by e-business to enhance customer focus and achieve greater efficiencies in VET organisations ■ Significant risks associated with e-business need to be managed within a comprehensive risk management framework

Sources: Chappell & Johnston (2003); Falk & Smith (2003); Mitchell & Associates (2002); Mulcahy (2003)

Two types of managers in VET providers

Managers within the VET sector, however, are not a homogenous group. Recent studies (Callan 2001; Mulcahy 2003) have identified two different groups of VET managers, each with distinct but overlapping roles.

Leaders

One group of managers comprises senior personnel to whom other managers report. Job titles for this group might include chief executive officer, director, managing director, senior manager, dean and pro-vice chancellor.

These positions usually involve high-level, specific responsibility for an organisation, school, section or sector and are outward-focused and strategic in nature. They allow a great degree of autonomy and centre on five broad functions:

■ business management and development
■ strategic leadership

■ change leadership
■ people-centred management
■ boundary management (focusing on the external environment).

(Mulcahy 2003)

The philosophy and personal style of the leaders are a determining influence on the culture of the organisation (Palmieri 2003). The leaders are supported by front-line managers and staff responsible for institutional planning, financial management and marketing.

Front-line managers

The second group comprises front-line managers, who have a responsibility for coordinating the work of others rather than supervising other managers. This role is usually more diverse and dispersed in nature and directly involved in the operational or service delivery end of the organisation. This group usually includes people whose role titles might include program coordinator, educational manager, program manager, head teacher, team leader, senior teacher, advanced skills lecturer and course leader. They are problem-solvers, facilitators and sometimes visionaries.

According to Mulcahy (2003), front-line managers perform six broad functions:

- financial management
- administration and operational management
- strategic management
- people-centred management
- consulting (internal and external)
- educational leadership (which can be understood as the capacity to nurture a strong learning community and environment focused on the educational needs of the organisation and its learners).

One of the significant issues in the VET management literature is the inclusion of educational leadership as a core component of front-line managers' work and how this aspect of leadership might be developed and sustained in an environment which is increasingly business focused. There is a danger that management in VET providers may become too narrowly defined because of operational pressures and priorities. The relationship between general management and leadership practices and educational practice needs to be explored more (Mulcahy 2003; Foley & Conole 2003).

Capabilities required of managers and leaders

Callan's core capabilities for VET managers include: holding a corporate vision and direction; focusing strategically; achieving outcomes; developing and managing resources; demonstrating leadership in relation to change; developing interpersonal relationships, displaying a capacity for personal development and mastery; demonstrating business and entrepreneurial skills; and having the ability to develop and empower people (Callan 2001).

More recently, Foley and Conole (2003) prepared another set of generic leadership capabilities which have many elements in common with those outlined by Callan (2001), as table 3 illustrates. The key exception is that Foley and Conole also suggest that generic capabilities combine with a set of sector-specific, contextual capabilities: providing educational leadership; understanding and working with industry and the community; and working with the VET system.

Professional development needs of managers and leaders

Both Callan (2001) and Mulcahy (2003) have identified training and development needs for senior and front-line managers in VET, although these two authors appear to disagree on the scope of the training needs. Mulcahy (2003) identifies 'a serious shortfall in VET organisations with respect to management and leadership development'. Callan (2001) suggests that training and development needs are confined to the three discrete areas of corporate vision and direction, focusing strategically, and achieving outcomes.

Table 3:   A 'best fit' comparison of two models of the capabilities required of VET leaders and managers

Callan (2001)	Foley and Conole (2003)
	Generic capabilities
Corporate vision and direction	Organisation vision and direction
Focuses strategically	Growing the core business
Business and entrepreneurial skills	Customer focus and quality
Interpersonal relationships	Communication and interpersonal skills
	Working as a team
Personal development and mastery	Self-efficacy
	Personal Integrity
Develops and empowers people	Developing and empowering people
Develops and manages resources	
	Innovation and risk-taking
	Contextual capabilities
	Educational leadership
	Understanding and working with industry and the community
	Working with the vocational education and training system

Foley and Conole (2003), on the other hand, believe that the focus needs to be on 'middle' or front-line managers. In addition, these authors believe that leadership development approaches need to move from those that are ad hoc or linked to human resource development approaches, to ones which are more strategically focused. Ideally, the processes of strategic and cultural change for the organisation should be fully integrated with leadership and other development processes.

Teachers and trainers

Changing nature of their work

Teachers and trainers in institutional VET settings have experienced considerable changes to their work. These have impacted on the ways in which they understand their professional identities and their relationship with other parts of the VET sector (Chappell & Johnston 2003; Harris, Simons & Clayton in press).

The research suggests that:
- Work roles and places have expanded.
- Work roles have diversified.
- The balance between work roles has changed.
- Dilemmas and tensions in their work are increasing.

Expanded work roles and places

VET teachers and trainers are required to work in an increasing range of contexts—institutes, schools, online and in a wide variety of workplaces. They are also called on to develop relationships and work collaboratively with a range of specialist service providers, to develop skills in career advice and work placement, and to take greater responsibility for administrative functions, such as managing budgets. This role expansion has occurred alongside changes in the nature of the student profile (for example, there are more older students), shifts in program needs and a casualisation of the VET workforce. The last of these has resulted in an increase in work associated with recruitment, staff and workload management, planning and support.

Diversified work roles

VET practitioner roles have not only expanded but also diversified. Quality teaching and learning practices emphasise the development of self-paced, independent learners. Many practitioners now 'facilitate learning', rather than undertake traditional face-to-face teaching. They are learning managers, requiring effective communication skills, relevant and up-to-date content knowledge and the knowledge and skills to deliver and assess in a wide range of contexts.

VET practitioners are also expected to spend greater time working in industry, particularly monitoring learner progress in workplaces. Some have become 'consultants', with marketing, project and other management skills, as well as skills in developing, managing and maintaining relationships within their own organisation and with enterprises and other clients. Others are acting as 'learning brokers' to learners, enterprises and providers (Chappell & Johnston 2003).

All of this means that VET practitioners may now be working with a wider range of people than before, because these more flexible and learner/client-centred programs require a more integrated and whole-of-organisation approach (McNickle & Cameron 2003; Palmieri 2003).

Changed balance between work roles

Expansion and diversification of work responsibilities have led to changes in role balance for VET practitioners. Teachers and trainers perceive that there has been a shift in emphasis from the processes of learning to those of assessment. There is a strong emphasis placed on validity of assessment and demonstrable outcomes. Assessment, record-keeping, quality assurance and accountability requirements are now taking more time (Chappell & Johnston 2003).

Another perceived shift by practitioners is that they have become more focused on meeting immediate industry and enterprise needs at the cost of developing a wide range of skills in individual learners. Some practitioners feel that, while this approach benefits industry and enterprises in the short term, it may not encourage a more sustained approach to learning in individuals that employers need in the longer term.

Finally, because of drives towards improved efficiency, many staff have had to become more multi-skilled. This has both positive and negative dimensions. The up side is that it provides for more interesting and varied work, and the opportunity for career development. The down side is that they, like many others, have had to take on a wider range of administrative and other functions for which they are not adequately trained, and which are not properly recognised as part of their work. In addition, the administrative and compliance systems they use may be over-designed or over-regulated and not user-friendly.

Increasing dilemmas and tensions in their work

There is strong evidence of change fatigue, an increase in workload and a decline in job satisfaction, particularly in public providers. There is also concern that current industrial arrangements do not properly reflect the changes in the balance and diversity of work roles that have occurred.

As a consequence of shifting work roles and responsibilities, staff in public VET providers in particular are experiencing concerns about their work. These practitioners feel a considerable tension between their core activities of teaching and training and the pressure to become involved in other work functions such as revenue-raising activities and administrative functions. Another tension is trying to balance flexibility and meeting customer needs with the requirements of training packages, compliance with Australian Quality Training Framework requirements and consistency of outcomes. Chappell and Johnston (2003) note that staff in private providers tend to have fewer concerns about their work than staff in public VET institutions.

The changing composition and diversity of the student population, combined with the impact of new teaching

methodologies, has significantly altered relationships with students. Students now see themselves—and are seen—as consumers and clients. In addition, some feel that the student body has become increasingly diverse and there can be difficulties meeting all their needs and keeping them motivated.

While some teachers and trainers report an increased focus on teamwork and closer working relationships, others report increased isolation, with fewer opportunities to meet with like-minded colleagues because of the pressures of time and workload. There is a heavy reliance upon the goodwill of many teachers and administrative staff who are committed to the achievement of high-quality educational outcomes. Whether this goodwill can continue to be relied upon is a major concern for managers, especially those responsible for educational delivery (McNickle & Cameron 2003).

Because of the move to more flexible approaches to delivery, many teachers work long hours on tasks that are not properly recognised or remunerated in industrial agreements. This has contributed to perceptions of an erosion of working conditions, with related falls in morale and job satisfaction (Kronemann 2001). Staff run the risk of burn-out, although many remain enthusiastic about the educational benefits and job enrichment possibilities of the new approaches.

For public sector practitioners, the introduction of commercially focused activities and demands to adopt a 'business focus' within a public sector framework requires them to operate within contradictory structures. They need to balance their social and community responsibility for improving the lot of the individuals and communities in which they work against the need to meet commercial objectives.

However, across both public and private VET institutions, the majority of teachers and trainers value the relationship they have with their learners. What is happening, in effect, is that both within and across institutions, VET practitioners' work is being understood in a number of different ways, often resulting in 'clashes of cultures'. This affects the ways in which VET teachers and trainers understand their role and the roles of other practitioners (Chappell & Johnston 2003).

Capabilities required

Rumsey and Associates (2002) characterise practitioners' work as involving instruction and assessment, student support, technology, design and management skills as well as a set of personal skills. The personal skills are considered as critically important for dealing with ongoing change, participating in flexible learning delivery and undertaking self-directed professional development.

Corben and Thomson (2002) identified five clusters of attributes that teachers and trainers require:

- learner focus and responding to learners as individuals
- technical knowledge and maintaining its currency to enhance credibility with learners and other client groups, and to improve self-esteem and confidence
- expertise in teaching and learning methodologies and the shift, for some, from professional and technical expert to professional educator
- a belief in the value of education and training for themselves and others, including the joy they derive from influencing peoples' lives in positive ways
- motivation to develop as a teacher through formal training, observation of colleagues, mentoring, personal reflection and professional development.

Another list of capabilities and attributes is presented in table 4. Teachers and trainers require both contextual and professional knowledge to help them do their job. Table 4 also outlines key capabilities that teachers and trainers need in their job and covers up-to-date knowledge of practices in their vocational area, teaching and delivery skills and a range of personal attributes.

Table 4: Knowledge and capabilities required by VET teachers and trainers

Knowledge required by VET teachers and trainers	Capabilities required by VET teachers and trainers
1 Learning principles/styles	1 Teaching/delivery
2 Industry knowledge	2 Industry experience/knowledge
3 National Training Framework/training packages	3 Analytical/critical/lateral thinking
4 Labour market and where it links to VET	4 Ability to deal with students as individuals
5 Political/economic factors that could impact on VET	5 Flexibility
6 Lifelong learning	6 Self-management
7 Competency standards	7 Learn in an ongoing way
8 Educational understanding needed to evaluate policy changes	8 'Dual professionalism' (content and teaching)

Sources: Harris et al. (2001, pp.14–16); Victorian TAFE Association (2001)

The changing roles of non-teaching staff

Within providers, many more non-teaching staff are now becoming more involved with delivery processes. These staff may include those with expertise in areas such as information technology who are required to work collaboratively with teachers and trainers to develop capacity in areas such as e-business and online learning. They may also include staff who provide advice and information to students and trainees; those who run the learning support centres; people who design and develop learning systems, curriculum and learning resources; and human resource and professional development staff.

There is a move to a whole-of-organisation approach to delivery, increasingly based on teams with expertise drawn from across the organisation. This raises a range of professional development and human resource issues which are considered in the following sections.

Professional development for VET staff

The key stakeholders surveyed by Harris et al. (2001) judged that only about half of the current VET staff possesses the necessary knowledge and capabilities needed to meet future critical challenges as outlined in table 4. Moreover, they believe that the capabilities required are not uniformly distributed in the workforce, with groups such as part-time, older and casual staff having less expertise, as well as less opportunity to access appropriate professional development.

A study by Stehlik and his colleagues (2003) made some interesting findings about the professional development needs of casual and contract staff in the context of online and flexible delivery. The study found that these staff usually choose to become involved in professional development if opportunities are offered to them, with the motivation for some being keeping their job or increasing their employability. Others see participation in staff development as just being 'part of the job', while some are focused on giving students the best possible outcomes. It would be assumed that opportunities for involvement in staff development are equally available to all staff, regardless of employment status. However, as Stehlik et al. (2003) found, when funding is available, managers are more likely to give permanent and full-time staff priority for staff development.

In some organisations the employment of contract and casual staff is central to overall organisational goals. There is also little or no evidence that contract and casual teachers require different knowledge, skills and attributes for their work from those required by permanent staff. It is therefore essential that they are not excluded from staff development opportunities.

All teachers and trainers need to be appropriately skilled so that their own practice meets the needs of new processes and systems, today and in the future. Rumsey and Associates (2002) suggest that the major shortfalls in skills at present are related to flexible delivery; responding inclusively to the different needs of students; managing time, information and knowledge; and keeping up to date with changes in the VET sector, their vocational area and new approaches to teaching and learning practice.

Formal staff development programs such as Reframing the Future, Flexible Learning Leaders and LearnScope, as well as other programs developed within VET organisations, have contributed significantly to the adoption of new approaches to teaching and learning, including flexible delivery. Informal activities such as buddying and mentoring are also successful. Most staff development programs have been directed towards skills development for teachers. However, non-teaching staff, and both casual and contact teaching staff, also need to take a greater part in professional development programs designed to assist them to understand and support the provider's teaching and learning directions. Professional development for managers which covers educational issues and processes also needs to be given a high priority, since it is essential that managers understand in a more detailed way what new approaches to delivery mean for the staff involved (Palmieri 2003).

Rumsey and Associates (2002), McNickle and Cameron (2003) and Palmieri (2003) have all pointed to a more strategic role for professional development, one which is targeted more carefully at organisational needs.

Other human resource practices requiring attention

The work of both McNickle and Cameron and Palmieri, which focuses on flexible delivery in TAFE institutes, has looked at human resource issues comprehensively. These issues include job design, workforce planning, workload management, recruitment and selection, performance management, occupational health and safety, employee relations, and pay and conditions, in addition to professional development.

It is clear that providers have initiated a number of changes in human resource practices in order to meet the learning needs of their clients more effectively. However, much of the focus, from the managers' perspective at least, has been on professional development in line with national initiatives in the area. Comparatively, relatively fewer changes (see table 5) have been made to all other human resource practices, although there has been experimentation—especially in areas such as job design, recruitment and selection and workload management. However, when McNickle and Cameron asked managers where change is most needed now, managers most strongly nominated job design, workload management and workforce planning. It is interesting to note (see table 5) that managers also seem to feel that there needs to be more significant attention paid to issues of pay and conditions than there has been in the past.

Both McNickle and Cameron and Palmieri found that constraints in current human resource practices in relation to workload management, workforce planning and workplace development have hampered the effective implementation of more flexible approaches to teaching and learning. The current human resources environment (awards, performance indicators, funding models etc.) does not prohibit such approaches to delivery but makes them more difficult to implement. Providers need to expend energy they can ill afford in order to work around the barriers imposed by some human resource issues. At the operational level, some managers work around these constraints by negotiating the content and conditions under which individuals and/or teams of staff achieve required training outcomes. It is possible that these locally negotiated arrangements work for some of those involved in flexible delivery, but not others. Inconsistently applied, they have the potential to be inequitable, thus increasing tensions within and between various classifications of VET staff.

Sensible solutions to the barriers hindering effective implementation of more flexible delivery and other work practices can only be developed if the stakeholders (including the industrial parties, teachers, and managers) respect each other's views. A plethora of effective solutions are now available at the operational level which can be utilised to inform human resource policy development throughout the VET system. McNickle and Cameron, and Palmieri both conclude that human resource management practices and industrial relations arrangements, including workload management and job design in particular, need to change and become more flexible.

Table 5: Proportion of managers who rated each human resource element in their top three for changes occurred and where change is needed*

Human resource element	Top rankings	
	Where most change has occurred (%)	*Where change is now most needed (%)*
Job design	39.1	58.8
Workload management	37.3	50.9
Human resource/workforce planning	15.6	45.2
Recruitment and selection	35.3	39.2
Professional development (including induction)	78.4	31.3
Pay and conditions	5.9	29.5
Performance management	27.4	25.5
Employee relations	25.5	19.6
Occupational health and safety	11.8	7.9

Note: * Managers ranked each of the nine human resource elements from 1 (most) to 9 (least). Percentages of each of the top three rankings were summed to derive the data in the table.
Source: McNickle and Cameron (2003)

Implications for the change process

The scope and nature of the reforms which VET sector staff have been asked to implement have required a lot more of managers and practitioners over the past ten years. The change process has been multi-faceted, fast-paced and unrelenting.

Some aspects of the ways in which VET practitioners and managers work have undergone radical change; most notable are their work responsibilities and key relationships with industry, colleagues, students and other training organisations. The majority of staff are positive about these changes, but significant proportions, especially those in public providers, are not (Harris, Simons & Clayton in press).

Some fundamental differences exist between public and private VET providers in terms of the impact of the changing policy on the way practitioners and managers work. Harris, Simons and Clayton (in press) believe that policy frameworks and implementation strategies need to be more sensitive to the different contexts in which VET now operates. The size and complexity of the VET sector demands a rethinking of a 'one size fits all' approach to policy implementation. In addition, ignoring the work undertaken by practitioners and managers in realising training reforms in different contexts may mean that they never receive the recognition they deserve.

Finally, it may be timely to revisit thinking in relation to VET practitioners and managers, and their place in the policy-making process. This group of people may be viewed as passive recipients of change or, preferably, as active agents of change. It is also timely to focus on the need for some fundamental changes to human resource practices and approaches to funding and measuring productivity, particularly in public providers.

References

Callan, V 2001, *What are the essential capabilities for those who manage training organisations?*, NCVER, Adelaide.

Chappell, C & Johnston, R 2003, *Changing work: Changing roles for vocational education and training teachers and trainers*, NCVER, Adelaide.

Corben, H & Thomson, K 2002, 'What makes a great teacher? Attributes of excellence in VET', paper presented at the 2nd World Federation of Associations of Colleges and Polytechnics, World Congress of Colleges and Polytechnics, Melbourne, viewed January 2003, <http://www.wfworldcongress.com/downloads/papers/Kerry_Thomson.pdf>.

Falk, I & Smith, T 2003, *Leadership in vocational education and training: Leadership by design not by default*, NCVER, Adelaide.

Foley, J & Conole, L 2003, *A draft leadership capability framework to assist leadership development in the Victorian TAFE sector*, commissioned by Office of Training and Tertiary Education, Victorian Department of Education and Training, Melbourne.

Harris, R, Simons, M, Hill, D, Smith, D, Pearce, D, Blakeley, J, Choy, S & Snewin, D 2001, *The changing role of staff development for teachers and trainers in vocational education and training*, NCVER, Adelaide.

Harris, R, Simons, M & Clayton, B (in press), *Shifting mindsets: The changing work roles of vocational education and training practitioners*, NCVER, Adelaide.

Kronemann, M 2001, *TAFE teachers: Facing the challenge*, Australian Education Union, Melbourne.

McNickle, C & Cameron, N 2003, *The impact of flexible delivery on human resource practices: Survey of TAFE managers*, NCVER, Adelaide.

Mitchell, J & Associates 2002, *E-business and online learning: Connections and opportunities for vocational education and training*, NCVER, Adelaide.

Mulcahy, D 2003, *Leadership and management in vocational education and training: Staying focussed on strategy*, NCVER, Adelaide.

Palmieri, P 2003, *The agile organisation: Case studies of the impact of human resource practices in TAFE*, NCVER, Adelaide.

Rumsey, D & Associates 2002, *Shaping the VET practitioner of the future*, commissioned report for the WA Department of Training, Perth.

Stehlik, T, Simons, M, Kerkham, L, Pearce, R & Gronold, J 2003, *Getting connected: Professional development of contract and casual staff providing flexible learning*, NCVER, Adelaide.

Victorian TAFE Association 2001, *TAFE workforce: The continuous transition*, a VTA discussion paper arising from the VTA search forum, The future of the TAFE Workforce, Melbourne, August 2001.