ESSENTIAL, DESIRABLE AND 'WOULD BE EXCELLENT TO HAVE' QUALIFICATIONS FOR VET LECTURERS, MANAGERS AND DIRECTORS

LUBOMIR TCHERVENKOV

Corresponding Author: Lubomir Tchervenkov, MEd, MSc (Eng), MIEEE

Address: P.O. Box 5209, South Lake, WA 6164, Australia

mir.name

mir.name/engineering

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SYNOPSIS

This paper examines the qualifications and professional credentials of lecturers, managers and directors for their respective positions. A particular case study is taken into consideration - the Electrotechnology section of the Applied Engineering (ex. Defence and Resources Division) of the Challenger Institute of Technology in Western Australia. Without revealing the identities of the persons involved, their respective qualifications are placed in a rubric and assessed against the selection criteria, outlined in their respective job descriptions. The research finds out that while the expectations for professional qualifications placed upon lecturers is extremely high and very specific (especially for ASL1 and ASL2 lecturers), the bar for the middle level management positions is set extremely low. Also, the criteria for the middle management positions are given in a very broad and vague terms. This seems to lead to the paradox that the higher one is positioned in the Institution's hierarchy, the less qualifications are expected. The paper concludes that the selection criteria for middle management positions should be made much more specific, demanding and transparent, in order to reflect the rapid changes in the VET sector. The research was conducted in 2012, but all the protagonists are still the same.

INTRODUCTION

All positions in government VET educational institutions are bound to stringent selection criteria. However, it seems that in the last two decades the focus was placed exclusively on those situated at the bottom of the organisational pyramid – the lecturers. During this time increased demands were placed on lecturers, employed in the TAFE system, to possess both professional and educational qualifications. Several selection criteria which were formerly *desirable* have now become *essential* for all lecturing staff. The top executive positions of the VET educational institutions are also being constantly monitored by the media and by various government agencies.

Meanwhile, the middle level management in government VET training institutions has quietly escaped any major public scrutiny. Starting from the 1990s people with generic MBA qualifications were employed to run large divisions of the public education system. The time of 'new managerialism' has begun. To make the situation even worse, certain people without *any* formal tertiary qualifications were placed in key middle level management positions.

This report examines several important documents related to the selection criteria, based on which lecturers, program managers and program directors are selected. The data is presented as a rubric, outlining *Essential*, *Aspired* and '*Would be excellent to have'* criteria to fill a particular position. The essential criteria are taken exactly from the relevant government documentation, while the latter two are my personal vision and interpretation. The examined positions are lecturer, ASL1 (Advanced Skills Lecturer 1), ASL2 (Advanced Skill Lecturer 2), program manager (level 7) and director (level 8).

While researching this topic, it became evident that more than sufficient documentation is readily available on the Internet for lecturers' positions. At the same time the selection process for middle management positions is made extremely obscure. A lot of the documentation, relevant to those positions is not made explicitly available to the general public. The paper questions this practice and offers some possible solutions. My workplace is examined as a case study. This is the Electrotechnology section of the Applied Engineering division of the Challenger Institute of Technology.

BACKGROUND

From its inception, the Australian technical education was strongly dependent on State and Federal governments for its funding and support. This made it very different from universities, which traditionally were very independent. Strong regulation is inevitably linked to strong accountability. As Gasskov (2006) points out:

By definition a public VET institution is accountable to the government on behalf of the public. It is also accountable to other stakeholders who are users of the services delivered by the institution. These include students, who may invest considerable time (opportunity cost) and often money (tuition fees) in following courses, and also the end-users of the knowledge and skill acquired by students, that is, industry, enterprises and professions (p.313).

Therefore the government as a funder, owner and quality guarantor places onerous responsibilities on the employees within the VET sector. The improvement process is circular, which encompass teaching, learning, relationships, resources and leadership (Depratment of Education and Training, 2008). The situation in Australia is further complicated by the often contradicting accountability processes to both Commonwealth and State Governments. The strategic objectives of any training institution can only be achieved if they are "embracing the concepts of evidence-based decision making" (Misko & Halliday-Wynes, 2009, p. 6). The critical link in this process is the accurate data collection and its correct interpretation.

As pointed out by the Asian Development Bank (2009) the VET "is arguably the most challenging subsector to manage because of changing labor market demands, diverse clienteles, the range of programs, and high inherent costs" (p.11). In recent years the market has been extremely volatile. The entire global economic situation is exceptionally uncertain. VET executive directors are anticipating further changes to the VET system. Purportedly, the competition between VET providers will be further increased. They will have to compete both for students and for government funds. It is in this context that the implementation of the 'new managerialism' gradually entrenched itself into the government VET sector and replaced the previous model of 'welfarism' (Gewirtz & Ball, 2000).

A local Perth study has been done by O'Brien (City Beach HS, Perth) & Down (ECU). They identified 11 major problems, arising from the implementation of the 'new managerialism' model. Most of the interviewed teachers agreed that it is simply "an ideological instrument", which is promoting "unfamiliar values". This model leads to "inadequate resources", "lacks pedagogical legitimacy" and leads to a "lack of professional recognition"(O'Brien & Down, 2002, pp. 117,118,127). The 'new managerialism' runs the VET sector exclusively as a commercial enterprise, which has a devastating effect on the teaching process. If nothing is done now, it is very likely that in their attempt to earn the highest possible profits, the managers may 'kill the goose which is laying the golden eggs'.

The entire education process is about teaching and learning and its core principles are foreign to commercialism and profiteering. When students eventually realise that they are seen purely as customers, they will shift their focus elsewhere. The future belongs to those RTOs which focus on the learning process, not on the profit (O'Brien & Down, 2002, p. 7). The profit comes when the RTO offers good 'product', i.e. excellent standards of teaching and education, which is relevant to employment. This very simple truth is very often forgotten by present day managers (often MBAs), who place profit first and quality of education as second, third or, sometimes, even last priority.

In the era of the Internet and e-commerce, the shift from a face-to-face to online delivery can be done instantaneously. This makes the job of the VET managers and directors even more challenging (Mitchell, 2001, p. 8). The focus of the education system should be constantly kept on the teaching and learning process and on its relevance to future employment opportunities (Asian Development Bank, 2009, p. 60). Unfortunately, the current TAFE managerial apparatus is extremely bureaucratic, cumbersome and inflexible. The current culture of commercialism and seeing the students exclusively as 'paying clients' is a recipe for imminent disaster.

Also, while lecturers have to report to students, parents, program managers, directors, professional communities, local communities and professional affiliations, middle management is accountable only to their immediate bosses. Usually this is only one person, who knows them quite well. Most likely their shortcomings (if any) will not be publicly announced. In such a way, people with extensive credentials have been placed at the bottom layer of the hierarchical

pyramid (i.e. lecturers), but at the same time people with substandard qualifications and performance at middle management positions are largely escaping public scrutiny.

METHODOLOGY

For the purposes of this paper I have decided to focus on only one issue, which very closely pertains to the overall performance of the college: the qualifications and the credentials of staff members at a lecturer's level, a program manager's level and a director's level. This will then give me the opportunity to compare the suitability of lecturers for their positions, as well as their immediate superiors. All those positions combined comprise the lower level (lecturers) and the middle level (management) of the government VET hierarchy.

I have chosen this approach for a particular reason. The performance issues of technical colleges are typically instigated either at very top level management positions, or at ministerial level, or by independent research organisations outside the colleges, such as NCVER (National Centre for Vocational Education Research). The methodology of almost every survey in regards to TAFE performance issues comprises collecting qualitative or quantitative data which typically is collected from middle level management (Normore, 2004; Rice, 2004; Simon & Bonnici, 2011; The Allen Consulting Group, 2006).

Naturally, the managers who supply the data focus exclusively upon the lecturers' performance, bypassing in such a way the important contribution they have themselves on the college overall performance. It is obvious that if middle level management does not perform, this strongly obstructs the efforts of all lecturers. Irrespective of their credentials and experience, lecturers have to be managed in a coherent and competent way. If this is lacking, their good efforts to teach effectively may be wasted, which ultimately may result in low performance data for the entire section. Yet, if this happens, in their reports the program managers blame the lecturers (and of course not themselves) for the poor results. Sadly, this is the only data which gets published.

The problem is especially exacerbated, if middle level managers do not possess adequate credentials to fill the position, do not have sufficient understanding in the area of delivery or have no teaching qualifications themselves. This is the reason why I have decided to

look not only at the lecturers' qualifications, but also at the credentials of the managers occupying middle level positions within the TAFE hierarchy.

I have chosen to work with the data, pertaining to the Electrotechnology section in the Beaconsfield campus of the Challenger Institute of Technology. This was a natural choice for me, because I have been employed as a lecturer in this section from the 4th of May 2004.   Our section is managed by a Program Manager who reports to the Program Director. Until 2012 our division was called 'Defence and Resources', then the name changed to 'Applied Engineering'. On the other hand, the Program Director is accountable to the General Manager (Training Services), who reports to the Chief Executive Officer. To see the organizational chart of the Institute, please refer to Appendix 8.

Although the documents in this report are compiled as a case study, many aspects of it are totally reproducible and portable. This is so, because the relevant documents, attached in the appendices, such as lecturer job description etc. are negotiated at a state and at a national level. The wording in the job description forms is extracted verbatim from state or national documents, such as, for example, the General Agreement for TAFE Lecturers (SSTUWA, 2011).

My intention was to compile a table referencing the 'Essential', 'Aspired' and 'Would be excellent to have' qualifications for the following positions: lecturer, ASL1, ASL2, program manager and director. The 'Aspired' and 'Would be excellent to have' are my interpretations. Those terms are not taken from the official documents, included in the appendices.

In the table each selection criterion is given a unique number. Although some of the criteria look the same, they are in fact different in each box, because they might be used in a different context. Then the actual qualifications of lecturing and managing staff are reproduced in a rubric, where it can be seen at a glance who ticks all the boxes and who doesn't.

A few years ago some of the essential criteria for lecturers were desirable, but from 2008 they were included in the list of essential qualifications. For example, 'a relevant tertiary/industry/trade qualification' is now an essential criterion. So is the certificate IV in Training and Assessment. A stipulation is made that a lecturer can still be offered the job without it, but the qualification must be obtained within two years of employment.

ASSESSMENT RUBRIC AND DATA

SELECTION CRITERIA FOR TAFE LECTURERS		
Essential criteria **(as per the General Agreement for TAFE Lecturers (SSTUWA, 2011, p. 146))**	**Aspired criteria***	**Would be excellent to have***
Criterion 1: Relevant Tertiary/Industry/Trade Qualification and/or any required license or registration necessary to perform the position as determined by the College. *(This criterion used to be desirable few years ago, but it is now essential.)*	**Criterion 12:** Progression towards a higher trade or professional qualification than the essential.	**Criterion 18:** Holding a higher trade or professional qualification than the essential.
Criterion 2: It is preferred that applicants already possess a Certificate IV in Training and Assessment (or higher recognised teaching qualification) or can demonstrate progression towards the Certificate IV in Training and Assessment. However, applicants without the above are still eligible to apply [for a lecturer position] but must obtain the Certificate IV in Training and Assessment consistent with the provisions of Clause 79 Training and Lecturing Qualifications and Clause 31 Progression of the General Agreement. *(This criterion also used to be included in the desirable list of qualifications few years ago, but it is now in the essential criteria)*	**Criterion 13:** Progression towards a higher teaching qualification than the essential.	**Criterion 19:** Having a higher teaching qualification than the essential
Criterion 3: Current technical knowledge and competencies in the industrial vocation or professional field relevant to this position.	**Criterion 14:** Aspiring towards a membership in Australian professional organisations, such as the IEAust (Institution of Engineers, Australia)	**Criterion 20:** Being a member of an Australian professional organisation, such as the IEAust (Institution of Engineers, Australia)
Criterion 4: At least 5 years of vocational or lecturing experience relevant to the industrial vocation or professional field relevant to this position.	**Criterion 15:** Aspiring towards a membership in international professional organisations, such as IEEE, for example (Institute of Electrical and Electronic Engineers [in USA]).	**Criterion 21:** Being a member of an international professional organisation, such as IEEE, for example (Institute of Electrical and Electronic Engineers [in USA]).
Criterion 5: Well developed written and verbal communication skills.	**Criterion 16:** Maintaining strong links with professional communities	
Criterion 6: Well developed organisational skills, including the ability to work in a team environment.	**Criterion 17:** Involvement in developing 'real life' engineering solutions, inside and outside the TAFE system (if it doesn't contradict the Public	

	Sector Management Act 1994 (section 102)).	
Criterion 7: Demonstrated ability to facilitate and encourage learning using several modes of delivery.		
Criterion 8: Demonstrated initiative and self motivation.		
Criterion 9: Ability to demonstrate an understanding of Equal Opportunity principles and develop appropriate strategies to incorporate these into the learning environment.		
Criterion 10: Understanding of and experience using information technology (e.g. word processing, internet and spreadsheets)		
Criterion 11: Other essential or desirable criteria as agreed between the parties.		

Table 1: Essential, Aspired and 'Would be excellent to have' selection criteria for TAFE lecturers.

* Please note, that *the terms 'Aspired' and 'Would be excellent to have' are not defined in the General Agreement for TAFE Lecturers. They are included here to outline my vision of how the existing situation could be improved. The continuous improvement approach is informed by the works of Dr. John Mitchell (2001, 2009).*

The essential criteria, given in Table 1 (criteria 1 to 11) are stipulated explicitly in the General Agreement for TAFE Lecturers (SSTUWA, 2011). Please refer to Appendix 1 to view the page of this document, which refers to essential criteria for lecturers. The data is replicated almost verbatim in the Job Description Form for lecturers in the Challenger Institute. Please refer to Appendix 2 to view this document.

Table 2 outlines how the lecturers in our case study, fare in regards to the 'Essential', 'Aspired', and 'Would be excellent to have' qualifications. The data is taken from a recent QDAS (Qualification Delivery and Assessment Strategy) document, submitted to the TAC (Training Accreditation Council) to endorse the new Advanced Diploma. The essential minimum qualification for the teachers is the level at which they are teaching, i.e. Advanced Diploma. However most of them already possess a Bachelors or Masters in Engineering and this is the reason why they tick many of the 'Aspired' and the 'Would be excellent to have' boxes.

Qualifications of Lecturers in the Electrotechnology Division, Challenger Institute of Technology, Applied Engineering, Beaconsfield Campus

	Essential Criteria (As outlined in the Lecturers' General Agreement 2011)											Aspired Criteria (Continuous improvement)						Would be excellent to have (Ideally)			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Lecturer 1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	✓	✓	✓	✓	✗	✗	✗
Lecturer 3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✗	✗	✗	✓	✓	✗	✗
Lecturer 5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✗	✗	✓	✓	✓	✗	✗	✗
Lecturer 7	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	✓
Lecturer 9	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✗	✗	✗	✓	✓	✗	✗	✗	✗

Table 2. Rubric, matching the non-specific selection criteria for a TAFE lecturer given in Table 1, with the qualifications of the actual lecturers in the Electrotechnology Division of Challenger Institute of Technology, given in Appendix 7. The table above demonstrates that lecturers meet all essential criteria. In addition, they tick many boxes in the 'Aspired' and in the 'Would be excellent to have' category. This indicates that they are a strong team of professionals, committed to extremely high standards of delivery.

SELECTION CRITERIA FOR ASL 1 (ADVANCED SKILL LECTURERS, LEVEL 1)		
Essential criteria **(as per the General Agreement for TAFE Lecturers (SSTUWA, 2011, p. 146))**	**Aspired criteria***	**Would be excellent to have***
Criterion 22: Higher Teaching qualification (Bachelor's Degree, Graduate Dip, Masters)	**Criterion 33:** Progression towards a higher teaching qualification than the essential. For example, if in possession of a Grad Dip in Education, the lecturer may study part-time towards a Master's in Education.	**Criterion 44:** Possession of a higher teaching qualification than the essential. For example, if a Grad Dip in Education is essential for this position, the lecturer holds a Master's in Education.
Criterion 23: Vocational qualification	**Criterion 34:** Progression towards a higher trade or professional qualification than	**Criterion 45:** Possession of a higher trade or professional qualification

	the essential. For example if a Diploma in Electrotechnology is essential, the lecturer studies part-time towards an Advanced Diploma in Electrotechnology.	than the essential. For example if a Diploma in Electrotechnology is essential, the lecturer holds an Advanced Diploma in Electrotechnology.
Criterion 24: Any required license or registration necessary to perform the position	**Criterion 35:** Aspiring towards a membership in Australian professional organisations, such as the IEAust (Institution of Engineers, Australia)	**Criterion 46:** Being a member of an Australian professional organisation, such as the IEAust (Institution of Engineers, Australia)
Criterion 25: Completion of 5 years teaching service (irrespective of full time or part time service).	**Criterion 36:** Aspiring towards membership in an international professional organisations, such as IEEE, for example (Institute of Electrical and Electronic Engineers [in USA]).	**Criterion 47:** Being a member of an international professional organisation, such as IEEE, for example (Institute of Electrical and Electronic Engineers [in USA]).
Criterion 26: Able to provide educational leadership with the implementation of training curriculum within their specific teaching area.	**Criterion 37:** Continuous professional development towards a better understanding of the training packages.	
Criterion 27: Able to demonstrate enhanced skills in quality teaching and learning.	**Criterion 38:** Close collaboration with other ASL1, ASL2 and the program manager in the designing and the implementation of the training curriculum according to the training package.	
Criterion 28: Able to demonstrate on-going professional development.	**Criterion 39:** Close collaboration with other ASL1, ASL2 and the program manager in the designing and the implementation of the timetables.	
Criterion 29: Demonstrated application of current technical knowledge and competencies in the industrial vocation or professional field closely related to the teaching area.	**Criterion 40:** Developing guiding and teaching materials (including online) for less experienced lectures.	
Criterion 30: Ability to demonstrate an understanding of equal opportunity policies and development of appropriate strategies to incorporate these into the learning environment.	**Criterion 41:** Personal involvement in mentoring and guiding new lecturers. For example each ASL 1 lecturer can personally oversee one or two new lecturers.	
Criterion 31: Demonstrated satisfactory performance.	**Criterion 42:** Collaborating with technical personnel, ensuring that adequate technical support is provided to lecturers.	

Criterion 32: Other essential or desirable criteria as agreed between the parties.	**Criterion 43:** Developing new aids in practical training in close collaboration with technical personnel, other lecturers and the program manager.	

Table 3: Essential, Aspired and 'Would be excellent to have' selection criteria for ASL1 TAFE Lecturers.

Qualifications of ASL1 Lecturers in the Electrotechnology Division, Challenger Institute of Technology, Applied Engineering, Beaconsfield Campus																									
	Essential Criteria (As outlined in the Lecturers' General Agreement 2011)											Aspired Criteria (Continuous improvement)											Would be excellent to have (Ideally)		
	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47
Lecturer 8	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✘	✘	✘	✘	✘	✔	✔	✘	✘

Table 4. Rubric, matching the non-specific selection criteria for a ASL1 TAFE lecturer given in Table 3, with the qualifications of the actual lecturers in the Electrotechnology Division of Challenger Institute of Technology, given in Appendix 7.

There is only one lecturer in the division, who is currently at ASL1 position. He also ticks all the boxes in the essential criteria and many in the 'Aspired' and 'Would be excellent to have' group. This shows extremely strong commitment to excellent performance. The requirements that Challenger TAFE places on lecturers in order to promote them to ASL1 level increase exponentially with every year. The college should evaluate its free places for ASL1 lecturers twice per year. The college circulates a document outlining essential and desirable criteria to fill the position. One year ago, in March 2011, this document was 6 pages long. This year, in April 2012 it was modified and filled in with more specific requirements, so its length rose to 21 pages! Most of the criteria is taken from Dr. John Mitchell's work about the 'advanced VET practitioner' (Mitchell, 2009).

It is interesting to note that while his academic writings are vigorously applied to the lecturing staff, there is no evidence that the professional and academic development of middle management is monitored. Even if such evaluation process takes place, the results are not made public. But even if they are, the accountability of middle level managers is narrowed to their immediate superior, which is usually only one person. In contrast, lecturers are accountable not only to the program managers, but also to students, parents, professional and local communities and so forth. Thus, the lecturer's performance is constantly monitored from various different angles, while program managers' accountability (if existing at all) is subjectively evaluated from one person only.

This is good to remember when we look at the red crosses on the table above. They may not reflect poorly on the lecturer, but rather they may be indicative of poor management practices. TAFEs are characterised with an extremely strong vertical hierarchical structure. Often the entire power to run the section is concentrated in the hands of the program manager and lecturers are not given any freedom to manage their section autonomously. Hence, they cannot collaborate to develop new training materials, to have an input to the timetabling, or to develop new curriculum. The problems outlined above are very serious and they deserve further in-depth investigation.

The research pointing out that teacher's quality makes a difference in student performance is not new (Hattie, 2003; Robinson, Lloyd, & Rowe, 2008). However, a recent research involving an estimated of 14, 000 teachers and 1.4 million students clearly demonstrates that "replacing an 'average' principal with an 'outstanding' principal in an 'average' school could increase student achievement by over 20 percentile points"(Barber & Mourshed, 2009, p. 28). We can translate this statistic to financial outcomes, typical for the VET sector. Then we can say, based on the above research, that if we replace an 'average' program manager with an 'outstanding' program manager, this can make a difference of 20% of the section's financial performance.

Also, the higher the manager's position, the higher the difference in the financial outcomes. There is an increased tendency that all principals and senior teachers in schools in Australia must have a post-graduate or Master's degree in Education. Directors and program managers in TAFE should have similar qualifications in order to be successful leaders: in both financial and educational aspects (Tchervenkov, 2012a).

SELECTION CRITERIA FOR ASL 2 (ADVANCED SKILL LECTURERS, LEVEL 2)		
Essential criteria **(as per the General Agreement for TAFE Lecturers (SSTUWA, 2011, p. 146))**	**Aspired criteria***	**Would be excellent to have***
Criterion 48: Higher Teaching qualification (Bachelor's Degree, Graduate Dip, Masters)	**Criterion 61:** Progression towards a higher teaching qualification than the essential. For example, if in a possession of Grad Dip in Education, the lecturer may undertake units of study towards a Master's in Education.	**Criterion 74:** Possession of a higher teaching qualification than the essential. For example, if a Grad Dip in Education is essential for this position, the lecturer holds a Master's in Education.
Criterion 49: Vocational qualification	**Criterion 62:** Progression towards a higher trade or professional qualification than the essential. For example if Diploma in Electrotechnology is essential, the lecturer may study part-time towards an Advanced Diploma in Electrotechnology.	**Criterion 75:** Possession of a higher trade or professional qualification than the essential. For example if Diploma in Electrotechnology is essential, the lecturer holds an Advanced Diploma in Electrotechnology.
Criterion 50: Any required license or registration necessary to perform the position	**Criterion 63:** Aspiring towards membership in Australian professional organisations, such as the IEAust (Institution of Engineers, Australia)	**Criterion 76:** Being a member of an Australian professional organisation, such as the IEAust (Institution of Engineers, Australia)
Criterion 51: Completion of 5 years teaching service (irrespective of full time or part time service).	**Criterion 64:** Aspiring towards a membership in international professional organisations, such as IEEE, for example (Institute of Electrical and Electronic Engineers [in USA]).	**Criterion 77:** Being a member of an international professional organisation, such as IEEE, for example (Institute of Electrical and Electronic Engineers [in USA]).
Criterion 52: Completion of 12 months service at ASL1.	**Criterion 65:** Continuous professional development towards better understanding of the training packages.	**Criterion 78:** Actively leading the implementation of new technologies in the delivery.
Criterion 53: Able to demonstrate excellence and leadership in quality teaching and learning.	**Criterion 66:** Close collaboration with other ASL1, ASL2 and the program manager in designing and implementation of the training	**Criterion 79:** Employing innovative methods of teaching and learning.

	curriculum according to the training package.	
Criterion 54: Able to demonstrate educational leadership in the development & implementation of curriculum within a program area.	**Criterion 67:** Close collaboration with other ASL1, ASL2 and the program manager in designing and implementation of the timetables.	
Criterion 55: Able to demonstrate on-going professional development.	**Criterion 68:** Developing guiding and teaching materials (including online) for less experienced lectures.	
Criterion 56: Able to demonstrate application of current industrial or professional expertise in a program area.	**Criterion 69:** Personal involvement in mentoring and guiding new lecturers and ASL1 lecturers. For example each ASL 2 lecturer can oversee personally one or two ASL 1 lecturers or new lecturers.	
Criterion 57: Able to demonstrate successful current and/or recent client group liaison and interaction.	**Criterion 70:** Collaborating with technicians, ensuring that adequate technical support to lecturers is provided. Providing technical support personnel with specialist engineering guidance and direction.	
Criterion 58: Ability to demonstrate an understanding of equal opportunity policies and development of appropriate strategies to incorporate these into the learning environment.	**Criterion 71:** Developing new practical training aids in close collaboration with technical support personnel, other lecturers and the program manager.	
Criterion 59: Demonstrated satisfactory performance.	**Criterion 72:** Act as a leader of a professional learning community.	
Criterion 60: Other essential or desirable criteria as agreed between the parties.	**Criterion 73:** Providing specialist technical and educational advice to management.	

Table 5: Essential, Aspired and 'Would be excellent to have' selection criteria for ASL2 TAFE Lecturers.

Qualifications of ASL2 Lecturers in the Electrotechnology Division, Challenger Institute of Technology, Applied Engineering, Beaconsfield Campus																		
	Essential Criteria (As outlined in the Lecturers' General Agreement 2011)																		
	48	49	50	51	52	53	54	55	56	57	58	59	60						
Lecturer 2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓						
Lecturer 4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓						
Lecturer 6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓						
	Aspired Criteria (Aspirations for the future)													Would be excellent to have (Ideally)					
	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79
Lecturer 2	✗	✓	✗	✗	✓	✗	✗	✓	✗	✗	✗	✗	✗	✗	✓	✗	✗	✗	✗
Lecturer 4	✓	✓	✗	✗	✓	✗	✗	✗	✗	✗	✗	✗	✗	✓	✓	✗	✗	✗	✗
Lecturer 6	✓	✓	✗	✗	✓	✓	✓	✗	✓	✗	✗	✗	✗	✓	✓	✗	✗	✗	✗

Table 6. Rubric, matching the non-specific selection criteria for a ASL2 TAFE lecturer given in Table 5, with the qualifications of the actual lecturers in the Electrotechnology Division of Challenger Institute of Technology, given in Appendix 7.

It should be pointed out that two of those lecturers are close to retirement and are employed currently only at the fractional basis. They are all excellent professionals with many years of experience. They tick all the boxes for the essential criteria and some of the 'Aspired' and 'Would be excellent to have' category.

They should not be blamed personally if some of the 'not essential' boxes are not ticked. As it was already explicitly mentioned before several times in my report, a lecturer can only do what he is told to do and some of the blame has to be taken personally by the middle management. For example, Criterion 73 "Providing specialist technical and educational advice to management" can only be satisfied if the management is prepared to listen and ready to take such advice. In my experience this is often not the case.

Some recent studies in the VET sector show that ASL2 lecturers are being placed into increasing pressure to be 'innovative', 'transformational', or 'advanced', but in reality they are buried in paperwork, they are left with little time to concentrate on their teaching, and that they are offered little support from management (Black, 2009). Those findings are also confirmed by Rice (2004).

At a recent staff development the role of the Head Teacher in Technical and Further Education was described as being an amalgam of business manager, administrator and educational leader with the emphasis of late being on the former two areas. When asked what they thought took up most of their time, the Head Teachers in the room (by a vote of eleven to one) indicated that administration of the system was their major time consumer. When asked what they would rather be doing the Head Teachers invariably answered, 'Educational leadership' (p.1).

Clearly the overload of ASL2 lecturers with administrative work is a problem, which distracts them from their real role of being educational leaders. Years ago there was a practice to exempt them for up to 10 hours of teaching in order to perform their other duties. Maybe we should revert back to this practice? Further study is needed in order to look deeper at those issues.

SELECTION CRITERIA FOR PROGRAM MANAGER APPLIED ENGINEERING (EX. DEFENCE INDUSTRIES), LEVEL 7 (AS PER JOB DESCRIPTION FORM)		
Essential criteria	**Desirable criteria**	**Would be excellent to have***
Criterion 80: Ability to lead, manage and expand the business operations of the Unit in accordance with the ethical, legal and organisational frameworks.	**Criterion 83:** Possess a post-secondary or Tertiary Qualification in the related area	None
Criterion 81: The ability to manage, foster and sustain relationship with institute staff, relevant enterprises, industry and community groups.	**Criterion 84:** Have knowledge and experience in Defence Industries	
Criterion 82: Ability to manage the physical and financial resources to achieve agreed outcomes within the established Institute's framework	**Criterion 85:** An understanding of the Vocational Education and Training Sector and workforce development.	

Table 7. The table above lists the essential and the desirable selection criteria for the position of a Program Manager – Applied Engineering (ex. Defence Industries), level 7, exactly as per the relevant job description form (see Appendix 5).

In contrast to the enormous complexity of the previous tables, this one astounds us with its unassuming simplicity. There are six listed criteria and only three of them are essential. One would assume that at this level the managing personnel should have several tertiary qualifications. They could, for example, have some cross-field qualifications; say in engineering, education and management. However, the job description clearly specifies that a post-secondary education is sufficient for a program manager. In fact the post-secondary education is even listed as a *desirable,* and not as an *essential* criterion.

The three essential criteria are extremely vague and broad. For instance, what does the 'ability to manage, foster and sustain relationships' mean? Bearing in mind that tertiary education is not really necessary for this job (as well as post-secondary education) one may wonder why the bar is set so low?

I know our current program manager from 2007. I also know his brother, who was a program manager on the same position before 2007. I have good relationships with both. I am trying to be as objective and unbiased as a human being can possibly be. Our current program manager communicated to me on many occasions that he holds Masters in Business Administration from Murdoch University. I have not personally seen the qualification and cannot testify if it exists or not. This data is not available on the Challenger website, and it is considered 'confidential' by HR, so I cannot verify or deny it.

Without having anything personal against the current program manager, some very serious fundamental questions arise. For example, should a person with generic MBA degree, without any credentials and experience in the field of engineering or education be allowed to fill such a position? How can a team of professional engineers be led by a manager without an engineering background? How can he decide what technical training and teaching equipment is needed for the section? Even if the manager holds an MBA, how can he understand what is going on in the classrooms, if he doesn't have any background in teaching and education? And isn't the college losing money, by allowing a person with lack of real knowledge in engineering and education to manage the section's large budget?

This problem is extremely deep and encompasses the entire direction in which the TAFE has been moving from the 1990s onwards (Goozee, 2001, pp. 93-105). The old 'welfarism' model has been replaced with the new 'managerialism' and now we are beginning to see clearly the consequences (Gewirtz & Ball, 2000). The job description of the program manager clearly reflects the direction, which Challenger Institute of Technology is following.

Some authors argue that it is possible to "achieve a compatibility between the benefits which occur through individual teacher autonomy to the advantages of mutual support and coordination which derive from corporate working practices"(Dennison & Shenton, 1990, p. 319) . Yet a lot of others insist that "managers in schools and universities will not succeed if they simply imitate the practices of their peers in business" (Heinz-Dieter, 2002, p. 16). However, there seems to be a consensus among the authors that the role of school managers has nowadays become extremely challenging. It demands that they possess qualifications in several fields, such as management, education and also the specific area of teaching and training (Dennison & Shenton, 1990; Heinz-Dieter, 2002; Lashway, 1996; Murphy & Beck, 1995; Rice, 2004).

I had read the three essential selection criteria for the position of a program manager from table 7 to several people, without telling them where the text was taken from. My question to them was to guess what are the functions of the job it is describing? While most of them presumed correctly that this is a managerial position, none of them guessed that it is in the area of education.

Another research technique, which I tried on the essential criteria, was a key word analysis. The three essential criteria comprise in total 55 words. I selected only those words, which relate to corporate culture and the new profit-driven approach in the education, which is characteristic for the 'new managerialism'. So I identified words like 'lead', 'manage', 'business', 'enterprise', 'industry', 'financial', 'outcomes' and so forth. When I counted them I found 18 such words. If we do not take into account prepositions like 'a', 'the', 'to', 'with' and so forth, the 'corporate culture' words comprise 18 of 35, or 51%! No wonder that not one single person managed to guess that this is a managerial position in the educational sector.

While this mini-study could be very amusing to some people, it is in fact grievously serious when we take into account how many such managers are employed in the government VET sector Australia-wide and what damage they ultimately cause to a huge number of

students. However, we should not point a finger at the individuals, as managers are only pawns in a much bigger mechanism. What is needed here is a comprehensive re-evaluation of the direction in which the VET sector is moving. Some of the brightest minds in the education sector give us the clues: managerialism could be replaced with professional autonomy and the market-driven mechanisms could be replaced with equitable government-funding for all (Eacott, 2011; Graaff, 2011; Hargreaves, 2009; Hedley, 2000; Sahlberg, 2011).

This topic is explored in greater depth in my paper "The Relationship Between TAFE and its Lecturers' Community: An Attempt to See the Future". In it am applying a scenario thinking approach for the VET future development (Tchervenkov, 2012b).

SELECTION CRITERIA FOR DIRECTOR TRAINING SERVICES APPLIED ENGINEERING (EX. DEFENCE AND RESOUCES), LEVEL 8 (AS PER JOB DESCRIPTION FORM)		
Essential criteria	**Desirable criteria**	**Would be excellent to have***
Criterion 86: Ability to translate and promote the vision and strategic objectives of the Institute to the Division's managers and staff.	**Criterion 89:** Have or be progressing towards an appropriate tertiary qualification	none
Criterion 87: Ability to harness the knowledge of specialist expertise within the Division and continuing to develop a more comprehensive understanding of the VET sector and how complex government regulatory and compliance systems and initiatives impact upon the sector.	**Criterion 90:** Have knowledge and experience in the defence and resources industry.	
Criterion 88: Ability to provide professional support to the General Manager Training Services by maintaining the educational leadership, educational quality standards and accreditation requirements of the Division.	**Criterion 91:** Have an understanding of the Vocational Education and Training Sector and workforce development.	

Table 8. The table above gives the essential and the desirable selection criteria for the position of a Director Training Services – Applied Engineering (ex. Defence and Resources), level 8 exactly as per the relevant job description form (see Appendix 6).

This table competes with the previous one for simplicity and generalisation. It seems that the higher one progresses towards the top of the TAFE hierarchy, the more sketchy the

criteria are. This is true, of course, only to a certain point, because the people at the very top of the pyramid are usually very visible and cannot so easily escape public scrutiny, as are the managers in the middle level.

I had great difficulty to grasp what the phrase "have an understanding of the Vocational Education and Training Sector" does exactly mean? We have a lady in our section, who has been employed on level 2 as an admin support person for more than 20 years. Doesn't she have an understanding of the VET sector? And if we accept that she definitely does, then could she therefore apply for the director's position?

One positive alteration in the selection criteria from the previous one is that the words "post-secondary" are removed from the desirable criteria. This indicates that it is envisaged that the public servant, occupying this position, and receiving a remuneration of just under $ 130,000 per year should have some post-secondary education. This could be, of course, something very simple, like certificate III or certificate IV in some of the TAFE trades. In addition, his or her progression towards "appropriate tertiary qualification" (whatever this can mean) is made desirable, but it is again not compulsory.

The situation is, of course absurd. It seems that the only appropriate qualification that one should have for the job is to have the right friends at the right places. The rumour has it that our current director did not finish school, obtained certificate III in trades, then went on looking after apprentices in metal trades, after which he was deployed to his current position. I was very eager to disprove such a rumour and spent considerable time trying to obtain more information about our director's background on the Internet. However, this task proved to be extremely difficult. There are many published articles in newspapers from journalists, quoting what sites he visited, or what he said, but there was virtually no information on his background.

The Challenger Institute of Technology website proved to be the most unhelpful of all. In the "About us" section there is very little useful information. A few words are mentioned about the organisational structure of the Institute (the graph is reproduced in Appendix 8). In addition, a brief bio description about the executive team and the governing council is given. While this information is interesting, at the same time it is not very useful at all. The role of the 13 members on the governing council is more symbolic than real. They do not exercise more power on the direct management of the Institute, than the Queen exercises over the internal affairs of the Australian government.

At the same time there are 22 directors (presumably all on level 8), the profiles of which at the time of writing (6 May 2012 and later on updated on 11 October 2012) are missing from the Challenger website. The program managers (level 7) are not even depicted in the organisational chart and, of course, they reside hidden somewhere below the directors. Let's not forget that after a recent generous increase of 4%, the salary of program managers is just above $110, 000 per year and it is set to rise with additional 4.25% next year. In addition, program managers are generally accountable to one person only – their program director. This is the reason why their performance constantly goes under the radar.

Challenger Institute of Technology is a tertiary education institute. As such, the profiles of all its public servants on level 7, 8 and above should be listed on its website. Each profile should contain specific records of their qualifications and experience. Wordings like 'extensive experience across all educational sectors' or 'extensive experience in the private, federal, and state government sectors' are not good enough. Each profile has to contain specific qualifications, publications and experience. This is the practice in all Australian universities and I don't see why tertiary educational organisations as Challenger should be an exception? At the end of the day, we cannot talk incessantly about lecturers' accountability, while at the same time millions of dollars in wages of the middle management positions are practically unaccounted for.

The practice of employing public servants in key middle level management positions with substandard qualifications (if it is true) has an extremely demoralising effect on the lecturing team and on the students. Let's not forget that we work in a tertiary educational institution. We, lecturers find it extremely difficult to inspire the students to study further, as they see that in practice the formal qualifications have little relevance. How do we explain to them that some of the lecturers hold Master's degrees and are still not promoted to ASL1, while the highest qualification of a college director is certificate III in trades? Thus, underqualified managers abruptly decrease the overall performance (and of course the profit) of the college, on the merit of just by being there.

Reading the names of the public servants at executive positions and the middle level managers, one is left with the feeling that they all belong (with very few exceptions) to some exclusive Anglo-Saxon club. There are 6074 words in the latest Challenger annual report, but the word *"diversity"* is not mentioned even once (Challenger Institute of Technology, 2011). Yet

we have so many international students, students from non-English speaking background and many lecturers, who come from various countries. In fact, the trends in the Australian education system (especially in the engineering field) show that most lecturers in this sector are born overseas. However, they are not represented at the management level. This topic deserves further serious investigation, as it is extremely important, but tangential to my main study.

While writing this paper, I stumbled upon a very interesting article in "The Age", called: "Should TAFE Lecturers be Paid the Same as University Lecturers?" The article was published online on 28 June 2011. What really grabbed my attention, however, was a reader's comment, posted after the article. I couldn't help, but cite it. In my 8 years' experience as a TAFE lecturer, I believe it beautifully captures and sums up a lot of the sentiments of lecturers, students and the general public, which I have heard expressing opinions about adult education.

> I can't speak for TAFE per se, but know the adult education system in general. The management is atrocious and there is little or no accountability. Employment of unqualified teachers, especially mates and family, makes set standards of qualifications a sad joke. There is also the absurd situation of people running these organisations who have no qualifications in education whatsoever. But like the rest of [the] staffing, it seems to come down to the grapevine and mates' clubs.

> Some of the worst problems come from the unlimited tenure available to decision-makers who can be in the same positions for decades, doing things "their way," and impotent boards who don't know, don't care, and refuse to take any responsibility. It's a tragedy for students, educators and taxpayers and if ever there were need for a royal commission, it is to sort out these expensive fiefdoms removing those who think they own these public resources and ensuring taxpayers and students (and teachers employed by merit) get a fair go and a properly run set up from then on. In travelling under the radar due to the media focusing on schools, these places get away with what wouldn't and shouldn't be tolerated for a day in any other organisation or sector.

> Commenter *lee* Date and time June 29, 2011, 11:08AM (The Age, 2011)

CONCLUSION

This case study showed that all the lecturers within the examined section demonstrate extremely high professionalism. They were continuously committed to improve the quality of the teaching and learning. They have to fulfil an increasingly more difficult requirements for professional development, if they want to progress to ASL1 and ASL2. It seems that the Institute's intention is to gradually close this path for professional recognition, by making the requirements for those positions increasingly more difficult. The lecturers, already employed on ASL1 or ASL2 level struggle to juggle with ever increasing administrative duties and their primarily function as educational leaders.

At the same time the criteria for middle level management positions are extremely vague and inexplicit. Only the top level and the bottom level of the TAFE hierarchical structure is being monitored, while the middle level escaped public scrutiny for a very long time. The management is entirely focused on financial outcomes, while at the same time they are forgetting that the primary scope of their 'business' is, in fact education.

Capable lecturers should be given more opportunities for professional autonomy and professional growth. The section comprises capable, motivated ASL1 and ASL2 professionals, which could manage the section autonomously, according to the professional learning community model. There is plenty of evidence in the academic literature that autonomous professional learning communities are the way to go in the future. The positions of the program managers and program directors could be probably amalgamated with an increasing focus on strategy, rather than on micro-level management. The new manager position should be filled by a capable individual, whose qualifications cross disciplines. As a manager of the engineering division, he/she should have at least a Bachelor in engineering, be a member of a professional association (such as IEAust) and have a degree in education. A degree in business could be listed as a desirable criterion. The profiles of all program managers and directors should be listed on the Challenger Internet website. Each one of them should contain a recent photograph, contact details, a detailed description of their qualifications, merits, publications and implemented projects, as it is the case with all Australian universities.

It seems that the sector is long overdue for a major enquiry and overhaul. However, this time the enquiry should focus primarily on the effective performance of the middle management, rather than assessing (as usual) just the lecturer's performance. Capable and educated individuals, regardless of their background, should be given a fair go and access to management positions. Any suggestions of nepotism and favouritism should be seriously investigated and acted upon. A new culture of impeccable professionalism is needed. Only then the VET sector will be able to survive in an environment of increasing competition. This is so, because only in such circumstances the value of our Diplomas and Certificates will remain high and sought after by industry. If we do not keep up our professional standards and if we regard ourselves simply just as another 'business', than we are about to slide down the path of private RTOs in Victoria. It is already becoming obvious that the value that some such qualifications hold is less than the value of the paper they are printed on.

At present it seems that the management is focused entirely on the financial outcomes only, forgetting the real purpose of VET is education and practical training. All staff should be united around the same core values. These can be formulated for example like that: *'Better learning outcomes for students, with a strong focus on practical training, linked to better employment opportunities'*. The above phrase should not be taken just as a slogan, but it has to be turned into a real practice. If this happens, than the public VET sector stands a chance to get rid of some major bureaucratic burdens, which seriously impede its progress. Only then it can provide a top quality 'product', which is education. Interestingly enough, the practice shows that when excellent education becomes again priority for everyone, then high profits appear as a bypass product of happy 'customers' and good 'business' practices.

APPENDIX 1

LECTURER

Role
Refer to 'Duties of a Lecturer'

Duties
Refer to 'Duties of a Lecturer'

Essential Selection Criteria

1. Current technical knowledge and competencies in the industrial vocation or professional field relevant to this position.
2. At least 5 years of vocational or lecturing experience relevant to the industrial vocation or professional field relevant to this position.
3. Well developed written and verbal communication skills.
4. Well developed organisational skills, including the ability to work in a team environment.
5. Demonstrated ability to facilitate and encourage learning using several modes of delivery.
6. Demonstrated initiative and self motivation.
7. Ability to demonstrate an understanding of Equal Opportunity principles and develop appropriate strategies to incorporate these into the learning environment.
8. Understanding of and experience using information technology (e.g. word processing, internet and spreadsheets)
9. Other essential or desirable criteria as agreed between the parties.

Minimum Qualifications

1. It is preferred that applicants already possess a Certificate IV in Training and Assessment (or higher recognised teaching qualification) or can demonstrate progression towards the Certificate IV in Training and Assessment. However, applicants without the above are still eligible to apply but must obtain the Certificate IV in Training and Assessment consistent with the provisions of Clause 79 Training and Lecturing Qualifications and Clause 31 Progression of the General Agreement.

2. Relevant Tertiary/Industry/Trade Qualification and/or any required license or registration necessary to perform the position as determined by the College.

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Appendix 1. *Essential Selection Criteria for TAFE lecturers as per TAFE Lecturers General Agreement (SSTUWA, 2011). The document has just been recently endorsed by union members in April 2012. This scanned page is from the draft. The empty field on the right hand side indicates that no changes have been made from the previous General Agreement, made in 2008.*

APPENDIX 2

Challenger
INSTITUTE OF TECHNOLOGY

JOB DESCRIPTION FORM

LECTURER ELECTRICAL ENGINEERING

KEY RESPONSIBILITIES

Teach, facilitate learning, assess and mentor students in accordance with relevant curriculum and/or training package requirements. Keep abreast of technological and other developments in their field through professional development to provide up-to-date information and advice to the Institute and industry where appropriate.

SELECTION CRITERIA

ESSENTIAL:

- Current technical knowledge and competencies in the industrial vocation or professional field relevant to this position.
- At least 5 years of vocational or lecturing experience relevant to the industrial vocation or professional field relevant to this position.
- Well-developed written and verbal communication skills.
- Well-developed organisational skills, including the ability to work in a team environment.
- Demonstrated ability to facilitate and encourage learning using several modes of delivery.
- Demonstrated initiative and self-motivation.
- Ability to demonstrate an understanding of Equal Opportunity principles and develop appropriate strategies to incorporate these into the learning environment.
- Understanding of and experience using information technology (e.g. word processing, internet and spreadsheets).

MINIMUM QUALIFICATIONS:

- It is preferred that applicants already possess a Certificate IV in Training & Assessment (or higher recognised teaching qualification) or can demonstrate progression towards the Certificate IV in Training & Assessment. However, applicants without the above are still eligible to apply but must obtain the Certificate IV in Training & Assessment within their first 2 years of employment.
- Relevant Tertiary/Industry/Trade Qualification and/or any required license or registration necessary to perform the position as determined by the Institute.

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DUTIES OF THE POSITION

The role of a Lecturer requires the performance of a range of lecturing, professional duties and activities relating to delivery, including but not limited to:

Lecturing Duties
Lecturing duties involve:
- The delivery of quality education and training.
- Engaging students in the learning processes.
- Workplace training and workplace assessment.

Lecturing may involve using a variety of:
- Learning environments, including but not limited to:
  - Classrooms,
  - Workshops,
  - Industry,
  - In the field
- Delivery strategies and methodologies
- Appropriate delivery methods

Professional Activities (PA)
- Program advice to students and potential students.
- Specialist assistance to facilitate students' learning.
- Administration of students and resources.
- Recognition of Prior Learning (RPL) assessment.
- Development and maintenance of educational/training programs and learning resources.
- Implementation of new technologies and techniques.
- Identification of industry/community requirements in relation to delivery of programs.
- Participation in the conduct of training needs analysis and skills audits.
- Identification of professional development needs.
- Identification of resource needs.
- Membership of committees and networking within the Institute and industry.
- Undertake professional development, including return to industry.
- Or as otherwise agreed.

Activities Related to Delivery (ARD)
Activities Related to Delivery are those activities that assist in the delivery of quality education and training within the lecturer's own teaching program.

ARD involves:
- Planning
- Preparation
- Marking
- Making professional decisions associated with the delivery and assessment of modules within the lecturer's own teaching program.

Other activities related to the delivery of training

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Position Identification

Position Number	P#######
Directorate	Training Services
Division / Branch	Construction and Transport

Reporting Relationships
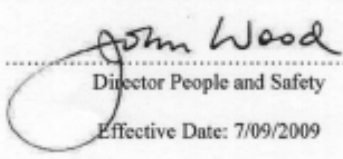
```
┌─────────────────────────────┐
│  Director Training Services  │
└─────────────────────────────┘
               ▲
┌─────────────────────────────┐
│      Program Manager         │
│      Electrical Trades       │
└─────────────────────────────┘
               ▲
┌─────────────────────────────┐
│        This Position         │
└─────────────────────────────┘
```

Appointment Details

Industrial Agreement	TAFE Lecturers' Certified Agreement 2008
Accommodation	Nil
Allowances	Nil
Special Conditions	
	Institute campus as directed

Certification

The details contained in this document are an accurate statement of the position's responsibilities and requirements.

John Wood

Director People and Safety

Effective Date: 7/09/2009

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Appendix 2. *Job Description Form for Electrical Engineering Lecturer position within Challenger Institute of Technology. It can be seen that it closely matches the description, given in the TAFE Lecturers General Agreement (SSTUWA, 2011), given in appendix 1.*

APPENDIX B: JOB DESCRIPTIONS

ADVANCED SKILLS LECTURER 1 (ASL 1)

This document is to be read in conjunction with Appendix A – Role Description and Duty Statement of a Lecturer.

Role

During the performance of their normal lecturing role, an ASL 1 would be expected to have skills and qualities that are recognised as outstanding in education delivery with a focus on quality teaching and learning. An ASL 1 would use those skills in the delivery of educational materials and provide opportunities to share them with peers, new teachers and other interested groups such as industry.

Duties

During the performance of their normal lecturing duties, an ASL 1 would provide educational leadership with a focus on quality teaching and learning which includes assisting with:

- the support, induction and mentoring of new lecturers within the ASL 1's study area;
- providing support on committees within the College dealing with educational matters involving programs;
- undertaking industry liaison;
- providing course information and advice for students on specific programs;
- implementation of aspects of new curricula and innovative teaching methods.

Essential Selection Criteria

1. Completion of 5 years teaching service (irrespective of full time or part time service).
2. Able to provide educational leadership with the implementation of training curriculum within their specific teaching area.
3. Able to demonstrate enhanced skills in quality teaching and learning.
4. Able to demonstrate on-going professional development.
5. Demonstrated application of current technical knowledge and competencies in the industrial vocation or professional field closely related to the teaching area.
6. Ability to demonstrate an understanding of equal opportunity policies and development of appropriate strategies to incorporate these into the learning environment.
7. Demonstrated satisfactory performance.
8. Other essential or desirable criteria as agreed between the parties.

Minimum Qualifications

1. Higher Teaching qualification (Bachelor's Degree, Graduate Dip, Masters)
2. Vocational qualification
3. Any required license or registration necessary to perform the position

APPOINTMENT PROCESS FOR ASL 1:

The appointment process for an ASL 1 shall be in accordance with sub-clause 30.2 – Merit/Criteria Progression and Promotional Positions of this Agreement.

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Appendix 3. *Essential Selection Criteria for TAFE ASL1 lecturers as per TAFE Lecturers General Agreement (SSTUWA, 2011).*

ADVANCED SKILLS LECTURER 2 (ASL 2)

This document is to be read in conjunction with Appendix A – Role Description and Duty Statement of a Lecturer of this General Agreement.

Role

During the performance of their normal lecturing role, an ASL 2 would be expected to demonstrate outstanding qualities in educational delivery and demonstrate a high level of skill and leadership in a number of areas with a focus on quality teaching and learning. It is expected that the ASL 2 would use and demonstrate their skills in educational delivery and share them with peers, new lecturers and other groups such as industry, as well as provide educational leadership in the program as required.

Duties

During the performance of their normal lecturing duties, an ASL 2 would provide highly developed educational leadership in a number of areas which may include:

- class room practice;
- curriculum development;
- alternative learning strategies;
- promotion of programs including provision of vocational education and course advice to students, industry and the community;
- development/performance of skills analysis for industry;
- induction, mentoring and training of lecturers.

Essential Selection Criteria

1. Completion of 5 years teaching service (irrespective of full time or part time service).
2. Completion of 12 months service at ASL1.
3. Able to demonstrate excellence and leadership in quality teaching and learning.
4. Able to demonstrate educational leadership in the development & implementation of curriculum within a program area.
5. Able to demonstrate on-going professional development.
6. Able to demonstrate application of current industrial or professional expertise in a program area.
7. Able to demonstrate successful current and/or recent client group liaison and interaction.
8. Ability to demonstrate an understanding of equal opportunity policies and development of appropriate strategies to incorporate these into the learning environment.
9. Demonstrated satisfactory performance.
10. Other essential or desirable criteria as agreed between the parties.

Minimum Qualifications

1. Higher Teaching qualification (Bachelor's Degree, Graduate Dip, Masters)
2. Vocational qualification
3. Any required license or registration necessary to perform the position

APPOINTMENT PROCESS FOR ASL 2:

The appointment process for an ASL 2 shall be in accordance with Clause 30.2 – Merit/Criteria Progression and Promotional Positions of this Agreement.

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Appendix 4. *Essential Selection Criteria for TAFE ASL2 lecturers as per TAFE Lecturers General Agreement (SSTUWA, 2011).*

APPENDIX 5

Challenger
INSTITUTE OF TECHNOLOGY

JOB DESCRIPTION FORM

PROGRAM MANAGER – DEFENCE INDUSTRIES
LEVEL 7

KEY POSITION REQUIREMENTS

The Defence Industries Program Manager is accountable for the overall performance of the Business Unit, namely excellence in the delivery of vocational education and training within their Business Unit. This includes contributing to the development and implementation of strategic marketing and client relationship strategies to sustain growth in the business unit, developing and managing the scope of training products, managing staff performance against work tasks and desired outcomes and promoting the vision and strategic objectives of the Institute to all Business Unit staff.

You must also have:

- The ability to lead, manage and expand the business operations of the Unit in accordance with ethical, legal and organisational frameworks
- The ability to manage, foster and sustain relationships with institute staff, relevant enterprises, industry and community groups
- Ability to manage the physical and financial resources to achieve agreed outcomes within the established Institute's framework.

It is also desirable but not essential to :

- Possess a Post Secondary or Tertiary Qualification in the related area
- Have knowledge and experience in Defence Industries
- An understanding of the Vocational Education and Training Sector and workforce development.

DUTIES OF THE POSITION

- Assisting the Divisional Director with developing and implementing marketing strategies to expand the client base and grow the activities of the Business Unit.

- Advocating strategic initiatives that keep the Institute ahead of its competitors and responding to emerging needs of industry, government and community.

- Contributing to the establishment and maintenance of industry networks and client relationships.

- Contribute to the development and implementation of Divisional operational plans aligning Business Unit activities to achieve the strategic objectives and outcomes of the Institute.

- Developing, managing and reviewing the scope of training and workforce development services within the Business Unit.

- Developing and managing Business Unit resources to achieve agreed outcomes.

- Developing a commercial orientation in the Business Unit through efficient and effective use of resources that result in profitable commercial strategies.

- Setting and monitoring clear performance standards and continuous improvement processes within an accountable and ethical framework required by a government agency.

- Implement strategies to engage and develop the culture and capability of Business Unit staff to achieve the strategic objectives and outcomes of the Institute.

- Facilitating on-going feedback and professional development to staff to enhance performance, job satisfaction and effective working relationships.

- Ensures compliance with Occupational Safety & Health (OSH) and Equal Employment Opportunity (EEO) policies and legislation.

- Other duties as required.

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Position Identification

Position Number	P002987
Directorate	Training Services
Division / Branch	Defence and Resource Industries

Reporting Relationships
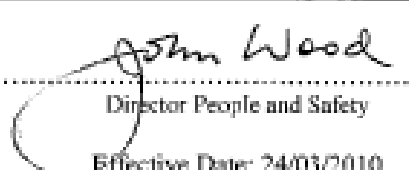

```
        General Manager
        Training Services
            Class 1
               ↑
            Director
       Defence and Resources          Number of Positions
            Level                     reporting to this position:
               ↑                      1 – 10
         This Position  ←─────────────
```

Appointment Details

Industrial Agreement	Public Service and Government Officers General Agreement 2011; & Agency Specific Agreement
Award	Government Officers Salaries, Allowances and Conditions Award 1989
Accommodation	Nil
Allowances	Nil
Special Conditions	
Location	College campus as directed

Certification

The details contained in this document are an accurate statement of the position's responsibilities and requirements.

John Wood

....
Director People and Safety

Effective Date: 24/03/2010

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Appendix 5. *Job Description Form for Program Manager – Defence Industries, Level 7*

Challenger
INSTITUTE OF TECHNOLOGY

JOB DESCRIPTION FORM

DIRECTOR TRAINING SERVICES
DEFENCE AND RESOURCES
LEVEL 8

KEY POSITION REQUIREMENTS

The Director Training Services, Defence and Resources, is responsible for leading and managing the strategic and business operations of the Division in conjunction with Program Managers and in accordance with ethical, legal and organisational frameworks. This role also requires you to establish a commercial orientation in the Institute by focussing on efficient and effective use of resources. Overseeing the Division's development and implementation of marketing services and strategies to expand the client base and grow the business will also be an integral component of this role.

You must also have:

- Ability to translate and promote the vision and strategic objectives of the Institute to the Division's managers and staff.
- Ability to harness the knowledge of specialist expertise within the Division and continuing to develop a more comprehensive understanding of the VET sector and how complex government regulatory and compliance systems and initiatives impact upon the sector.
- Ability to provide professional support to the General Manager Training Services by maintaining the educational leadership, educational quality standards and accreditation requirements of the Division.

It is also desirable but not essential to:

- Have or be progressing towards an appropriate tertiary qualification.
- Have knowledge and experience in the defence and resources industry.
- Have an understanding of the Vocational Education and Training Sector and workforce development.

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DUTIES OF THE POSITION

- Advocating strategic initiatives that keep the Institute ahead of its competitors.
- Establishing and maintaining business networks and client relationships to profile and forecast market and business needs for future training services and products.
- Identifying and co-ordinating Divisional responses to emerging needs of industry, community and government whilst building a flexible and continuous improvement culture.
- Building teams with complementary skills and inspiring others to achieve the highest level of quality.
- Assuming the overarching responsibility for monitoring and managing Divisional resources within the prescribed framework established to achieve agreed outcomes.
- Ensuring contributions to the long term sustainability of the Division's industry and community stakeholders.
- Creating a culture of achievement by ensuring that new initiatives produce expected outcomes.
- Evaluating Divisional performance, setting clear performance standards and holding people accountable for results.
- Developing and implementing ongoing evaluation processes to monitor and control systems of compliance and risk management including EEO and OSH policies and legislation requirements within the Division.
- Encouraging on-going feedback and professional development to enhance performance, job satisfaction and effective working relationships in the Division.
- Managing staff performance against work tasks and desired outcomes.
- Fostering and sustaining mutually beneficial relationships and networks at a macro level relevant to the given industries of the Division.
- Managing and supporting staff in the achievement of goals and outcomes in a professional and impartial manner and that demonstrates recognition of diversity and difference and actively promoting an equitable, safe and healthy work environment.
- Demonstrating confidence as a leader and role modelling behaviours of self-learning and critical self analysis.
- Translates and promotes the vision and strategic objectives of the Institute to the Division's managers and staff.
- Anticipates change and adapts approaches accordingly to gain commitment to the adoption of new practices within the Division.
- Ensures compliance with Occupational Safety & Health (OSH) and Equal Employment Opportunity (EEO) policies and legislation.
- Other duties as required.

Position Identification

Position Number	P002374
Directorate	Training Services
Division / Branch	Defence and Resources

Reporting Relationships

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Appointment Details

Industrial Agreement	Public Service and Government Officers General Agreement 2011; & Agency Specific Agreement
Award	Government Officers Salaries, Allowances and Conditions Award 1989
Accommodation	Nil
Allowances	Nil
Special Conditions	
Location	College campus as directed

Certification

The details contained in this document are an accurate statement of the position's responsibilities and requirements.

John Wood

Director People and Safety

Effective Date: 29/04/2010

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Appendix 6. *Job Description Form for Director Training Services, Defence and Resources, Level 8*

Challenger INSTITUTE OF TECHNOLOGY

Qualification Delivery and Assessment Strategy
QDAS

Assessment methods key:

A	B	C	D	E
Demonstration	Portfolio of completed work samples	Questioning / Knowledge base	Case Study	Reports

Pathways

- Employment outcome
- Higher Education. Challenger Institute has an articulation agreement with Curtin University. Completion of the Advanced Diploma will enable participants to receive credits for the First year.

Delivery and assessment staff details

Name	Unit	Relevant qualifications/competencies/experience
Lecturer 1	UEENEEE064B UEENEEG047B UEENEEG048B UEENEEG049B UEENEEH025B UEENEEG069B UEENEEG070B UEENEEG043B UEENEEG044B UEENEEG045B	Bachelor of Engineering - Communication systems (Hons) Associate Diploma of Engineering - Electronics Certificate IV in training and Assessment (TAE40110)
Lecturer 2	UEENEEE050B UEENEEE027B	Cert IV Training & Assessment Bachelor Applied Science (Electronic Engineering) Graduate Diploma Business Graduate Diploma Education
Lecturer 3	UEENEEE001B UEENEEE033B UEENEEE038B UEENEEK042A UEENEEC010B UEENEED001B UEENEEE018B UEENEED009B	Cert IV Training & Assessment Master Science Information Technology Bachelor Science Bachelor Engineering (Electrical) Graduate Diploma Education
Lecturer 4		Cert IV Training & Assessment Diploma Electronic Engineering Final Certificate Electrical Fitting Branch of the Engineering Trade Electrical Worker's Licence "A" Grade Electrical Fitter/Mechanic
Lecturer 5	UEENEEI001B UEENEEI008C UEENEEI007C UEENEEI003B UEENEEI004B UEENEEI002B UEENEEI005B	Cert IV Training & Assessment Bachelor Engineering Master Engineering Science

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Qualification Delivery and Assessment Strategy
QDAS

	UEENEEI006B	
Lecturer 6	MEM09002C MEM16006A MEM30002A MEM30001A UEENEEE011C UEENEEE078B UEENEEE024C MEM30004A MEM30003A UEENEEE071B	Cert IV Training & Assessment Graduate Diploma Business Admin Bachelor Business (Management) Graduate Diploma Education Diploma Electronic Engineering
Lecturer 7	UEENEEG001B UEENEEE003B UEENEEE004B UEENEEG002B UEENEEH013B	Cert IV Training & Assessment (TAE40110) Diploma in Electronics Engineering Master of Science in Electrical Engineering (MSc) Graduate Diploma in Information Technology
Lecturer 8	UEENEED007B UEENEEH015B UEENEED011B	Certificate of Technology (Electronics) Cert IV Training & Assessment (TAA40104) B.Ed (Curtin) Associate Diploma (Elect Eng.) (RMIT)
Lecturer 9	UEENEEE002B UEENEEE005B UEENEEE007B UEENEEE008B	Certificate IV Electrical Technology – Radar & Communications Industry Expert

Validation and moderation process

A coordinator has been appointed to the Advanced Diploma of Engineering Technology - Electrical (W884).

Part of their role is to implement and manage a validation and moderation schedule with internal assessors and external industry consultants.

Pre-assessment validation is undertaken at the beginning of each semester to ensure that the assessment instruments align to the units of competence and meet the principles of assessment.

Post assessment moderation is undertaken at the end of each semester using student examples as a bench mark to ensure that all assessors would make the same judgement. Assessment judgements and student's results are also checked to ensure that the rules of evidence are being adhered to.

Industry consultation is undertaken periodically throughout the year to ensure that the student outcomes are aligned to industry standards.

Employability skills

Employability skills included in this delivery may include, but not limited to;

- Communication
- Teamwork
- Problem solving
- Initiative
- Enterprise
- Planning
- Organisation
- Self management
- Learning
- Technology

Please refer to the Training package for further details

RPL (Recognition of Prior Learning) / Mutual recognition / Credit transfer

- Challenger Institute has a policy and procedure for RPL. Prior to the commencement of the course, participants will be provided with the opportunity to appraise their existing skills against the units in this

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Appendix 7. *Recent QDAS document (Qualification Delivery and Assessment Strategy), outlining the major qualifications of the lecturers, delivering in the Electrotechnology Division of Challenger Institute of Technology. The course name is Advanced Diploma of Engineering Technology – Electrical (National number UEE62110, state number W884) and it is derived from the UEE07v4 Electrotechnology Training Package.*

APPENDIX 8
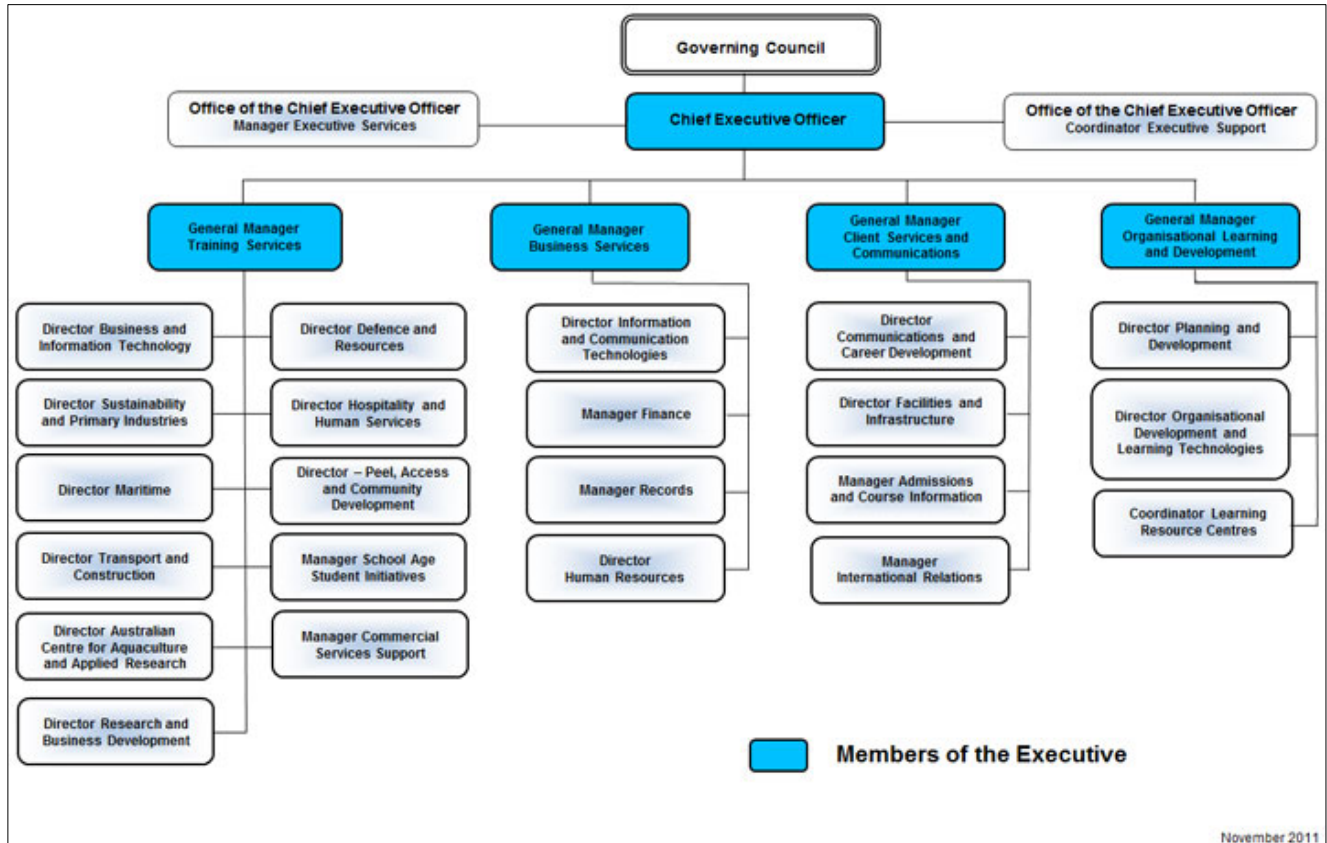
Appendix 8. Challenger Institute of Technology – Organisational Structure. "The Accountable Authority for Challenger Institute of Technology is the Governing Council. The Managing Director is the Chief Executive Officer and is supported by an executive comprising the General Managers of the organisation's four directorates. The largest of the directorates is Training Services, the Institute's training delivery arm. Business Services and Client Services and Communications provide corporate and client support, with Organisational Learning and Development responsible for staff learning and development, quality and continuous improvement functions" (Challenger Institute of Technology, 2011).

The Electrotechnology section from the case study is managed by the Program Manager, Defence Industries. The name changed in 2012 to Program Manager Applied Engineering. He reports to the Director Defence and Resources. The new name after 2012 is Program Director Applied Engineering and ACEPT. On the other hand he reports to the General Manager Training Services, who reports to the Chief Executive Officer.

POLICY AND PROCEDURE

Challenger
INSTITUTE OF TECHNOLOGY

APPLICATION FOR ADVANCED SKILLS
LECTURER 1 & 2 CLASSIFICATION
No: Q10.001/18

Responsible Officer:	**General Manager Business Services**
Subject Expert:	**Director People and Safety**
Issue Date:	15 February 2012
Next Review Date:	15 February 2013
Authorised by: **Signed:**	**MANAGING DIRECTOR (OR APPROVED DELEGATE)**

PLEASE NOTE THAT CHANGES HAVE BEEN MADE TO THIS POLICY

1. **PURPOSE/SCOPE:**

This document provides the policy framework for applications for ASL 1 & 2 merit/criteria progression classifications

2. **DEFINITIONS:**

PS: People Services

3. **REFERENCES:**

4. **DOCUMENTS:**

4.1 **Documents used in the process:**

ASL1 Application Guidelines for Applicants
ASL2 Application Guidelines for Applicants

4.2 **Records derived from the process:**

See process

5. **POLICY:**

Clause 31.2.1 Merit/Criteria Progression Positions of the WA TAFE Lecturers' Agreement provides,

31.2.1.1 **Advanced Skills Lecturer 1** - 20% of permanent and contract Full-Time Equivalent lecturers in each College will be classified ASL(1), save that no lecturer will be classified as ASL(1) who does not meet all the necessary selection criteria as prescribed in Appendix B – Job Descriptions.

31.2.1.2 **Advanced Skills Lecturer 2** – after the registration of this Agreement an ASL(1) lecturer, who has completed 12 months service at the top ASL(1) salary point, is

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POLICY AND PROCEDURE

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B. Preparing Your Application

1. Review the essential criteria and self-assess.
2. Develop your portfolio of evidence.
3. Submit your portfolio of evidence electronically to the following e-mail address only (please note you will receive an acknowledgement e-mail);

   PS@challenger.wa.edu.au

Essential Criteria Portfolio of Evidence

Your portfolio of evidence must be presented electronically in PDF or Word format in a minimum of 11 point font, in 'Arial', for ease of reading and contain the following;

1. A separate statement providing your personal details i.e. name, position for which you are applying, contact number/s and copies of your qualifications and as required licenses.

2. A separate statement of your teaching/lecturing employment history (to address the 5 year teaching requirement) Teaching experience will be taken as the delivery of VET in its broadest sense and will not be limited to lecturing, but can also include delivery of learning programs in a variety of modes. Included, for example, would be face to face lecturing, correspondence and external delivery, facilitation, tutorials and workshops. Applicants should list where the five years teaching service was obtained, and list employment start and end dates.

3. Provide a Personal Statement of no more than 1 A4 page (per essential criteria) and supporting evidence of no more than 5 pages (per essential criteria), addressing the following essential criteria. The Personal Statement should contain a concise description of an activity related to the criteria, the role you played, the level of involvement of others and the outcomes achieved.

   Essential Criteria

   - Able to provide educational leadership with the implementation of training curriculum within their specific teaching area.

   - Able to demonstrate enhanced skills in quality teaching and learning.

   - Able to demonstrate on-going professional development.

   - Demonstrated application of current technical knowledge and competencies in the industrial vocation or professional field closely related to the teaching area.

   - Ability to demonstrate an understanding of equal opportunity policies and development of appropriate strategies to incorporate these into the learning environment.

4. A separate referee report from an industry or community referee and your Program Manager. Use attachments C and D for these referee reports.

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POLICY AND PROCEDURE

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Guidelines for Developing your Essential Criteria Portfolio of Evidence

In general when selecting the activities that you wish to highlight in your personal statement and/or evidence you should be mindful that the ASL1 position is an educational leadership role with a focus on leading a program area to adopt the characteristics of the advanced VET practitioner as outlined by Dr John Mitchell in "Advanced VET Practitioners: Developing their Capabilities, Cultivating their Minds". The characteristics of an advanced VET practitioner are listed below:

- A breadth of experience in industry, refreshed by ongoing research and networking
- A deep knowledge of niche areas within their industry
- The ability to offer services both as a consultant and as a training provider
- The capacity to design, deliver and improve the use of flexible learning strategies
- A focus on linking training to an enterprise's strategic planning and innovation
- The ability to design training that benefits both the individual and their employer
- A skill for positioning enterprise training so that it supports workforce development
- A track record of personalising training for each and every client
- A personal commitment to extensive and ongoing professional development
- An active involvement in professional associations
- A commitment to continuous improvement of their provider organisation
- An ability to develop a sustainable training business despite thin markets
- A positive focus on the bountiful opportunities in the VET market
- A determination to positively influence the VET sector

As mentioned above, the Personal Statement should contain a concise description of an activity related to the criteria, the role you played, the level of involvement of others and the outcomes achieved. Evidence should be provided to validate the statements that you make in your Personal Statement. Evidence might include:

- Direct Evidence – information about your own work, and achievements, i.e. anything you have either produced or initiated yourself or for which you have been primarily responsible, or to which you have made a significant contribution. NB: Do not provide copies of learning resources, and publications- simply reference them.

- Supporting Evidence – can be obtained from other employees, students, clients or managers. This might include endorsement of your involvement /activities /contributions you have identified in your personal statement and even assessments of your teaching practice. Verification of your evidence adds to its credibility.

Evidence might take many forms for example: lists, statements, quotations, letters, references to reports, publications, websites etc.

The following is an indication of the nature and type of evidence that meet each of the ASL1 essential selection criteria. The descriptors of evidence are neither mandatory nor inclusive, but are examples of what might constitute relevant evidence. Applicants may provide other evidence, but should ensure the information is current and relevant, adding

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Appendix 9. Challenger Institute of Technology – Recently updated Policy and Procedures for Application for Advanced Skills Lecturer 1 & 2 Classification. This document was circulated to Challenger Institute of Technology staff on 1st of May 2012. There is a newer version from April 2013, which is very similar. In 2011, however, the same document was only 6 pages long, while from 2012 it was 'changed' and 'updated', so it is now 21 pages!

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