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## **Vocational Education and Training in Secondary Schools: challenging teachers' work and identity**

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**ABSTRACT** Thirteen teachers and coordinators of vocational education and training in schools (VETiS) programs in eight Australian secondary schools were interviewed to determine the extent to which their involvement in school-based vocational education and training (VET) was grounded in their contact with contemporary workplaces, to identify the nature of barriers secondary teachers may face in forming and maintaining such contact, and to assess the issues that impact on the development of secondary teachers' sense of identity in relation to vocational education and training. VET studies are becoming an increasingly popular option for secondary students; however, this research indicates that these changes have had only limited impact on the role of secondary teachers. VET in schools, in spite of increasing student enrolments, has remained a marginal operation in many secondary schools, all but ignored by the majority of teachers, while making considerable demands and offering minimal support to those involved.

### **Introduction**

Student participation in vocational education and training in secondary schools (VETiS) in Australia has grown rapidly, since the program began in the mid-1990s. From 1996 to 2001 the number of students enrolled in VETiS across Australia increased from 60,000 to more than 160,000 (Enterprise and Career Education Foundation [ECEF], 2002b). These programs have provided students with the opportunities to experience vocational studies while still enrolled in predominantly academic secondary school sequences of study and have also afforded many of these students opportunities to participate in structured work placements. These developments would seem to indicate that significant changes have also been occurring in the way in which secondary schools

and secondary teachers are delivering education to students, particularly in relation to the post-compulsory cohort. In Australia, most vocational education and training is now incorporated into the National Quality Training System, which means that VETiS is part of a system of vocational education and training, which was developed by and for industry. VET structure and philosophy is very different from that which has dominated secondary schooling in Australia (Keating [1998] and could be expected to substantially challenge the organisation and culture of secondary schools (Klee, 2002). However, the extent to which schools have been prepared to change may be less extensive than the burgeoning VET in schools enrolments would suggest.

There is a growing body of literature that identifies the extent to which VETiS programs have challenged students, and school administrations (e.g. Billett, 1998; Figgis, 1998; Misko, 1998; Spark, 1999; Malley et al, 2001; Mulraney et al, 2002; Ryan, 2002). However, there is little in the literature that considers the impact on secondary teachers of the increased involvement of secondary students in vocational studies. It would be reasonable to expect that the introduction of VETiS with its emphasis on adult learning principles, competency-based training and non-curriculum-based frameworks based on industry-orientated training packages would provide a significant challenge to secondary teachers possibly resulting in a tangible shift in pedagogical emphases.

In the post-secondary VET sector, there has been work on conceptualisations of practice for VET practitioners (Beckett & Hager, 2002), and on the construction of identity among post-secondary VET teachers (Chappell, 2001). Beckett & Hager point out that teaching in that sector has been largely characterised as the transmission of propositional knowledge, with teaching methods based around verbal and written materials, and through lectures and tutorials provided in a classroom setting. They argue that a more appropriate approach to teaching in a post-modern age is 'practice based informal workplace learning', which is more contextualised and situational, activity based, and often collaboratively pursued by individual learners, rather than by teachers. Chappell (1998) has pointed to the new roles that post-secondary VET teachers in Australia are expected to play in becoming 'more entrepreneurial, quality focussed, customer oriented, efficient and flexible' (p. 33), and argues that these new roles are a challenge to the established identities of those teachers and, therefore, represent a challenge for them in their adaptation to these new expectations.

The difference in approaches taken by education professionals when compared with others in the education and training environment has been recognised. Harris et al (1998) observed that teachers in the post-secondary VET sector are often characterised by a humanistic orientation to students and their learning, compared with employers who take a much more behaviourist view. Clow (2001) identified difficulties

experienced by further education teachers in the United Kingdom in shifting their identity from their initial (industry-based) profession to that of professional educator. Clow's observations may lend support to the alternative consideration that professional educators with a focus on general education and preparation of students for university may have difficulty shifting their identity to that of vocational educators and trainers. Bolhuis (2001) acknowledged the changing expectations of teachers when he advised that change is required in the method and content of teacher education to better prepare teachers and to enable them to reconceptualise the role.

The increasing emphasis on vocationally oriented education and training in secondary schools is a cultural challenge. There has traditionally been an historical cultural bias against vocational education within secondary schools, which has, among other things, resulted in a marked reluctance to promote apprenticeships and traineeships as desirable pathways for students (Peoples, 1998). Secondary teachers are regarded as lacking knowledge and experience of workplaces outside schools. Even secondary teachers joining the post-secondary VET sector in Australia are regarded as having inadequate workplace experience (Foley & Smith, 2002). Concerns that secondary school teachers are not adequately prepared for delivering vocational training have been made in a number of submissions by industry groups and others to the House of Representatives Standing Committee on Education and Training Inquiry into Vocational Education in Schools. A national research report (Spark, 1999) identified teachers' industry qualifications as one of the most significant factors influencing industry perceptions about VETiS. Others have identified that the delivery of VETiS has been influenced by the lack of appropriate teaching materials and the pressure that this deficiency places on teachers (Malley et al, 2001). Additionally, there are difficulties for secondary school administrators and teachers in identifying suitable work placement sites for students, monitoring those placements and in maintaining the relationship with the enterprise to enable ongoing work placements to occur (Malley et al, 2001; Dwerryhouse, 2001; Smith et al, 2004).

One aspect of VETiS that may challenge the traditional role of the secondary teacher, is the expectation that they be familiar with contemporary operating workplaces, and able to make realistic connections between the students' general and vocational subjects. The Enterprise and Career Education Foundation (ECEf, 2002a) identified the benefits to students of making work placement activities part of their general education, but points out that, for this to happen, teachers will need to become more knowledgeable about industry practices and expectations. Cowan (1996) highlighted the need for teachers and the business community to work together in order for teachers to provide lessons that have workplace relevance. The need for VETiS teachers to

have regular contact with industries in order to understand the generic skills that are required and to be able to incorporate the development of those skills into school programs has also been pointed out by Callan (2003, p. 29). Anecdotal evidence indicates that employers and some post-secondary training organisations were dismissive of the value of school-based VET qualifications, echoing the concerns appearing in the literature, that teachers were not sufficiently in touch with contemporary workplaces and did not have recent industrial experience. Ryan (1998) recognised that there was a role for development of vocational and work related education within general education in schools, but noted that this could place significant burdens on employers, teachers and school administrators, thereby limiting the initiatives, which could be taken.

It was to test these concerns regarding teacher knowledge and experience of the workplace that the current research project was undertaken. The research design focused on three related issues:

- the nature and extent of teacher contact with workplaces;
- the barriers that teachers perceive they may face in establishing and maintaining contact with workplaces;
- the development of identity and role conceptualisation as VETiS teachers, and coordinators within the total fabric of the school.

It was hypothesised that students' involvement in structured work placement as part of VETiS courses would be an important source of ongoing workplace contact for teachers, and a potential mechanism through which those relationships could be forged and maintained. Structured work-placement refers to the time VETiS students at Years 11 and 12 spend in a workplace in order to learn specific identified skills (Smith & Keating 2003), as opposed to 'work experience', which is the 1 or 2 weeks that Year 10 students spend getting to know a workplace as part of their career education program. It was further hypothesised that operational barriers to teachers effectively carrying out their VETiS functions would also impact on their commitment to the role, and the likelihood of them reconceptualising their work in order to embrace the requirements of the program and students.

### **Procedure**

The research project was conducted in a major regional city in south-eastern Australia and was based on interviews conducted in eight secondary schools from both the Government and Catholic sectors. All schools had students enrolled in VETiS programs, but the extent of direct school involvement in terms of offering on-campus VETiS programs differed between schools.

A semi-structured interview methodology was chosen, as it allowed for the modification of questions and responses as appropriate, and for

some exploration of responses made by individual participants (Robson, 2002, p. 278). Discussion developed around questions such as:

- What experience and opportunities have you had to make contact with industries related to the VET programs being offered?
- What opportunities are available to visit VET students in their workplaces?
- What problems or difficulties associated with VET delivery and workplace contact are you aware of?
- What is the availability and usefulness of relevant professional development activities?

Participant responses were recorded and transcribed.

### *Research Participants*

Thirteen participants were interviewed, of whom seven were VETiS coordinators and six were teachers currently teaching in VET programs in their schools. VETiS coordinators have the overview of VET programs and program developments within the school and were able to provide information relating to other teachers involved in the delivery of VET programs in the school. The teacher participants represented the two most popular VETiS programs, Hospitality and Information Technology (IT), along with VET Sport and Recreation. The initial entry point for schools into VETiS is often through the VET courses such as these, which are closely related to existing curriculum areas (Chappell, 2001).

The selected research participants provided variation in the amount of industry or out of school workplace experience they had, and the extent to which the VET program they were teaching provided opportunity for student work placement. Although IT is one of the most popular VETiS programs in secondary schools in this region, it is also the one that has the least structured work placement opportunities available. Hospitality is the region's most popular VETiS program and the one that has the highest rates of work placement participation. Sport and Recreation (now Outdoor Recreation) is in the top eight of most popular VETiS programs with the majority of students also undertaking work placement in the industry (regional data compiled annually for ECEF and cited in Smith et al, 2004).

All the teacher participants, in addition to their VET teaching also taught within the general academic school program. Their out-of-school workplace experience varied; most had worked while studying at university or had worked prior to taking up university studies, but this was generally some years ago. Those teaching IT claimed more recent 'industry' experience based on their responsibilities for supporting the schools' computer networks. In addition, most of the teachers and coordinators identified other workplace experience outside school. For

the IT teachers, this included evening or weekend training sessions in business or industry; the hospitality teachers were both involved in running their own catering or hospitality businesses, and reported having extensive networks in the local hospitality industry, which they were able to draw on for enriching their teaching. The Sport and Recreation teacher had some recent experience working in a gym, and had also taught in the post-school VET sector. The VET coordinators were also able to identify similar forms of work-based experience apart from their work in schools.

### **Research Findings**

#### *Experience and Opportunities to Make Contact with Industries Related to the VET Programs Being Offered*

The study revealed that VET teachers and coordinators have little opportunity to make contact with industry as part of the VET in schools role. Contacts that were made were generally as a result of teachers' own out-of-school hours involvements including supplementary jobs. One coordinator commented that, apart from one teacher who continued to work in the industry outside of school hours, the rest of the VET staff at his school are 'bona-fide teachers' and he thought they would regard themselves as too busy to go out to industry to update their knowledge and experience. Contact with industry was not included in the VET teachers' teaching allotments, although it was generally acknowledged that such contact was desirable and was 'encouraged' by the school.

Neither the teachers nor the coordinators regarded visiting VET students in the workplace as a necessary part of their duties. Although there was acknowledgement that, in some industry areas, for example hospitality where the teachers were directly involved, through their personal networks, in organising student work placement, it was more likely that they would visit the students in their workplaces.

In VET Information Technology (IT), opportunities for teacher contact with students' workplaces, are limited because although IT is the second most popular VETiS program in the region, there are very few work placements available for secondary school students. So not only are the workplace contacts restricted for the teachers, but more importantly, very few students are able to gain access to a work placement in the IT industry.

VET Hospitality, on the other hand, involves more students in work placement than any other VETiS program. One VET coordinator reported that the hospitality teacher at his school made a point of visiting all the hospitality students in their workplaces. However, he also acknowledged that this was during the holidays, and there were only five or six students involved. Now that there were twice as many students involved, he was unsure whether this practice would continue, '... don't know how she'll

cope with that. She doesn't get any time allowance. That's just her professional interest'. The two hospitality teachers interviewed reported that they kept in close contact with their students in the workplace, but again this had to be done in their own time.

*The Barriers that Teachers Perceive They May Face  
in Establishing and Maintaining Contact with Workplaces*

- It appears that students' work placement offers little opportunity for teachers to establish contact with workplaces. This is due to a number of factors such as senior students choosing to do their VET related work placements during school holidays because this is less disruptive of their regular school timetable. Teachers are also on holidays at this time, and likely to be unavailable even for casual or 'unofficial' workplace visits.
- Most work placement is handled by agencies contracted by the schools to organise and monitor the work placement. Therefore, school personnel have little involvement in the negotiation or administration of this aspect of the students' VET programs.
- Teacher interest in VET and, hence, interest in establishing workplace contact is hampered by workload and other constraints, such as demands of the broader curriculum, uncertainty because of constant change, administrative demands, costs and funding issues, and the perception of VET as an 'add-on', rather than an integral part of the senior school curriculum.

*The Development of Identity and Role Conceptualisation as VETiS  
Teachers and Coordinators within the Total Fabric of the School*

A key element in the development of VETiS teacher identity is the availability of opportunities for professional development to support and build the structure of the role. The research indicates that professional development opportunities varied considerably between VETiS industry areas. Generally, those who had been involved with VETiS from the outset had had richer professional development opportunities than had those teachers joining more recently. One coordinator who had introduced VET into his school in the mid-1990s described his experience:

I spent a lot of time in the formative years travelling around and seeing what was happening in other schools in order to get our program started ... I was given a mandate to do as much PD and networking as I could. There was a lot of statewide PD, conferences etc ... (VET Coordinator)

However, others have not been as lucky:

I learned by being thrown in the deep end when the experienced coordinator moved on ... (new VET coordinator).

I get very little feedback to know whether I'm on the right track. I've visited a Melbourne school doing the same course but they are in much the same boat ... (VET teacher).

The professional development that was identified as being most useful was offered through the subject associations, such as the technology teachers association, and the incidental professional development available to the VET coordinators through their monthly meetings, which were described by one coordinator as 'life-saving'.

Few of those interviewed had received any training or professional development in relation to available VET resources to support their classroom delivery. Some had tried out materials that were online or available from specialist VET providers, but generally found that they didn't meet the needs of their students, having been designed for work-based training or for more experienced adult learners.

Staff changes in VET were a significant issue, particularly in relation to professional development. Staff who had been involved with VET at the outset were offered professional development programs designed to familiarise them with the National Training System and competency-based training. These programs were funded and schools were able to release the teachers for a week or more to undertake the training. However, many of these teachers had 'moved on' into other roles in the school or to other schools. New staff coming into VET teaching no longer had access to the same level of professional development opportunity in VET. Funding available in the introductory stages of VET was no longer there, so schools now had to fund courses and provide teacher release time out of their limited budgets. The effect of this was that schools sought (or were receptive to the advances of ) training providers that could deliver VET training programs such as the nationally accredited Certificate IV in Assessment and Workplace Training in the shortest and most economical way possible. This meant that teachers were given recognition for prior learning for much of the course based on their existing teaching skills and knowledge, and there was generally no provision for industry visits or industry experience as had been the case in the earlier externally-funded VET training programs. The result was limited opportunity for teachers to undertake training and for those who did complete it, limited familiarity with the language and requirements of VET, the National Training System and competency-based training.

Other issues that appeared to impact significantly on the development of identity and role conceptualisation as VETiS teachers and coordinators within the total fabric of the school, included constraints on time, the perception that the 'rules' were constantly changing, the

onerous nature of the administrative tasks, and issues relating to funding, image and partnership development.

*Time constraints.* Most of those interviewed cited lack of time as a major issue for them. VETiS programs were very time consuming for coordinators, most of whom were also coordinating other programs in addition to their VET duties and regular teaching commitments. A VET coordinator who had one 40-minute period a week time allowance to take care of all the VET responsibilities, highlighted the difficulties he had with the role:

The main problem with VET is it's too administrative. The administration time that you need is just enormous ... In one way it was good that it went to me because I get a few periods to do careers and other related work. I found that I was using all my time chasing VET kids up and we're not a huge VET school. (VET coordinator)

Many of those teaching in VET, had had little time to prepare for what is a substantially different form of teaching, as illustrated in this example:

When I started teaching this VET course two years ago there were no resources except you were supposed to go and buy the training packages and when you read through them they are not relevant to getting into class in a day or two and starting some work ... to me the training package is worth very little to a teacher who has to go and face students and they're told day one, you're going to be a VET teacher and you've got 20 kids for a double tomorrow ... (VET Teacher)

The lack of time to properly prepare for taking on a VET role was a problem in a number of schools. In a fine piece of understatement, another VET teacher said:

I think you need to know you are going to be a VET teacher before it all actually happens. Perhaps go to some training and before you start be supplied with some materials that illustrate what is required ...

*Constant change.* One of the most often cited difficulties for those working in VETiS, is the constant change in vocational education and training requirements that they have to try to keep up with. Teachers and coordinators made comments such as:

Change is one of the true constants in VET ... (VET coordinator)

Sometimes even people at the Industry Training Advisory Board are not up with the latest changes. It's changed about three times in the last five years ... (VET teacher)

Changes take place in October, so it is frustrating trying to get the information to be ready for the start of the year ... (VET teacher)

VET programs are normally lots and lots of work for teachers, because you've got to set them up and they're always changing. It's hard to keep up with resources ... (VET teacher)

Teachers are taught one thing (e.g. record keeping) and so-on, then in VET they have to do something different – same thing, different words but much more paperwork. I've had a teacher who just threw his hands up in the air and refused to do it. He ran the program for two years then changes were introduced last year and industry experience, the documentation we need to keep, the record keeping ... (VET coordinator)

Schools that are delivering VET courses are either Registered Training Organisations (RTOs) or are auspiced by an RTO. To become an RTO providers must meet the quality system requirements of the Australian Quality Training Framework (AQTF). While schools nationally have demonstrated their ability to comply with the registration requirements on the same basis as any other provider, AQTF requirements are not seen as assisting teachers trying to deliver training at the classroom level. In fact, some teachers saw the compliance requirements as a source of considerable frustration, as evidenced in this quote:

The AQTF process doesn't help us in the day to day running of the class – creates more work that is not relevant to the teaching ... I have to go back now and look at all my materials and package it to meet their requirements. From a day-to-day teaching point of view I create my tasks (worksheets?) and I don't put the unit or module code on top and now I've been told that every page has to have a module code. To me that means that I have hours of work, going back over it, to meet their requirements. (VET teacher)

*Image and VET.* In spite of the growth in the numbers of students involved in VET in secondary schools, its place in the consciousness of schools does not appear to have grown accordingly. The perception of those interviewed for this survey is that most teachers in the school, if they are not directly involved in VET, have little awareness of it. A number of those interviewed indicated that their non-VET colleagues are focused on

the standard senior school curriculum and tend to regard VET as being for low achievers. Furthermore, the costs associated with the delivery of VET programs and the funding available to support schools in this delivery, contribute to VETiS being regarded by many as an additional and expensive burden for the school, rather than seeing it as a valuable addition to the senior school course offerings.

VET as a career move appears largely to be as a stepping stone to somewhere else. Many of those who undertook the training offered when VETiS was new are no longer involved. Many have moved up into other management roles within the school, leaving VET to be picked up by someone else, but without the benefit of the professional development that was available at the outset. In one school, there is a storeroom with shelves of folders relating to VETiS, much of it generated through those earlier professional development programs and much of it now quite redundant, because of all the changes referred to above. Even if the materials were up to date, few of those involved in VET now would have time to go through them. One relatively new VET coordinator summed it up thus:

VET coordinators all consider they've got the worst job in the world ... other coordinators are much more positive about their job ... because of the difficulties and constant change ... when you get there (at the VET coordinators meetings) and you say 'God this is difficult' ... Yep mate that's exactly what it is and don't expect it to get any easier. They all consider it very hard work. (VET coordinator)

*Outsourcing and partnerships.* A further finding, with significant implications for the development of VET awareness among the broader staff and the development of VET identity and role conceptualisation within the total fabric of the school, relates to the location of VETiS delivery.

Schools have adopted a range of models for the delivery of their VET programs. These include:

- Students leaving their home school to attend the post-secondary technical and further education (TAFE) provider, or other RTO for all or most of their VET course. One school reported having students enrolled in 19 different VET programs, only one of which was delivered at the school.
- School contracts with external RTOs to deliver VET at the school or in nearby facilities. This was commonly the case with hospitality. The RTO delivery was supplemented by online delivery for some units, by the school's hospitality teacher providing some delivery under auspice to the RTO or by having the school's hospitality teacher team teach for part of the program. Some schools were contracting with a second RTO to deliver the generic units of the VET program, even though

these units were formerly referred to as 'school-based units', generally included the communications and maths units, and were therefore likely to be more closely aligned with regular school subject areas.

### **Discussion**

VETiS has grown rapidly in Australia and vocational learning has been identified at Federal Government level as a national priority in schools. At this stage, VETiS is the predominate expression of vocational learning in the post-compulsory secondary school years. There is also increasing recognition that increased retention of students to year 12 will require schools to change the way they approach the delivery of programs to meet the needs of all students. What the research reported here is suggesting is that, rather than schools changing what they are doing to accommodate the requirements of initiatives such as VET, VET is being marginalized within schools through various forms of outsourcing and underresourcing.

While there is no doubt that there is now a wide range of accredited vocational study options available to senior students and that the numbers of students taking up these options have grown considerably in recent years, findings from the research discussed in this paper challenge the claim that recent growth in VET in schools 'has embedded it firmly into school curriculum' (Smith & Keating, 2003, p. 117 ) using embedded in the sense that it is 'an arrangement whereby VET competencies or modules are delivered within a general education course, producing both vocational and general education outcomes' (Australian National Training Authority [ANTA], 2002, p. 30). It would appear that vocational learning is being increasingly regarded by schools as something which is best dealt with outside of the general education curriculum, as evidenced by the low level of participation in VET by most secondary school teachers. Not only are opportunities for professional contact with workplaces other than schools quite limited, but there is also little evidence of enthusiasm and motivation for school teachers to become involved in any form of VETiS. The reference, based on substantially increased student enrolment and school involvement, to the 'mainstreaming of VET in Schools' (ANTA, 2002, p. 31), may give the impression that VET has achieved greater acceptance and integration into the senior secondary school curriculum than is evidenced from this research project.

Our research indicates there are considerable barriers to VETiS being embraced by schools and teachers as a fully legitimate activity that offers rewarding professional experiences and career development. The observations of other VET researchers (e.g. Spark, 1999; Foley & Smith, 2001) that there are perceived deficiencies in the preparation of secondary teachers for VET teaching have been confirmed in this study. First, there are few meaningful and well-resourced professional

development activities for these teachers. Secondly, the limited opportunities for contact with workplaces and the practice of outsourcing work placement arrangements combine to yield very little opportunity for VETiS teachers to become more familiar with contemporary workplaces, and to identify with these workplaces and their people as part of the teachers' daily professional life.

The underresourcing of VETiS means that teachers barely have time to do what is absolutely necessary to support these programs and their students, let alone develop appropriate resources, provide for their own professional development, and keep abreast of changing program requirements. Again, this constellation of barriers results in, as several of our participants said, VETiS offering little attraction as a career choice other than as an interim stage on the way to other career goals. The limited resourcing and consequent pressure on teachers, together with the outsourcing practices, only serve to legitimise the view that VETiS is a marginal activity within the school and one that is less important than the mainstream academic program. The barriers are considerable to building the motivation among teachers to reconceptualise (Bolhuis, 2001) their role and to implement new practices.

The introduction of competency-based training into the national VET system requiring TAFE teachers to significantly rethink their roles as teachers (Chappell, 2001), may be just as applicable to secondary teachers confronted with the vocationalising of the senior secondary school curriculum. Chappell suggests secondary teachers may be resistant to the discourse which advocates 'the installation of a culture of enterprise and entrepreneurialism' (p. 29), which challenges their discipline focused expertise. Similarly, the introduction of VET into schools may challenge the prevailing pedagogical practices and thus the professional identities of secondary school teachers in much the same way as the introduction of increasing numbers of school age students challenges the adult educator identity of TAFE teachers.

There is a lack of research on the impact on secondary teachers of the introduction of VET into the senior secondary school curriculum, and the expectation that they can and will adapt their experience of teaching academic subjects to the less well known and understood effort of teaching in VETiS programs. VET structure and philosophy is very different from that which has dominated secondary schooling in Australia. It is dominated by industry and employer expectations, and based on Training Packages for which there is no developed curriculum. Funding for professional development, designed to familiarise teachers with the National Training System, and competency-based training and assessment, which was more readily available when VET was being introduced into schools has all but dried up. Perhaps, more importantly, there is little evidence of any acknowledgement that VETiS may present a philosophical challenge to the culture and identity of secondary teachers.

While some teachers of traditionally academic subjects at a secondary school may have a partial involvement in VETiS as part of their workload, it is not surprising that it is seen as a peripheral and somewhat alien activity to them that is not highly valued, and may even be seen as an irritant. These challenges combine with Peoples' (1998) observation that the historical bias in schools against VET means that many secondary teachers oppose the introduction of vocational education, seeing it as technocratic, specific, practical, managerial and dominated by business as opposed to general education which they see as democratic, egalitarian, critical and collaborative (Gonczi, 1997). If that assessment is correct, those promoting the expansion of VETiS as a means of addressing the future needs of the workplace may need to pay more attention to the current cultural and identity issues of its secondary school teachers, along with the funding and organisational needs of the schools in which they work.

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