

VOCED_{plus} HIGHLIGHTS

A snapshot of a selection of items added to VOCEDplus

NOVEMBER 2024

The [full list](#) of new additions to VOCEDplus is available at www.voced.edu.au

Employers need to foster a culture that values and encourages learning

Why Australia needs a training boost

Learning curve: why Australia needs a training boost / Andrew Barker and Liam Dillon.

Melbourne, Victoria: CEDA, 2024. 52 pages.

This report identifies the benefits of work-related training to workers and employers and considers why this kind of training is declining in Australia, despite being associated with higher incomes and increased productivity. The key barrier to training is time rather than money. It requires both employers and employees to commit to learning and create the time to complete it. The report argues that, in a time of weak productivity growth, high skills mismatch and low job mobility, it is essential that businesses fully utilise work-related training to improve workers' productivity and career trajectories. Employers need to prioritise training that will develop valuable skills.

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The findings indicate that a combination of extrinsic and intrinsic factors are most likely to influence new VET educators to stay in their role - using these findings thoughtfully will aid in addressing VET educator shortages

Retaining vocational educators in Australia

Retaining teachers and trainers in vocational education and training (VET): motivating career-changers to remain as VET educators / Mark Tyler, Darryl Dymock and Hai Anh Le.

Research in post-compulsory education, volume 29, number 2, June 2024, pages 281-301.

Recruiting and retaining vocational education and training (VET) educators is an increasing challenge in countries across the world. So understanding their transition and retention is vital to the development of a sustainable workforce. This paper draws on interviews with senior administrators of Australian training providers and survey data from practising VET teachers and trainers to identify factors that most influenced these educators to remain in what was, for most of them, a second or later career. The research found that the major influences on retention of new educators in VET were partly extrinsic, including employment conditions, lifestyle balance and support for professional development, and partly intrinsic, including a supportive culture and job satisfaction through enjoyment of teaching and giving back to industry. The findings provide training providers with a clear indication of what encourages educators to make a long-term commitment to VET teaching and what motivates them to perform at their best once they have made the transition.

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If AI functions as an augmentation innovation, it will increase labour demand by introducing new tasks, necessitating upskilling and reskilling initiatives for incumbent workers in the workplace, as well as updates to curricula in vocational schools, continuing training programs, and universities

There is a need for improved learning and development opportunities that specifically address the unique duties of work-based trainers

The growth of green jobs is evident and is experiencing significant job creation worldwide

AI adoption and workplace training in Germany

AI adoption and workplace training / Samuel Muehlemann.

Bonn, Germany: IZA, 2024. 35 pages.

This paper investigates the impact of artificial intelligence (AI) adoption in production processes on workplace training practices, using firm-level data from the Federal Institute for Vocational Training (BIBB) establishment panel on training and competence development (2019-2021). The findings reveal that AI adoption reduces the provision of continuing training for incumbent workers while increasing the share of high-skilled new hires and decreasing medium-skilled hires, thereby contributing to skill polarisation. However, AI adoption also increases the number of apprenticeship contracts, particularly in small and medium-sized enterprises (SMEs), underscoring the ongoing importance of apprenticeships in preparing future workers with the skills needed to apply AI in production.

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Work-based trainers in New Zealand

Capabilities and good practices of work-based trainers / Jackie Messam.

Auckland, New Zealand: ConCOVE, 2024. 46 pages.

This research takes a unique approach, delving into the capabilities and practices of effective work-based trainers supporting New Zealand Apprenticeships in the construction and infrastructure industry. Insights were gathered from those with hands-on experience in work-based training. The goal was to understand their perspectives on the capabilities, best practices, and appropriate capability development solutions that support effective work-based training. The findings of this research, which bring the voices of those involved in work-based training into a framework, have direct practical implications.

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Helping students progress towards green jobs

Cultivating green futures: helping students understand and progress towards green jobs / Organisation for Economic Co-operation and Development (OECD).

Paris, France: OECD, 2024. 22 pages.

Strong career guidance systems are essential in helping students navigate the evolving landscape of the job market, particularly in the growing field of green jobs. Green jobs, which play a crucial role in advancing environmental sustainability, require a workforce equipped with specific skills and knowledge. This policy brief highlights the important role of career guidance systems in connecting students' interest in the environment with the needs of the green job market. It emphasises the importance of authentic interactions with green industry professionals, work placements, and hands-on learning experiences, especially in secondary education. Drawing from key OECD findings and 87 green guidance programmes from 20 countries, the brief defines green jobs, showcases Programme for International Student Assessment (PISA) 2018 insights on student interest in climate issues, and presents a framework for green career guidance.

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Ideally, providing the best possible information can increase the efficiency of VET and may prove to be a key element in efforts to overcome the shortage of skilled workers

Student learning outcomes and the ways that students' achievement is measured should be co-designed with diverse representatives to become culturally embracing and nourishing

Informedness and VET dropouts in Germany

Is informedness the key?: an empirical analysis of VET dropouts in Germany / Lisa Herrmann and Juliane Kühn.

Empirical research in vocational education and training, volume 16, 2024, pages 1-20.

In 2022, one in four VET contracts resulted in premature termination - a potential sign of inefficiency in the training of urgently needed skilled professionals. This study focuses on the level of perceived informedness of trainees and its potential influence on dropout. This includes trainees' perceived level of information about the characteristics and requirements of an occupation, which may result from various sources of information in the form of social contacts. The authors draw on theories from the field of career choice and job search to argue that a better level of informedness can reduce uncertainty and enable individuals to make better-informed decisions about their careers. With better informedness, there is a higher probability of finding a suitable match between a trainee and their chosen occupation, ultimately increasing their likelihood of job persistence. This should also lead to a lower probability of dropout among VET students.

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Culturally responsive assessment for First Nations higher education students in Australia

Creating and enacting culturally responsive assessment for First Nations students in higher education settings / Carly Steele, Graeme Gower and Tetiana Bogachenko.

Australian journal of education, volume 68, number 2, August 2024, pages 84-102.

In this article, the authors argue that current assessment practices in higher education require urgent examination and should be re-imagined in culturally responsive ways to ensure fairness for all. From sociocultural and social justice perspectives, examples of cultural and linguistic bias in assessment that disadvantages many First Nations students are highlighted. Incorporating a constructivist viewpoint, it is argued that assessment practices must keep pace with culturally responsive pedagogical practices to improve assessment validity for First Nations students and to maintain constructive alignment between learning, teaching, and assessment. Based on qualitative interviews with stakeholders in the On Country Teacher Education program, the authors describe how university lecturers changed their approaches to assessment and modified their assessment tasks to enact and create culturally responsive assessments. These practices, whilst beneficial for First Nations students, are viewed as being 'responsive' rather than 'proactive'. Recommendations include shifting to a 'proactive' stance by evaluating the validity of student learning outcomes and assessment design from the onset.

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VOCEDplus is produced by NCVER with funding support from the Australian Government Department of Employment and Workplace Relations.

