

HANDOUT 2 – Individual and Structural emergent causal components in technical and vocational education in Australia, from a Critical Realist standpoint.

PAPER: RE-HUMANISING THE EDUCATIONAL SPHERE IN AUSTRALIA

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BACKGROUND – Stage 1 Description & Stage 2 Analytical Resolution

Historical Development

Vocational education or as it was first called, technical education (Goozee, 2001) in Australia could be divided into five eras, five historical components:

- *The colonial period* from the first apprenticeship laws of 1828 to 1900;
- *Federation in 1901* when Australia became an independent nation to 1945;
- *Post World War II*, years 1946-1970;
- *TAFE-National Technical Education System*, years 1970 to 1987;
- *From TAFE to VET*, years 1987 to 1996.

In the colonial period (1828-1900):

Causal components in the colonial period (1828-1900): were **STRUCTURAL: structural-Post School education bodies** [*post school education bodies: the mechanics institutes & working men's colleges (UK and Australia); schools of mines, schools of arts*], **structural-education governing bodies** [*industry bodies, boards, governing structures, government legislation and departments, centralized or regionalized provision, government or independent oversight*] and **structural-education programs and resources** [*subjects taught, curriculum*], **structural-national/global inquiries and reports** [*London's International Conference of Technical Education in 1897*]

Federation to World War II (1901-1945):

Causal components, Federation to World War II (1901-1945): were **STRUCTURAL: structural-political process** [*Australian government structures: federating system (division of powers, taxation); commissions; reports; legislation: Commonwealth of Australia Constitution Act 1900; Financial Agreement Act 1928, Uniform Tax Act 1942*], **structural-global socio-political phenomenon** [*World Wars I and II; the Great Depression; emergency measures: Commonwealth income tax*], **structural-education bodies** [*State education departments: Department of Public Instruction; Boards of Technical Education*], **structural-education programs and resources** [*Practices: apprentice study leave days*], **structural-national / global inquiries and reports** [*international developments in technical education; conferences; State government inquiries into technical education and apprenticeships*].

Post World War II (1946-1970):

To review this period 1946-1970 causal components were **INDIVIDUAL:** [*prominent individuals who affected change such as Mr Murray and Mr Martin leaders of two pivotal investigations; Mr Menzies the Liberal Prime Minister of Australia who initiated the Martin investigation and then enacted legislation to create a binary higher education system of CAEs and universities*] and **STRUCTURAL: structural-political process** [*change in the Australian constitution loosely allowing Commonwealth government to fund State education, government; union commissioned reports*], **structural-global socio-political phenomenon** [*increased immigration, the post War baby boom; subsequent much increased high school attendance*], **structural-education bodies**

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[differentiated high schooling; establishment of new educational bodies: Australian Education Commission (AEC), Universities Commission, the Commission of Advanced Education (CAE), Technical and Further Education Teachers' Association of Australia (TFETAA)], structural-funding education [needed funding for buildings and teacher training; increased Commonwealth funding].

TAFE-National Technical Education System (1970 to 1987):

Causal components during this period, TAFE-National Technical Education System (1970 to 1987) were **INDIVIDUAL** *[Australian Prime Ministers Whitlam, Fraser & Hawke; federal government ministers: Keating, Dawkins, Ryan; chairs of government inquiries], STRUCTURAL: structural-political process [election process & change of government; political parties and party factions; close alliance of Labor Party with ACTU; Acts of parliament], structural-global socio/political phenomenon [economic boom and recessions; oil crises; spread of technology; globalisation] structural-education bodies [establishment of new educational bodies: TAFE Commission (TAFEC); disbanding of educational bodies & replacement: TAFEC/ Australian Universities Commission/Advanced Education Commission by Commonwealth Tertiary Education Commission (CTEC)], structural-education programs and resources [Pre-Vocational Programs for unemployed/ equity groups, curriculum/ resource development; TAFE teacher training programs; Employment related Vocational programs for youth 15-19], structural-labelling (political and educational) [introduction of name TAFE for: Education Departments, units within Departments, Statutory authorities, within reports], structural-national/global inquiries and reports [Kangan report, Williams report, Kirby report] structural-emergent properties of inquires and reports [component properties and their definitions: TAFE, competency based training], structural-funding education [charging students fees, abolishing student fees; Commonwealth education funding, States education funding; initiating and withdrawing funding; grant schemes: triennial recurring grants, the Tertiary Education Assistance Scheme (TEAS), the Adult Secondary Education Allowance Scheme (ASEAS)]*

From TAFE to VET (1987 to 1996):

Causal components during this period, TAFE to VET (1987 to 1996) were **INDIVIDUAL** *[Australian Prime Ministers Hawke & Keating; Dawkins, federal government minister for Finance (1983-1984), Trade (1984-1987), Employment Education and Training (1987-1991), Treasurer (1991-1993)], STRUCTURAL: structural-political process [close alliance of Labor Party with ACTU; legislative Acts implemented many report recommendations; public statements: One Nation 1992], structural-global socio-political phenomenon [economic boom and recessions; spread of technology; globalisation; youth unemployment], structural-education bodies [amalgamation of government education dept with employment; CTEC ceased to exist replaced by National Board of Employment Education and Training (NBEET) 1988; National Training Board 1990; CAEs ceased to exist 1991; Australian National Training Authority (ANTA) 1992], structural-education bodies, inclusion/exclusion members [representatives from: industry/ trade/ technical education/ higher education/ schools/ economics/ government], structural-education programs and resources [VET kept "time served" but also introduced CBT "skills" training; inclusion of additional LLN & employability 'competencies'; Australian Vocational Certificate Scheme; Performance levels; Assessment principles; Australian Qualifications Framework (AQF) 1993; National Training Packages], structural-labelling (political and educational) [name of govt departments; name of technical education (TAFE replaced by VET); 'curriculum' lost its political clout to 'training package'; terms introduced: 'client' for students, 'user buys' for fees charged], structural-national inquiries, reports and papers [1987: ACTU&TDC, Dawkins' Skills for Australia, DEET/ Halton Task Force; 1988/89: Dawkins' 3 Papers; Reports 1990/92: Deveson Report, Finn Review, Carmichael Report, Mayer Report; 1996 Taylor review of ANTA],*

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structural-emergent properties of inquires and reports [system changes resulting from reports; ideas floated: that TAFE should share their physical facilities with private colleges/ of HECs for VET students/ that more private trainers should enter the ‘training market’], **structural-funding education** [HECs for university students; proposal to make better economic use by sharing TAFE facilities with other higher education providers; funding guidelines; Training Guarantee Scheme; trainee wage as well as apprenticeship pay based on award classification; State VET funding tied to adherence to Commonwealth Training Package and RTO regulatory guidelines.]

Present format:

Imaginable causal components of the present vocational system could be said to be **STRUCTURAL: structural-political process:** the regulatory system [regulatory bodies both governmental and industry based, laws, policies, standards, education frameworks], **structural-education bodies:** RTOs, [registered schools, TAFEs as public colleges and private colleges], other supports provided to students [library, counselling, academic and LLN support teachers, online support programs], **structural-education bodies, inclusion/exclusion members:** teachers and students, **structural-education programs and resources:** national Training Packages, formal certificate and diploma courses, informal courses, teacher developed curriculum materials