

palgrave▶pivot

**TEACHER
PROFESSIONAL
LEARNING IN
INTERNATIONAL
EDUCATION**

Practice and Perspectives
from the Vocational
Education and Training Sector

**Ly Thi Tran and
Truc Thi Thanh Le**



Teacher Professional Learning in International Education

Ly Thi Tran • Truc Thi Thanh Le

Teacher Professional Learning in International Education

Practice and Perspectives from the Vocational
Education and Training Sector

palgrave
macmillan

Ly Thi Tran
School of Education
Deakin University School of Education
Burwood, VIC, Australia

Truc Thi Thanh Le
School of Education
Deakin University School of Education
Burwood, VIC, Australia

ISBN 978-3-319-70514-9 ISBN 978-3-319-70515-6 (eBook)
<https://doi.org/10.1007/978-3-319-70515-6>

Library of Congress Control Number: 2017961764

© The Editor(s) (if applicable) and The Author(s) 2018

This work is subject to copyright. All rights are solely and exclusively licensed by the Publisher, whether the whole or part of the material is concerned, specifically the rights of translation, reprinting, reuse of illustrations, recitation, broadcasting, reproduction on microfilms or in any other physical way, and transmission or information storage and retrieval, electronic adaptation, computer software, or by similar or dissimilar methodology now known or hereafter developed.

The use of general descriptive names, registered names, trademarks, service marks, etc. in this publication does not imply, even in the absence of a specific statement, that such names are exempt from the relevant protective laws and regulations and therefore free for general use. The publisher, the authors and the editors are safe to assume that the advice and information in this book are believed to be true and accurate at the date of publication. Neither the publisher nor the authors or the editors give a warranty, express or implied, with respect to the material contained herein or for any errors or omissions that may have been made. The publisher remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.

Cover credit line: Pattern adapted from an Indian cotton print produced in the 19th century

Printed on acid-free paper

This Palgrave Macmillan imprint is published by Springer Nature
The registered company is Springer International Publishing AG
The registered company address is: Gewerbestrasse 11, 6330 Cham, Switzerland

ACKNOWLEDGEMENTS

First and foremost, we are grateful to our colleagues and mentors who have inspired, encouraged and challenged us throughout various discussions of teacher professional learning in international education and transnational mobility.

Our deep thanks go to the teachers and support staff for spending their precious time sharing with us their perceptions and experiences. Without their generous support, this book would have not been possible.

We would like to thank the Australian Research Council for their funding and support for this project, from which this book arises.

We sincerely thank the staff from Palgrave Macmillan for assisting us along our journey from idea to production.

Finally we are indebted to our families and friends, who have provided us with constant support and encouragement throughout the process of preparing this book.

Melbourne
July 2017

Ly Thi Tran
Truc Thi Thanh Le

CONTENTS

1	Overview of Teacher Professional Learning in Internationalization of Vocational Education and Training	1
2	VET Teachers' Perceptions of Their Professional Roles and Responsibilities in International Education	29
3	VET Teachers' Professional Learning Needs in Relation to Internationalization	51
4	VET Teachers' Formal Professional Learning Practices	77
5	Teachers' Informal Learning in the Internationalization of VET	101
6	Teachers' Recommendations for Professional Learning	121
7	Conclusion	135

References	149
-------------------	-----

Index	167
--------------	-----

Overview of Teacher Professional Learning in Internationalization of Vocational Education and Training

Abstract The Vocational Education and Training (VET) sector in Australia has recently undergone significant changes, notably internationalization, which affect VET operations and the nature of VET teachers' work. However, there is little empirical research and literature available on teachers' perceptions of the professional learning they need in order to meet the new demands of their professional tasks under the impact of internationalization. This chapter provides an overview of the sectoral and broader international education context in which this research is located. It also presents the research background and design, and the conceptual framework that is used to interpret teacher professional learning needs and practices in internationalized VET. It concludes by summarizing the key points and arguments presented in the chapters that follow.

Keywords Teacher professional learning • Internationalization of vocational education and training • International students • Onshore and offshore VET • Global skills mobility • Asia-relevant capabilities • Intercultural workplaces • Positioning theory

INTRODUCTION

Internationalization is one of the key features across the school, vocational education and training (VET) and higher education (HE) sectors in the 21st century. The demands resulting from globalization, neoliberalism,

the knowledge economy, changing global/national/local labor markets and the advancement of information and communication technology have played a key role in shaping the internationalization of education over the past three decades (Altbach & Knight, 2007; Knight, 2004; Marginson, 2007; Rizvi, 2004; Van Der Wende, Beerkens, & Teichler, 1999). Student mobility is often identified as a primary dimension of internationalization in the VET sector. In addition, off-shore education, staff mobility, internationalization of programs, transnational institutional partnerships and industry networks, and the involvement of aid and development activities in the developing regions are the main components of internationalized VET (Tran & Dempsey, 2017). The VET landscape is significantly changing under the influence of global forces, workforce mobility, technological advances and international student mobility into the VET sector, especially in European and English speaking countries (Tran & Dempsey, 2017). Around the world, over five million tertiary students undertook education outside their home country in 2015 (OECD, 2016). The latest figure from Australian Education International (AEI, 2017) shows that Australia hosted 583,243 international students in June 2017, and the government sets the target of an international enrolment of 990,000 students by 2025 (Australian Government, 2016a). There were 438,010 and 1,043,839 international students enrolled in the UK and the US respectively in the academic year 2015–16 (IIE, 2017; UKCISA, 2017).

Vocational training and training plays a crucial role in the training of the labor workforce and maintaining the strength and competitiveness of a country. It has therefore attracted the attention and investment by governments worldwide. Like higher education, the VET sector has recently been under the influences of different contextual trends and dimensions, including but not limited to globalization and the emergence of global labor markets, migration policies and flows, demographic pressures, internationalization of education, skills shortages and growing international competition for skilled labor (Cameron & O’Hanlon-rose, 2011). In response to these changes in the landscape of VET, various efforts have been made to ensure that the sector provides sufficient supply of quality human resources to meet industry demands in the changed circumstances. A historical review of what has happened in Europe shows that the European Community has put together and implemented several initiatives, programs and assessments to improve the quality and attractiveness of the VET sector (Misra, 2011). Similarly, in Australia, the National Training Framework for VET, which was endorsed by Australian state

ministers in 1996 following decade-long reforms, aimed to “reorient VET so that it was aligned with and designed to produce the skills needed by industry” (Goozee, 2001, p. 97, cited in Pasura, 2014, p. 564). This Framework, together with its subsequent modifications, resulted in the VET sector being reconstructed into a competitive training market where the industry, private training providers, and full-fee-paying international students are key stakeholders (Pasura, 2014).

This book examines the professional learning needs and practices of teachers in the VET sector in Australia under the changed circumstances of internationalization, transnational workforce mobility and the Australian government’s policy on Asia engagement. International education is Australia’s largest service export, contributing approximately AUS \$29 billion to the national economy in the fiscal year 2016–2017 (ICEF Monitor, 2017). Of the 583,243 international students currently enrolled in the major educational sectors (Vocational Education and Training, Higher Education, English Language Intensive Courses for Overseas Students, and Schools), about one quarter are in VET courses (AEI, 2017). Australian VET teachers are facing significant professional challenges to engage with pedagogical issues in teaching international students, who are considered a non-traditional component of the VET student population. However, there has been a lacuna in empirical research and literature on how teachers are equipped to effectively cater for international students and respond to the demand of internationalization in VET. The gap in knowledge extends to private, public, off-shore and onshore VET where teachers of Australia-based and non-Australia-based international students and educators managing off-shore programs have to navigate challenging cross-cultural expectations and different educational practices (Cao & Tran, 2015; Dempsey & Tran, 2017; Tran, 2013b).

The VET and HE systems around the world are encountering the growing demand for internationalizing the experience for both international and domestic students. Various studies and national policy texts cite the development of global and intercultural competencies for domestic students as being crucial for national capacity building in both developed and developing countries due to the rise of the knowledge economy and the increasing mobility of the workforce between national economies (Australian Government, 2012; Cameron & O’Hanlon-Rose, 2011; Singh, 2005; Tran & Nyland, 2013). At present, a growing number of Australians are participating in transnational labor mobility with one mil-

lion Australian citizens working overseas (DFAT, 2013). National policy texts such as *Australia in the Asian Century* (Australian Government, 2012) and New Colombo Plan (Australian Government, 2016b) see the development of Asia-relevant capabilities as critical for Australian domestic graduates. Yet little is known about whether and how VET institutes and teachers have been prepared to engage in this discourse and respond to the demand of internationalization and global workforce mobility.

Also, there is a conflict between the Australian government's skilled migration policy change which severely restricts the chance for international VET students to secure permanent residency and the VET sector's competency-based approach which aims to prepare students for the Australian industry (Tran & Nyland, 2013). Teachers have to juggle between the demand to demonstrate compliance to training packages designed to assist learners with the development of the capabilities to work in Australia and the needs of international students, many of whom cannot or do not want to obtain migration in Australia and return to work in their home countries or outside Australia upon graduation. This creates tensions for teachers and paradoxes in their professional learning that remain unexplored.

This book considers the impact of internationalization, student mobility and transnational workforce mobility on the changing nature of teacher work and teacher professional learning in the VET sector. It provides insights into the interplay of the internationalization of education, teachers' work and teachers' professional learning in the VET sector, a significant but often-neglected player within the field of international education. The book is derived from a three-year project funded by the Australian Research Council that includes 215 interviews, fieldworks and observations of professional learning activities of teachers and professional staff across more than 30 VET and HE institutes in Australia. The analysis in this book is mainly concerned with teachers' needs and practices in VET based on the interviews with 102 VET staff. It uses positioning theory (Harré & van Langenhove, 1999) as a conceptual framework to interpret how teachers position their professional responsibilities and professional learning in relation to the institutional structure, internationalization agenda and policy fields in which their profession is embedded. Drawing on both empirical evidence and key concepts and models of teacher professional learning, this book provides international education and VET policy makers, practitioners, educators and researchers with unique insights and practical implications for enhancing teacher professional learning and capabilities in international education.

Based on empirical research, theoretical knowledge and fieldwork experiences, this book aims to:

- analyze whether, how and for whom the internationalization of vocational education, transnational skills mobility and national policies on engagement with Asia affect the professional learning needs and practices of teachers in VET;
- describe, clarify and discuss to what extent teachers play an active role in engaging with formal, informal, collective and individual dimensions of professional learning under the impacts of the above background conditions;
- provide nuanced understandings of teacher professional learning in international education and practical recommendations to help enhance teachers' capabilities to work in internationalized context.

STAFF PROFESSIONAL LEARNING IN INTERNATIONAL EDUCATION

Existing literature on teacher professional learning in international higher education tends to be mainly concerned with how academics engage in professional learning regarding the internationalization of the curriculum and the academic 'Self' (Green & Whitsed, 2013; Leask, 2013; Sanderson, 2011). The focus of the limited body of scholarly work on professional learning in internationalization (see Green & Whitsed, 2013; Leask, 2005, 2013; Sanderson, 2011; Teekens, 2003; Van Der Werf, 2012) has been predominantly on examining the knowledge, skills and expertise that academics need to develop in internationalizing teaching, learning and the curriculum. Academics are a key player in facilitating internationalization and are directly impacted by this process, yet their lack of engagement or interest in internationalization has been identified as one of the main barriers to implementing internationalization (Leask & Beelen, 2010; Proctor, 2016; Stohl, 2007). The reasons for their lack of commitment to internationalization can be multiple, for instance, lack of support from the departmental and institutional levels, lack of knowledge and expertise in designing and implementing internationalization, heavy workload or unawareness of the value in internationalization. Leask and Beelen (2010) however argue that some academics see the benefits of internationalization and are therefore interested in internationalizing their teaching and learning activities.

Nonetheless, in many cases, they may be unsure about or lack expertise in this area. In this regard, institutional support and leadership targeted for internationalization along with the provision of situated workplace professional learning for academics to facilitate their engagement in the development and implementation of internationalization activities are crucial to ensure the expected outcomes and impacts of internationalization.

PROMINENT TRENDS AND CHARACTERISTICS OF TEACHER PROFESSIONAL LEARNING

Different trends have developed across the educational sectors that have had an impact on the nature and practices of teachers/academics' professional learning. Over the past years, the need for improving the quality of teaching and learning and the mandate for increasing accountability "have put issues related with effective professional learning high on the agenda of educators, researchers and policy makers" (Antoniou, Kyriakides, & Creemers, 2015, p. 535). There have been growing demands for enhancing teaching and learning quality, measured by students' learning outcomes (e.g. Alexandrou, 2014). To respond to this, greater efforts have been invested in improving teaching practices, through the provision of quality professional learning for teachers. The rationale is higher quality teaching could result in higher levels of students' performance (Desimone, 2009). Student performance, "considered to be of strategic significance in the development of an effective and appropriately skilled labor workforce, is claimed to be linked to international economic competitiveness" (McNamara, Jones, & Murray, 2014, p. 2). In his review of literature on faculty development, Elliott (2014) found that faculty development is "a significant key to the continued success of higher education" (Camblin & Steger, 2000, p. 16, cited in Elliott, 2014, p. 37) and student development. Top-down national and institutional policies encourage or mandate participation in professional learning events as part of gaining professional license or meeting professional standards (de Vries, Jansen, & van de Grift, 2013). While the training programs are expected to help improve teachers' teaching practices, the teachers usually do not have authority and autonomy to decide upon the content and focus of professional learning activities. The decisions are made at a policy level thus might not address the local, day-to-day problems facing teachers (Herbert & Rainford, 2014).

Another contextual development in the educational sectors is the rise of accountability and audit culture (Ball, 2003; Elliott, 2014; Mockler,

2013). According to Charteris (2015), “the increased emphasis on accountability in global education can be construed as a derivative of the economic rationalism of neoliberal policy frameworks” (p. 5). Faculty professional development has become a focal activity as a result of the demands of increased accountability in higher education (Marshall, 2014). Also, the status of professional learning and teachers’ professional autonomy have changed. On the one hand, the rise of accountability and audit culture has brought professional learning from the periphery to the center. According to Knight, Tait, and Yorke (2006), fifteen years ago, educational professional learning was “a marginal activity in most universities,” while now, “with governments taking teaching quality and its enhancement very seriously, educational development is edging towards the centre” (p. 319). On the other hand, professional learning driven by policy imperatives restricts teachers’ autonomy to direct their own professional learning. Sachs and Mockler (2012, cited in Mockler, 2013, p. 37) argue that “regulatory and measurement-oriented performance cultures,” which are often in the form of professional teaching standards, “have had a damaging effect on teacher autonomy and professional identity.” There is tension between top-down professional learning activities and autonomy and agency on the part of the teachers (Alexandrou, 2014). Furthermore, professional body requirements and academics/teachers’ individual learning needs and personal preferences for modes of learning may not match, which could lead to individual disengagement and de-professionalization (Bullock, Firmstone, Frame, & Thomas, 2010).

Other developments in the HE landscape include financial constraints, wide application of information and technology and the increasing diversity of the student population (Austin & Sorcinelli, 2013; Elliott, 2014). These factors are likely to have implications for academics’ learning needs as well as the provision and nature of professional learning activities for them. For example, while well-structured, face-to-face sessions continue to work well for engaging faculty in professional learning activities, the advent and increasing popularity of affordable online webinars make them attractive to administrators and faculty members (Elliott 2014). Self-paced online professional learning helps partly address the persistent barriers to professional learning participation due to scheduling and time issue (Dailey-Hebert, Mandernach, Donnelly-Sallee, & Norris, 2014). Web-based platform has been introduced in different professional learning programs (Good & Shumack, 2013) and maintained to be the future focus for professional learning (Roberts & Coplit, 2013). However, “despite

the popularity of call-in or web-based synchronous professional learning workshops,” this new format of professional learning is not necessarily the preferred one for academics (Dailey-Hebert et al., 2014, p. 78).

KEY CONCEPTS IN PROFESSIONAL LEARNING

Professional Development Versus Professional Learning

Differences between ‘professional development’ and ‘professional learning’ have been highlighted by a few researchers. According to Mockler (2013), the term ‘professional learning’ was first coined in the 1990s to “distinguish more active forms of professional learning for teachers from the more passive implications of ‘professional development’” (p. 35). Professional learning is considered a long-term process that includes regular opportunities and experiences planned systematically to promote growth in the profession (Wells, 2014). Although these days, the two terms ‘professional development’ and ‘professional learning’ tend to be used interchangeably with professional learning becoming “an educational buzzword in the 21st century” (Mockler, 2013, p. 35), professional learning has the potential to lead to significant changes in teacher practice. Meanwhile, professional development is “a catchall phrase” (Van Schalkwyk, Leibowitz, Herman, & Farmer, 2015), with “development” suggesting that academics may have deficiencies as teachers and need to be “developed” in order to improve and implying work of a remedial nature, or a deficit model (Elvidge, Fraser, Land, Mason, & Matthew, 2004; McAlpine, 2006, cited in Van Schalkwyk et al., 2015, p. 5). In addition, a review of the literature by Louws (2016, p. 100) points out that the term ‘professional development’ may indicate an instrumental nature while professional learning acknowledges the continuing professional growth and agentic potential of teachers in their professional practices. Quoting Timperley, Wilson, Barrar, and Fung (2008), Netolicky (2016) distinguishes the two terms being “professional development as the delivery of activities and processes, and professional learning as the internal process of creating knowledge and expertise” (p. 31). In this book, ‘professional learning’ is used to reflect its expected transforming impact on teachers’ practice and acknowledge teachers’ agency in the process.

Performative Versus Developmental Professional Learning

Performative approaches to professional learning are associated with external accountability where the focus of learning is to satisfy regulatory standards or externally imposed accountability measures (Ball, 2003; Kennedy, 2015; Leonard, 2015). By contrast, under a developmental perspective, the usefulness of professional learning is the extent to which “an individual teacher or establishment views the learning as appropriate to their own needs, in a specific place at a specific time” (Kennedy, 2015, p. 1). Researchers have highlighted the lack of alignment or contradiction between these two approaches to professional learning. Drawing on some of her own research across different professional contexts, Webster-Wright (2009) identifies “a significant dissonance between the reality of participants’ experiences of learning and the rhetoric of stakeholders’ expectations about PD [professional development]” (p. 725). Similarly, Kennedy (2015) points out “a mismatch, or even a conflict, between personal experiences of, and aspirations for, professional learning, and the system-wide professional learning imperatives with which individual professionals must engage” (p. 1). With an emphasis on the organization, delivery and outcomes of professional learning while neglecting the personal experiences of the professional learner (Webster-Wright, 2009), performative professional learning is criticized to have detrimental effects on teacher learning (Ball, 2003; Evans, 2011; Leonard, 2015). Hence there is a tendency to promote developmental approaches to professional learning, which invite open discussions and debates, and are, importantly, profession led (Leonard, 2015).

Managerial Versus Democratic Professionalism

There are two discourses of professionalism: managerial and democratic. According to Day and Sachs (2004), managerial professionalism is associated with reform initiatives, compliance and economic efficiency. It encourages the emergence of a professional who clearly meets corporate goals, set elsewhere, manages a range of students well and documents their achievements and problems for public accountability purposes (Mitchell, 2013). Democratic professionalism, on the other hand, is a concept “based on participatory relationships and alliances” and “emphasises engaging and networking with the local community” (Oberhuemer, 2005, p. 13). Its central focus is on “collaborative, cooperative action

between teachers and other educational stakeholders” (Day & Sachs, 2004, p. 7) and on the development and exercise of teacher professional judgment (Mitchell, 2013).

AUSTRALIAN VET SECTOR

In Australia, there are two sectors of tertiary education – higher education (HE) and vocational education and training (VET). Public VET institutes in Australia are referred to as Technical and Further Education Institutes (TAFEs) while the private VET sector includes private Registered Training Organizations (RTOs). Competency-based training and training packages, which prescribe teaching and learning in VET in response to industry demands, are mandatory for Australian VET. Competency-based training is underpinned by the premise that “developing a skilled workforce through a centrally controlled and industry mandated nationally uniform provision of VET ought to be the prime impetus” (Billett et al., 1999, pp. 3–4). Training packages outline the skills, knowledge and attributes required for the workplace and contain a competency-based qualifications framework and assessment guidelines (Guthrie, 2009).

ONSHORE AND OFFSHORE VET, SKILLED MIGRATION POLICY, THE COMPLIANCE CULTURE AND THE PARADOXES CREATED

Although the issue of internationalization of education has attracted growing research over the past two decades, a majority of the literature concentrates on the HE sector rather than the VET sector. Also, there is insufficient research on teacher professional learning under the condition of internationalization in all education sectors (Green & Whitsed, 2013; Sanderson, 2011). Primarily motivated by neo-liberal market-driven principles, VET reforms in Australia since the late 1990s have led to the decrease in the government funding for the sector, the increasing participation of private providers and the commercialization of VET. Historically, VET was not a significant player in the international education field and had limited capacity to develop the knowledge and experience needed to prepare teachers for working with international students (TAFE Directors Australia, 2011). Yet VET was the fastest growing sector in the number of international student enrolments between 2005 and 2009 and currently

ranks second behind the HE sector despite the turbulence caused by the collapse of a number of private colleges and changes to Australia's skilled migration policy over the past decade. For many private VET institutes, their entire student body consists of international students (Tran, 2013a). VET teachers face an increasing demand to utilize a range of pedagogies, skills and capacities beyond their traditional expertise and experience to address international students' different learning approaches (Tran, 2013a, 2013b). As yet teachers' professional learning in response to this emerging demand so critical to VET institutes and student learning has been under-researched and under-theorized.

VET teachers teaching international students are facing a dilemma due to the demand of ensuring compliance to the training packages and the need to prepare students for transnational workforce mobility, which is partly influenced by the recent change in the government's skilled migration policy. On the one hand, VET teachers are mandated to comply with the competency-based training packages, which are industry-driven and designed to prepare learners for the Australian labor market. On the other hand, international students enrolled in VET programs in Australia will not necessarily stay on and work in Australia upon completion of their courses. For a large proportion of VET international students who are 'PR hunters,' their chances to join the Australian workforce have significantly reduced because of the tighter migration policy (Tran, 2013a; Tran & Nyland, 2011). Consequently, how to comply with professional requirements and at the same time best prepare students for employment outside Australia creates tensions for the VET teachers in charge in their professional learning. Teachers have to juggle between their professional responsibilities to respond to the need to prepare international students for effective participation in their home country's workplaces and the pressure to demonstrate compliance with training packages in accordance with the Australian Quality Training Framework (Tran & Nyland, 2013). The demands of competency-based training and the compliance culture tend to marginalize teachers' professional practices likely to address the needs of international students.

VET offshore delivery is an important aspect of international VET with 73,371 students enrolled in Australian VET offshore programs (AEI, 2011). Delivering 533 offshore programs (Australian Government, 2012), public VET institutes see offshore teaching as the primary component of their international education (Holden, 2013). Most of VET offshore delivery is based on the partnership model where the responsibility for

delivery is shared with local institutions (Australian Government, 2012). Australian VET teachers directly teach most of the programs in the initial stage but in the latter stage, Australian providers are mainly in charge of management of vocational programs and quality assurance (Holden, 2013). In 2010, almost 50 percent of VET offshore programs were taught by Australian teachers (Australian Government, 2012). Yet there is little research and policy on the professional learning for VET teachers teaching offshore and VET educators involved in the management of offshore vocational programs.

THE CHANGING NATURE OF VET TEACHER WORK AND TEACHER PROFESSIONAL LEARNING IN VET

Changes in the educational landscape are likely to have an impact on the nature of educators' work and their professional learning. The current limited research on staff professional learning in international higher education indicates a focus on the knowledge, skills and expertise that academics need to develop in internationalizing teaching, learning and the curriculum (Green & Whitsed, 2013; Leask, 2013; Sanderson, 2011; Van Der Werf, 2012). However, as discussed above, teacher professional learning in international VET is subject to a different sectoral context characterized by the competency-based training system and the associated compliance culture. In addition, the recent VET competitive funding arrangement (Productivity Commission, 2011) has led to the increasing casualized and intensified teaching workforce aiming at cost reduction for VET institutes. Research reveals that unlike HE lecturers, many VET teachers also formally work as international student support officers (Tran & Nguyen, 2014). It is critically important to understand how teachers manage these complex dual professional roles – as teachers and support officers – that result from the presence of international students in their programs and what the implications for their professional learning are, especially as their professional roles have expanded and diversified (Guthrie, 2010; Hawke, 2008; Tran, 2013b). Within private VET institutes, most teachers involved in teaching international students often work as casuals or on a short-term contract. Their contracts depend mainly on the number of international students in their program (Tran, 2013a, 2013b). There is a critical need to uncover to what extent teacher professional learning is impacted by these economic, social and sectoral circumstances.

This book captures teachers' voices on their professional learning needs and practices under the condition of internationalization. In so doing, it responds to a significant dearth of empirical research on VET teacher professional learning (Guthrie, 2010; Hawke, 2008). Existing professional learning norm in VET is mainly concerned with the provision of support for staff engagement with the industry and the need for teachers to undertake formal training to acquire relevant teaching skills. Notably, the VET workforce development strategy proposed by Skills Australia (2010) largely focuses on the need to keep teachers updated with the development of the industry. Though the existing limited research on VET teacher professional learning indicates continuing professional learning is integral to the quality of the VET teaching workforce and to the learning outcomes of students (Guthrie, 2010; Harris, Clayton, & Chappell, 2007; Hawke, 2008; Wheelahan & Moodie, 2011), there is a lack of a cohesive approach to addressing the issue of teachers' ongoing professional learning. Recent research on teacher professional learning points to a shift from the traditional 'technical' approach which is characterized by professional learning didactically delivered by an expert in one-off workshops to the participatory paradigm in which professional learning is re-envisioned as agentic, expansive and encourages more sustainable active participation on the part of teachers (Hardy, Rönnerman, Moksnes Furu, Salo, & Forsman, 2010; Warhurst, 2008). Drawing on positioning theory (Harré & van Langenhove, 1999), which allows for a conceptualization of teachers' agency through the ways they position themselves in relation to professional learning practices, this book examines whether and how the current professional learning practices build on individual teachers' participatory and agentic capacity. It addresses to what extent teachers as self-forming professionals play an active role in engaging with formal, informal, collective and individual dimensions of professional learning under the different conditions shaping their professional landscape.

GLOBAL SKILLS MOBILITY AND DEMAND FOR ASIA-RELEVANT CAPABILITIES

A critical question for the internationalization of VET is whether and how global skills mobility and the government's policy on preparing domestic students for their future that are seen to be closely connected with the Asia Pacific affect the nature of VET teacher professional learning. The rise of

the knowledge economy, the global mobility of the workforce and the demand to teach in a global education market have led to the need to re-envision all students as international learners and citizens (Hellsten & Reid, 2008; Singh, 2005). Such re-conceptualization has created a growing demand for teachers and the curriculum to develop students' capacity to engage and perform effectively in not only domestic but also international labor markets and intercultural contexts (Cameron & O'Hanlon-Rose, 2011). National policy texts such as New Colombo Plan (Australian Government, 2016b), the *White Paper on Australia in the Asian Century* (Australian Government, 2012), and *Australia – Educating Globally* (Australian Government, 2013) regard the engagement with Asia and development of Asia-relevant competencies as crucial for Australian domestic graduates. Yet overseas employers rate Australia as relatively poor in its knowledge of Asia and its languages (Australia's Competitive Survey – Australian Government, 2012). While competency-based training and training packages which are at the heart of VET teaching and learning focus on the demands of Australian industry only, this book investigated whether and how Australian VET institutes and teachers took up the new policy about 'Asian engagement' through teacher professional learning.

CURRENT PROFESSIONAL LEARNING PRACTICES IN VET

While not much is known about the professional learning needs and practices of VET teachers in international VET, there is great stress on professional learning as a way forward to improve VET quality and enhance VET workforce capacity. On the part of the government, there is a commitment of \$240 million for workforce development strategy for the tertiary sector focused on VET teachers (Skills Australia, 2010). The emphasis of the strategy is on industry engagement and pedagogies, though additional attention lays on helping the VET sector address the demands of its increasingly diverse student body, many of whom have needs and issues beyond the traditional expertise and skills of VET staff (Guthrie, 2010). Findings of commissioned projects researching the quality of VET teaching and VET teacher qualification also highlight the crucial role of continuing professional learning (Guthrie, 2010; NVEAC, 2011; Wheelahan, 2010). AWP (2013) considers it critical "to ensure all VET teachers, in both public and private sectors, and throughout Australia, have access to quality VET professional development" (p. 13). Scholars in the field have

showed support for more professional learning for VET teachers, including those involved in teaching international students. Nakar (2012) advocates for the enhancement of the opportunities for teacher qualification and practical training, especially continuing professional learning about teaching international students. In a similar vein, Billett, Choy and Smith (2013) comment that “the expansion and diversification of VET practitioners’ roles demands high levels of continuing PD that meet the immediate and changing requirements of contemporary VET professionals” (p. 11).

It can be said that at the moment, professional learning has moved “from the periphery to the center of the academy” (Dawson, Mighty, & Britnell, 2010, p. 69), attracting the attention and support of policy-makers and researchers in the field. What remains silent so far are the voices of the VET teachers themselves, a key stakeholder in the issue under discussion, of their own professional learning needs in the changing operational context and in response to the growing demands of internationalization.

According to Nakar (2012), there is inconsistency across the sector regarding professional learning provision. There are adequate staff support and development opportunities in the VET located within universities, but teachers usually do not have time or inclination to take much advantage of these. Meanwhile, educators in private TAFE and VET institutions experience insufficient support and development system for staff. In addition, the author finds that there is currently a lack of knowledge and underuse of the national VET bodies such as AVETRA (Australian VET Research Association) and NCVET (National Centre for Vocational Education Research) for professional learning purposes. Researchers have also noted the marginalization of casual teachers in terms of professional learning opportunities. According to Nakar (2012) and Guthrie (2010), sessional teachers, which account for increasing proportions of the VET workforce, have limited access to continuing professional learning. In addition, Nakar (2013) reports that usually, only the lead vocational teachers have adequate support and development opportunities, but not the other teachers.

Currently, in the vocational sector in some other countries like in the UK, and at school level and more recently in some HE institutes in Australia, it is mandatory for teachers/academics to undertake certain number of hours of continuing professional learning per annum or every certain period of time. It is observed that such compulsory component of professional learning has increased the professional learning opportunities

for those previously excluded or neglected like casual or part-time staff (Lloyd & Payne, 2012). However, at present, by regulation, involvement in professional learning remains a choice rather than a must for VET teachers in Australia. It should be reminded, however, that the availability of professional learning opportunities by no means equals participation in the professional learning activities offered, as revealed by Nakar (2012). There can be different factors preventing teachers from taking those opportunities, for example, lack of time, funding, institutional support or alignment with personal goals. In addition, how relevant or useful the available professional learning opportunities are in supporting VET teachers to deal with issues related to international students needs further exploration.

FOCUS OF PROFESSIONAL LEARNING

The two main focuses of professional learning for VET teachers are industry currency and pedagogic development (Lloyd & Payne, 2012). While keeping updated with the industry is not very hard for teachers, especially for those still connected with industry through part-time employment or consultancy, professional learning related to pedagogic dimensions is more challenging as the demographic changes in the student population and new demands in VET training have been accompanied with the need for new pedagogies. Some scholars argue that ongoing professional learning provision in the VET sector is preoccupied with promoting system compliance and implementing VET policy instead of developing pedagogical and instructional capability (Harris et al., 2001; Schofield & McDonald, 2004). Event-based professional development workshops are designed to meet the latest VET policy revision (Guthrie & Clayton, 2010). Similarly, Schofield and McDonald (2004) observe that “professional development activities in the Australia VET sector are predominantly designed to meet priority skill needs, often linked to implementing aspects of the national training system and responding to system compliance issues” (p. 5).

It can be interpreted that unless there are significant changes in the ways formal professional learning is conducted, there seems to be little room for VET teachers’ specific needs related to teaching international students to be sufficiently addressed during these formal professional learning events offered by institutions. However, there are still various informal professional learning channels through which VET teachers’

needs could be met. The central issue is input from these teachers is needed so that informed and tailor-made support can be proposed or provided. It is the aim of the current book to explore the VET teachers' perceptions of their professional learning needs and practices against the recent changes in their work context.

THE RESEARCH

This book draws on teachers' voices about their professional learning needs and practices in the context of internationalization in VET. It also traces their journeys of engaging in formal, informal, individual and collective professional learning activities. The key themes discussed in this book have been conceptualized based on a critical review of the literature on internationalization in VET and teacher professional learning as well as fieldwork, participation in and observation of staff professional learning activities and semi-structured interviews with 102 VET staff. This is part of a project funded by the Australian Research Council which involves 215 participants across the HE and VET sectors in Australia. The interview respondents are from a range of industries including cookery, tourism and hospitality, management, business, finance, accounting, marketing, automotive, and language and literacy. After gaining the approval from the institutional ethics committee, we recruited the participants based on the broad criteria that they had some experience working with international students or their role involved internationalization activities at their institutions, and that they volunteered to participate in the research. To protect the confidentiality of the participants, only pseudonyms are used in the book.

Participants were recruited through an invitation sent to their institutions, mainly through the Director of International Office. Interviews were conducted between 2014 and 2016, and each lasted from 30 to 60 minutes. They were digitally recorded and transcribed. The interviews were semi-structured and employed open-ended questions. The open-ended inquiry with the individual teacher constituted a process where teachers were engaged in articulating and reflecting on their professional learning needs and practices as well as making connections with the contextual factors shaping their profession in international VET. The researchers asked a key question related to a specific theme and the teachers' responses guided the following impromptu questions. The interviews aimed to explore teachers' perceptions on their professional learning needs and the forms of

professional learning in which they had been involved and/or wanted to participate. With consent from the participants, the lead researcher visited them at their institutions and took part in various professional learning activities including team meetings to discuss strategies to work with international students or internationalize teaching and learning, monthly staff meetings and staff conference day. Participation in and observation of these activities enabled the researcher to have more insightful understandings of the teachers' engagement in professional learning activities as well as their roles and agency manifested through their involvement.

The researchers read the interview transcripts several times and coded interview data using NVivo version 10. The analysis was inductive and aimed to identify emergent themes and patterns. The key aspects addressed in Chaps. 2, 3, 4, 5, and 6 were identified and developed through a thorough mutual process of engagement with the interview excerpts and relevant theory, constant comparison of data (Thomas, 2013), interpretation of patterns and reflection. These primary themes were then analyzed using positioning theory categories as discussed below. The collective stories from the teachers provide both deep insights and a rich picture of how different VET teachers perceived their professional needs and practices in international education.

POSITIONING THEORY AS A FRAMEWORK TO CONCEPTUALIZE VET TEACHERS' PROFESSIONAL LEARNING NEEDS

The study uses Harré's positioning theory to examine the professional learning needs and practices of VET under the impact of internationalization. Positioning theory allows for an analysis of how teachers position their professional responsibilities and professional learning in relation to the institutional structure, policies and other social fields in which their profession is embedded. Positioning theory (Harré & van Langenhove, 1999) addresses how discursive practices can be analyzed in terms of positioning and repositioning as part of an ongoing process of an individual's interaction with others and the community. Individuals' intentions, perceptions and agency can be revealed through the ways they position themselves and other social actors with whom they interact. Positioning theory allows us to interpret the discursive constructions of individual storylines through which a person's actions can be made intelligible and seen as social acts (Harré & van Langenhove, 1999, p. 16). This theory stresses the importance of how people's intentional acts can be revealed through

the ways they position themselves and others (Harré & van Langenhove, 1999). It thus provides the analytical tool to interpret how teachers' needs, intentions and acts related to professional learning can be understood as being positioned by the social structures as well as by their own agency, and how institutions shape their professional learning experiences. The mediating role of the institutions in shaping the agency of the teachers in the context of internationalization of VET is revealed through their story-lines. Within social structures, individual teachers have the capacity to reposition themselves in terms of transforming discourse practices, and such capacity is termed as individuals' agentic power.

Individuals are not positioned simply by what they say about themselves but also by what other people say (Jones, 2006, p. 81), which is referred to as 'other-positioning.' Therefore, both the individuals themselves and other actors involved in social discourse in which they are engaged are crucial to understanding individual positioning. Individual positioning and the community are mutually shaped. In this research, the 'community' is defined as the institution including actors within the institution and institutional structure and other background conditions which influence how VET teachers position their professional learning needs. In addition, an individual teacher's professional learning needs are mediated by his/her own subjectivity, personal philosophies and individual conditions.

In analyzing the positioning of participants, the following four analytical tools from positioning theory have been used:

- (i) *Deliberate self-positioning* – where a person takes on a particular stance to achieve a particular goal. This category enables the analysis of teachers' stances revealed through the ways they position their professional learning needs;
- (ii) *Other positioning* – where taking a position results in positioning the other person in a correlative way. This is applied to analyze teachers' views of their own professional learning needs in relation to their other-positioning of different actors (for example, program managers, directors, students) and different social practices in their field;
- (iii) *Forced self-positioning* – where a person performs an act that arises from someone else's positioning. In this study, forced self-positioning is used to analyze how participants position themselves in the ways they think are required of them by different social

- forces (for example the compliance culture, the institutional structure);
- (iv) *Repositioning* – where a person adopts a new position as a result of previous experiences and interaction. This analytical category assists with the analysis of how teachers may redefine their practices or their views due to a certain impact.

STRUCTURE OF THE BOOK

This book discusses the professional learning needs and practices of teachers in the context of internationalization in the VET sector. It will therefore provide teachers, researchers, institutions and those concerned with the internationalization of tertiary education with nuanced understandings and insights into the types and nature of professional learning VET teachers have been engaged in and desire for in order to help them develop the capacities needed to work in international VET.

Teachers' professional learning needs and practices are directly influenced by the ways they position themselves and see their professional responsibilities in internationalization in VET. Chapter 2 therefore examines how teachers see themselves in response to the changes accompanied with internationalized VET and the factors that shape their positioning of their professional selves and responsibilities. The chapter stresses the need for institutions to better recognize the contextual influences on the nature of VET teachers' professional tasks as well as more support for VET teachers to meet the new demands they encounter in their professional landscape. Chapter 3 discusses the specific professional learning needs of VET teachers in relation to preparing students for global labor market, developing Asia-relevant capabilities for students, and teaching international students onshore and offshore. In particular, it analyzes the teachers' unique professional learning needs including developing understanding of industry demands in international students' home countries, especially Asian countries, and developing global networks and knowledge of global opportunities.

Chapter 4 presents the insights into the formal professional learning activities in which VET teachers in this study engaged. It addresses the mismatches between the current formal professional learning arrangements for teachers which focus mostly on generic, technical issues and compliance requirements and the areas of professional learning teachers themselves perceive as being essential to their professional work in inter-

nationalization, including teaching international students and preparing students for global labor market. In a situation that formal professional learning provision does not adequately cater for the professional learning needs of teachers involved in internationalization, many of them have taken the initiative to engage in informal and individual professional learning activities to enhance their capacities to work in the field. Chapter 5 therefore presents two most common informal practices of the teachers arising from the empirical data of this research: reciprocal learning from immediate colleagues and self-directed professional learning through informal networking and self-directed research. It stresses the importance of the immediate work environment and personal agency in teachers' professional learning. Chapter 6 analyzes teachers' recommendations on what professional learning opportunities should be provided and how they should be conducted. The discussion highlights a critical need to develop a participatory approach to professional development that corresponds to a more authentic, responsive, agentive, collaborative and ongoing mode of professional learning. The analysis presented in the chapter also underscores the importance of advocating more inclusive professional learning practices for casual staff. Chapter 7 concludes by discussing the implications for the VET sector with respect to the provision of professional learning to help teachers be better equipped to operate in the changing context of VET and in particular in response to the growing demand of internationalization in this sector.

REFERENCES

- AEI. (2011). *Transnational education in the public and private VET sector*. Canberra, Australia.
- AEI. (2017). *International student data monthly summary – June 2017*. Retrieved from <https://internationaleducation.gov.au/research/International-Student-Data/Documents/MONTHLYSUMMARIES/2017/Jun2017MonthlyInfographic.pdf>
- Alexandrou, A. (2014). Professional development meeting the aspirations and needs of individuals: What is the reality in this policy-driven era? *Professional Development in Education*, 40(2), 183–189.
- Altbach, P. G., & Knight, J. (2007). The internationalization of higher education: Motivations and realities. *Journal of Studies in International Education*, 11(3–4), 290–305.
- Antoniou, P., Kyriakides, L., & Creemers, B. P. (2015). The dynamic integrated approach to teacher professional development: Rationale and main characteristics. *Teacher Development*, 19(4), 535–552.

- Austin, A. E., & Sorcinelli, M. D. (2013). The future of faculty development: Where are we going? *New Directions for Teaching and Learning*, 2013(133), 85–97.
- Australian Government. (2012). *Australia in the Asian century*. Canberra, Australia: Australian Government.
- Australian Government. (2012). *Australia's competitive survey*. Canberra, Australia: Australian Government.
- Australian Government. (2013). *Australia – Educating globally*. Canberra, Australia: Australian Government.
- Australian Government. (2016a). *National strategy for international education 2025*. Retrieved from https://nsie.education.gov.au/sites/nsie/files/docs/national_strategy_for_international_education_2025.pdf
- Australian Government. (2016b). *New colombo plan*. Retrieved from <http://dfat.gov.au/people-to-people/new-colombo-plan/pages/new-colombo-plan.aspx>
- AWPA. (2013). *Future focus: 2013 national workforce development strategy*. Commonwealth of Australia: Australian Workforce and Productivity Agency (AWPA).
- Ball, S. J. (2003). The teacher's soul and the terrors of performativity. *Journal of Education Policy*, 18(2), 215–228.
- Billett, S., Choy, S., & Smith, R. (2013). *Evaluation of continuing professional development programs provided by the VET development centre*. Melbourne, VIC: VET Development Centre.
- Billett, S., McKavanagh, C., Beven, F., Angus, L., Seddon, T., Gough, J., et al. (1999). *The CBT decade: Teaching for flexibility and adaptability*. Leabrook, SA: National Centre for Vocational Education Research.
- Bullock, A., Firmstone, V., Frame, J., & Thomas, H. (2010). Using dentistry as a case study to examine continuing education and its impact on practice. *Oxford Review of Education*, 36(1), 79–95.
- Cameron, R., & O'Hanlon-Rose, T. (2011). Global skills and mobility challenges and possibilities for VET: A cross-border cross-sectoral case study. *International Journal of Training Research*, 9(1–2), 134–151.
- Cao, L., & Tran, L. T. (2015). Pathways from vocational education and associate degree to higher education: Chinese students in Australia. *Asia Pacific Journal of Education*, 35(2), 274–289.
- Charteris, J. (2015). Dialogic feedback as divergent assessment for learning: An ecological approach to teacher professional development. *Critical Studies in Education*, 57(3), 1–19.
- Dailey-Hebert, A., Mandernach, B. J., Donnelly-Sallee, E., & Norris, V. R. (2014). Expectations, motivations, and barriers to professional development: Perspectives from adjunct instructors teaching online. *The Journal of Faculty Development*, 28(1), 67–82.
- Dawson, D., Mighty, J., & Britnell, J. (2010). Moving from the periphery to the center of the academy: Faculty developers as leaders of change. *New Directions for Teaching and Learning*, 2010(122), 69–78.

- Day, C., & Sachs, J. (2004). Professionalism, performativity and empowerment: Discourses in the politics, policies and purposes of continuing professional development. In C. Day & J. Sachs (Eds.), *International handbook on the continuing professional development of teachers* (pp. 3–32). Glasgow, UK: Bell & Bain.
- de Vries, S., Jansen, E. P., & van de Grift, W. J. (2013). Profiling teachers' continuing professional development and the relation with their beliefs about learning and teaching. *Teaching and Teacher Education*, 33, 78–89.
- Dempsey, K., & Tran, L. T. (2017). Internationalization with VET character: Key emerging issues. In L. T. Tran & K. Dempsey (Eds.), *Internationalization in vocational education and training: Transnational perspectives* (pp. 215–221). Dordrecht, The Netherlands: Springer.
- Desimone, L. M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational Researcher*, 38(3), 181–199.
- DFAT (Department of Foreign Affairs and Trade). (2013). *Living and working overseas*. Canberra, Australia: Department of Foreign Affairs and Trade.
- Elliott, R. (2014). Faculty development curriculum: What informs it? *The Journal of Faculty Development*, 28(3), 35–46.
- Evans, L. (2011). The 'shape' of teacher professionalism in England: Professional standards, performance management, professional development and the changes proposed in the 2010 white paper. *British Educational Research Journal*, 37(5), 851–870.
- Good, J., & Shumack, K. (2013). If you can't beat them, join them: Emphasizing writing instruction and online learning in faculty professional development. *The Journal of Faculty Development*, 27(2), 5–10.
- Green, W., & Whitsed, C. (2013). Reflections on an alternative approach to continuing professional learning for internationalization of the curriculum across disciplines. *Journal of Studies in International Education*, 17(2), 148–164.
- Guthrie, H. (2009). *Competence and competency-based training: What the literature says*. Adelaide, SA: National Centre for Vocational Education Research.
- Guthrie, H. (2010). *Professional development in the vocational education and training workforce*. Occasional paper. Adelaide, SA: National Centre for Vocational Education Research.
- Guthrie, H., & Clayton, B. (2010). *Building capability in vocational education and training providers: The TAFE cut*. Occasional paper. Adelaide, SA: National Centre for Vocational Education Research.
- Hardy, I., Rönnerman, K., Moksnes Furu, E., Salo, P., & Forsman, L. (2010). Professional development policy and politics across international contexts: From mutuality to measurability? *Pedagogy, Culture & Society*, 18(1), 81–92.
- Harré, R., & van Langenhove, L. (1999). *Positioning theory: The moral context of intentional actions*. Great Britain, UK: Blackwell Publisher Ltd.

- Harris, R., Clayton, B., & Chappell, C. (2007). *Supporting vocational education and training providers in building capability for the future: Research overview*. Adelaide, SA: National Centre for Vocational Education Research.
- Harris, R., Simons, M., Hill, D., Smith, E., Pearce, R., Blakeley, J., et al. (2001). *The changing role of staff development for teachers and trainers in vocational education and training*. Adelaide, SA: National Centre for Vocational Education Research.
- Hawke, G. (2008). *Making decisions about workforce development in registered training organizations*. Adelaide, SA: National Centre for Vocational Education Research.
- Hellstén, M., & Reid, M. (2008). Introduction: Researching international pedagogies. In M. Hellstén & A. Reid (Eds.), *Researching international pedagogies* (pp. 1–6). Dordrecht, The Netherlands: Springer.
- Herbert, S., & Rainford, M. (2014). Developing a model for continuous professional development by action research. *Professional Development in Education*, 40(2), 243–264.
- Holden, P. (2013, January 25). PIE chat: Peter Holden, TAFE directors Australia. *The PIE News*. Retrieved from <http://thepienews.com/pie-chat/peter-holden-tafe-directors-australia>
- ICEF Monitor. (2017). *Australian education exports approaching AUS\$29 billion*. Retrieved from <http://monitor.icef.com/2017/10/australian-education-exports-approaching-aus29-billion/>. On 25 Oct 2017.
- IIE. (2017). *Enrollment trends*. Retrieved from <https://www.iie.org/Research-and-Insights/Open-Doors/Data/International-Students/Enrollment-Trends>
- Jones, R. L. (2006). Older people' talking as if they are not older people: Positioning theory as an explanation. *Journal of Aging Studies*, 20(1), 79–91.
- Kennedy, A. (2015). 'Useful' professional learning ... useful for whom? *Professional Development in Education*, 41(1), 1–4.
- Knight, J. (2004). Internationalization remodeled: Definition, approaches, and rationales. *Journal of Studies in International Education*, 8(1), 5–31.
- Knight, P., Tait, J., & Yorke, M. (2006). The professional learning of teachers in higher education. *Studies in Higher Education*, 31(03), 319–339.
- Leask, B. (2005). *Competing rationales for and discourses of internationalisation: Implications for academic staff development*. Unpublished doctoral dissertation. Higher Education Research and Development Society of Australasia, Australia.
- Leask, B. (2013). Internationalization of the curriculum and the disciplines current perspectives and directions for the future. *Journal of Studies in International Education*, 17(2), 99–102.
- Leask, B., & Beelen, J. (2010). Enhancing the engagement of academic staff in international education in Europe and Australia: Background paper 2. In *IEAA-EAIE symposium: Advancing Australia-Europe engagement*. Hawthorn, VIC: International Education Association of Australia (IEAA).

- Leonard, S. N. (2015). Stepping outside: Collaborative inquiry-based teacher professional learning in a performative policy environment. *Professional Development in Education*, 41(1), 5–20.
- Lloyd, C., & Payne, J. (2012). Raising the quality of vocational teachers: Continuing professional development in England, Wales and Norway. *Research Papers in Education*, 27(1), 1–18.
- Louws, M. (2016). *Professional learning: What teachers want to learn*. Unpublished doctoral thesis, Leiden University, Leiden, The Netherlands.
- Marginson, S. (2007). Revisiting the definitions of ‘internationalization’ and ‘globalization’. In S. Marginson & F. van Vught (Eds.), *Towards a cartography of higher education policy change* (pp. 213–219). Enschede, The Netherlands: CHEPS University of Twente.
- Marshall, A. M. (2014). Embedded professional development for teacher educators: An unintended ‘consequence’ of university co-teaching. *International Journal of University Teaching and Faculty Development*, 5(1), 17–30.
- McNamara, O., Jones, M., & Murray, J. (2014). Framing workplace learning. In O. McNamara, J. Murray, & M. Jones (Eds.), *Workplace learning in teacher education: International practice and policy* (pp. 1–27). Dordrecht, The Netherlands: Springer.
- Misra, P. K. (2011). VET teachers in Europe: Policies, practices and challenges. *Journal of Vocational Education & Training*, 63(1), 27–45.
- Mitchell, R. (2013). What is professional development, how does it occur in individuals, and how may it be used by educational leaders and managers for the purpose of school improvement? *Professional Development in Education*, 39(3), 387–400.
- Mockler, N. (2013). Teacher professional learning in a neoliberal age: Audit, professionalism and identity. *Australian Journal of Teacher Education*, 38(10), 3.
- Nakar, S. (2012). *The ‘voice’ of VET teachers: Teacher dilemmas and their implications for international students, teachers and VET institutions*. Paper presented at the Australian VET research association 15th annual conference, Canberra, Australia, ACT.
- Nakar, S. (2013). Understanding VET teachers’ challenges in providing quality education to international students. *International Journal of Training Research*, 11(1), 79–88.
- Netolicky, D. (2016). *Down the rabbit hole: Professional identities, professional learning, and change in one Australian school*. Unpublished doctoral thesis, Murdoch University, Western Australia.
- NVEAC. (2011). *Blue print 2011–2016 – Creating futures: Achieving potential through VET*. Canberra, Australia: Commonwealth of Australia.
- Oberhuemer, P. (2005). Conceptualising the early childhood pedagogue: Policy approaches and issues of professionalism. *European Early Childhood Education Research Journal*, 13(1), 5–16.

- OECD. (2016). *Education at a glance 2015*. Paris: OECD. Retrieved from http://www.keepeek.com/Digital-Asset-Management/oecd/education/education-at-a-glance-2015_eag-2015-en#page7
- Pasura, R. (2014). Neoliberal economic markets in vocational education and training: Shifts in perceptions and practices in private vocational education and training in Melbourne, Australia. *Globalization, Societies and Education*, 12(4), 564–582.
- Proctor, D. J. (2016). *Academic staff and international engagement in Australian higher education*. Unpublished PhD dissertation. The University of Melbourne.
- Productivity Commission. (2011). *Vocational education and training workforce* (SSRN working paper series). Canberra, Australia: Commonwealth of Australia.
- Rizvi, F. (2004). Globalization and the dilemmas of Australian higher education. *ACCESS: Critical Perspectives on Communication, Cultural & Policy Studies*, 23(2), 33.
- Roberts, N. K., & Coplit, L. D. (2013). Future focus for professional development. *Teaching and Learning in Medicine*, 25 (sup1: Where we've been; Where we're going), S57–S61. doi:<https://doi.org/10.1080/10401334.2013.842913>.
- Sachs, J., & Mockler, N. (2012). Performance cultures of teaching: Threat or opportunity? In C. Day (Ed.), *Routledge international handbook on teacher and school development* (pp. 33–43). Abingdon, UK: Routledge.
- Sanderson, G. (2011). Internationalization and teaching in higher education. *Higher Education Research & Development*, 30(5), 661–676.
- Schofield, K., & McDonald, R. (2004). *Moving on: Report of the high level review of training packages*. Brisbane, QLD: Australian National Training Authority.
- Singh, M. (2005). Enabling transnational learning communities: Policies, pedagogies and politics of educational power. In P. Ninnes & M. Hellstén (Eds.), *Internationalizing higher education* (pp. 9–36). Dordrecht, The Netherlands: Springer.
- Skills Australia. (2010). *Australian workforce futures: A national workforce development strategy*. Canberra, Australia: Commonwealth of Australia.
- Stohl, M. (2007). We have met the enemy and he is us: The role of the faculty in the internationalization of higher education in the coming decade. *Journal of Studies in International Education*, 11(3–4), 359–372.
- Teekens, H. (2003). The requirement to develop specific skills for teaching in an intercultural setting. *Journal of Studies in International Education*, 7(1), 108–119.
- Thomas, G. (2013). *How to do your research project: A guide for students in education and applied social sciences*. Thousand Oaks, CA: Sage.
- Timperley, H., Wilson, A., Barrar, H., & Fung, I. (2008). *Teacher professional learning and development*. Wellington, New Zealand: New Zealand Ministry of Education.
- Tran, L. T. (2013a). Internationalization of vocational education and training: An adapting curve for teachers and learners. *Journal of Studies in International Education*, 17(4), 492–507.

- Tran, L. T. (2013b). *Teaching international students in vocational education: New pedagogical approaches*. Melbourne, VIC: ACER Press.
- Tran, L. T., & Dempsey, K. (2017). Internationalization in VET: An overview. In L. T. Tran & K. Dempsey (Eds.), *Internationalization in vocational education and training: Transnational perspectives* (pp. 1–15). Dordrecht, The Netherlands: Springer.
- Tran, L. T., & Nguyen, N. (2014). Teachers' professional identities in the 'contact zone': Contradictions and possibilities in the time of international student mobility. In R. Arber, J. Blackmore, & A. Vongalis-Macrow (Eds.), *Mobile teachers and curriculum in international schooling* (pp. 43–62). Rotterdam, The Netherlands: Sense Publishers.
- Tran, L. T., & Nyland, C. (2011). International vocational education and training – The migration and learning mix. *Australian Journal of Adult Learning*, 51(1), 8–31.
- Tran, L. T., & Nyland, C. (2013). Competency-based training, global skills mobility and the teaching of international students in vocational education and training. *Journal of Vocational Education and Training*, 65(1), 143–157.
- UKCISA. (2017). *International student statistics: UK higher education*. Retrieved from [https://institutions.ukcisa.org.uk/Info-for-universities-colleges--schools/Policy-research--statistics/Research--statistics/International-students-in-UK-HE/-International-\(non-UK\)-students-in-UK-HE-in-2015-16](https://institutions.ukcisa.org.uk/Info-for-universities-colleges--schools/Policy-research--statistics/Research--statistics/International-students-in-UK-HE/-International-(non-UK)-students-in-UK-HE-in-2015-16)
- Van Der Wende, M., Beerkens, E., & Teichler, U. (1999). Internationalization as a cause for innovation in higher education. In B. Jongbloed, P. Maassen, & G. Neave (Eds.), *From the eye of the storm* (pp. 65–93). Dordrecht, The Netherlands: Springer.
- Van Der Werf, E. (2012). Internationalisation strategies and the development of competent teaching staff. In J. Beelen & H. de Wit (Eds.), *Internationalisation revisited: New dimensions in the internationalisation of higher education*. Amsterdam, The Netherlands: Centre for Applied Research on Economics and Management (CAREM).
- Van Schalkwyk, S., Leibowitz, B., Herman, N., & Farmer, J. (2015). Reflections on professional learning: Choices, context and culture. *Studies in Educational Evaluation*, 46, 4–10.
- Warhurst, R. P. (2008). 'Cigars on the flight-deck': New lecturers' participatory learning within workplace communities of practice. *Studies in Higher Education*, 33(4), 453–467.
- Webster-Wright, A. (2009). Reframing professional development through understanding authentic professional learning. *Review of Educational Research*, 79(2), 702–739.
- Wells, M. (2014). Elements of effective and sustainable professional learning. *Professional Development in Education*, 40(3), 488–504.
- Wheelahan, L. (2010). *Literature review: The quality of teaching in VET*. Melbourne, VIC: LH Martin Institute, the University of Melbourne.
- Wheelahan, L., & Moodie, G. (2011). *The quality of teaching in VET: Final report and recommendations*. Melbourne, VIC: Australian College of Educators.

VET Teachers' Perceptions of Their Professional Roles and Responsibilities in International Education

Abstract This chapter presents VET teachers' perceptions of their professional roles and responsibilities under the changed circumstances of the internationalized VET. The analysis of the data gained from semi-structured interviews and fieldwork show that the teachers position themselves mostly as cross-cultural facilitator and mediator. The findings reveal that the teachers' self-positioning of their professional roles is mainly shaped by their personal experience in teaching international students onshore and offshore, and being international students in the past. The chapter argues for VET institutes' better recognition of the contextual influences on the nature of VET teachers' professional tasks as well as for more support for VET teachers to meet the new demands of their work roles.

Keywords Teacher professional learning • Teachers' professional roles • Cross-cultural facilitator • Cross-cultural mediator • Internationalization of vocational education and training • International students • Professional identity • Dual professionalism

INTRODUCTION

VET teachers are different from educators from other education sectors. Traditionally, they are considered as industry specialists and for many of them, VET teaching is a second career, or a dual career. Unlike school

teachers or HE faculty members who work in a relatively fixed and singular setting, VET teachers operate across a number of domains; they are often referred to as owning “dual professionalism” (Andersson & Köpsén, 2015), both as experts in the industry and as instructors/educators at VET institutions. In a sense, VET teachers’ professional identity tends to be multi-faceted and less stable. Recent years have seen the Australian VET becoming “a competitive training market, placing significant emphases on the flexibility and the role of industry and the participation of private training providers and ultimately on full-fee-paying international students” (Pasura, 2014a, p. 564). Together with this change, the professional roles of VET teachers have been expanded and diversified (McGavin, 2015; Mitchell & Ward, 2010; Pasura, 2014b; Tran, 2013a, 2013b; Tran & Nguyen, 2014, 2015; Walls, 2014). Apart from the traditional instructor/expert roles, vocational educators are also expected to perform a range of varied tasks within their educational work, including mentors, industry trainers, safety advisors, workplace advisors, verifiers and assessors (Maurice-Takerei, 2015). MacLeod (2014) also found that VET teachers’ expanded roles are closely related to audit compliance, administration, and sales activities, which are common aspects of the neoliberal VET. In their examination of VET teachers’ professional identity in international education in particular, Tran and Nguyen (2014, 2015) pointed out that VET teachers these days play additional roles as counselor or care-taker.

Professional identity underlies VET teachers’ perceptions of their professional roles and what should be prioritized in their professional activities, which accordingly leads to their professional learning. As Netolicky (2016) puts it, “Transformational learning is about meaning making and is therefore tied to the notion of identity, amplifying the need for professional learning to be considered in relation to how individuals perceive, imagine, and enact their selves” (p. 22). Unfortunately, while professional learning has been identified by policy makers and researchers as an area of priority to enhance the quality of VET teaching staff, understandings of these teachers’ professional identity and professionalism are limited. Even scarcer are the voices of VET teachers of their professional roles and responsibilities against the changing contexts in which the VET sector operates (MacLeod, 2014). A few researchers (e.g. Tran & Le, 2017; Tran & Nguyen, 2014; Tran & Nyland, 2013) have attempted to explore the influences of the internationalization in the VET sector on vocational teachers and students. Nonetheless, VET teachers’ redefined identity and professionalism in relation to this recent trend in the Australian VET remain under-researched. The present study aims to fill in this gap in the literature by explicitly asking the partici-

pating teachers to describe their contemporary professional roles in the internationalized VET to capture their personal views on this matter. Through the use of positioning theory, we endeavor to explore how these teachers position themselves as teachers of international students and preparing students for transnational skills mobility. We seek to answer the following two questions: (1) How do VET teachers consider their professional roles in relation to teaching and supporting international students; and (2) What shapes their perceptions of their professional roles and responsibilities in the internationalized VET?

The analysis of the data gained from semi-structured interviews and fieldwork shows that the teachers position themselves mostly as cross-cultural facilitator or mediator. Existing literature in VET highlights teachers' dual professionalism related to their professional roles of being a teacher and a specialist in the vocational knowledge of the subject they teach (Andersson & Köpsén, 2015; Misra, 2011; Parsons, Hughes, Allinson, & Walsh, 2009) but both of these roles are predominantly situated in the teaching domain. The findings of this study reinforce the demand for dual professionalism for VET teachers in the context of international VET but indicate a different dimension of such dualism. The research provides nuanced insights into how VET teachers working with international students are required to take on the dual roles of a VET educator and student supporter or mediator to effectively fulfill their professional responsibilities. This dualism in their professional roles requires competence in both teaching and support domains, that is, teaching competence and competence related to providing academic, social and personal support for international students.

The findings reveal that the teachers' self-positioning of their professional roles and associated responsibilities is mainly shaped by their personal experience teaching international students onshore and offshore, and being international students themselves in the past, rather than by the formal training or professional learning activities that they received from their institutes in preparation for them to perform their roles in the changed background conditions.

VET TEACHERS' CHANGING PROFESSIONAL ROLES

The teaching and learning context in the VET sector has changed significantly over the past few decades due to the changing labor market, the impact of neoliberalism on VET policies and practices, the marketization of training programs, increased accountability and the advancement of IT and

technologies. The changing VET landscape is characterized by the expansion and diversification of the contexts and modes of VET delivery and new demands for VET pedagogies. Despite this, scholars argue that contemporary VET teaching and learning privilege the vocational expertise of VET teachers over pedagogical knowledge and theories of learning, mainly due to the demands of competency-based training which underpins Australian VET (Hodge, 2009; Smith & Keating, 2003; Wheelahan, 2010). In Australia, competency-based training and training packages are mandatory for the VET sector. The government's decision to adopt competency-based training was based on the premise that "developing a skilled workforce through a centrally controlled and industry mandated nationally uniform provision of VET ought to be the prime impetus" (Billett et al., 1999, pp. 3–4). Training packages specify the skills, knowledge and attributes required for effective performance in the workplace and thus contain a competency-based qualifications framework and assessment guidelines (Guthrie, 2009; Harris & Hodge, 2009). This situation thus favors VET teachers' vocational expertise while little emphasis is accorded to teaching expertise and theories of learning. Accordingly, leading scholars in the field of VET research observe VET teaching qualification (Certificate IV in Training and Assessment—TAA40110) and professional development are mainly concerned with VET system compliance while providing little space for teachers to develop pedagogical knowledge and teaching capability (Clayton, 2009; Hodge, 2009; Robertson, 2009; Wheelahan, 2010). Smith (2010) further argues that current VET programs framed around competency-based training and training packages construct teachers as those who have to learn to passively accept competency-based training and ensure compliance within the auditing culture rather than engaging critically with pedagogical issues that are crucial to optimizing VET teaching and learning. Furthermore, previous research found that there has been a shift in the ways VET teachers position themselves towards an expectation of being more equipped with the pedagogical knowledge and skills to teach and engage more effectively with the increasing diverse student body, in particular international students, due to the growing volume of this cohort in VET classrooms. Nonetheless, they are still positioned by VET policies and curriculum mainly in relation to the role of an industry expert (Tran, 2013a; Tran & Nguyen, 2015).

Scholars overwhelmingly argue that while vocational teaching is not always clearly defined, it is closely tied to a type of dual professionalism (Andersson & Köpsén, 2015; Misra, 2011; Parsons et al., 2009). Dual

professionalism is demanded by the nature of teaching and learning in vocational education in which vocational teachers are expected not only to perform the role of a teacher as in other education sectors but importantly an expert in the vocational knowledge for the subject they teach. This is because the VET sector is oriented towards providing the training and supporting learners to develop the competencies prescribed by the industry. VET teaching and learning is characterized by hands-on experience or authentic work environment closely related to the workplace. Therefore, VET teachers are often expected not only to possess relevant professional experience but also to be well equipped and updated with the specialist knowledge and skills within their vocational teaching subject (Andersson, Köpsén, Larson, & Milana, 2013; Gleeson & James 2007; Guthrie, 2009; Lloyd & Payne, 2012). This capability is seen to be associated with the vocational identity, maintained and renewed through their ongoing professional learning via the mode of participation in activities within the work-life community of practice of their specialist fields. Andersson and Köpsén (2015) clearly pointed out, “Vocational teachers’ work is based on two main competences: teaching competence and competence related to a specific work-life vocational practice. Vocational teachers’ management of the interplay between vocational education and working life is considered essential to their work” (p. 2). In addition, there are various vocational education systems in which VET teachers may operate (Billett, 2011) including, but not limited to, traditional VET classrooms, VET in schools and VET delivery in organizations and industries and a combination of these modes of VET delivery.

Scholarly work on the nature of VET teachers’ professional roles and responsibilities over the past two decades has noted an expansion of the roles they have to take on to respond to the increased and varied demands of their professional work, including aspects of audit compliance, administration, and sales (Chappell & Johnston, 2003; Harris, Clayton, & Chappell, 2007; MacLeod, 2014). Considerable efforts have been made by VET scholars to categorize VET teachers so as to have a more nuanced understanding about the nature of their professional work and roles (MacLeod, 2014). For example, two common categories that have been developed over the past decades to refer to VET teachers are VET practitioners and/or VET professionals (Chappell & Johnston, 2003; Guthrie, 2010; Productivity Commission, 2011). There have been different names attached to vocational educators, such as teachers, trainers and instructors, reflecting different ways their professional roles are positioned by the VET

sector (Andersson & Köpsén, 2015; Moodie & Whelahan, 2012; Robertson, 2009;). It is more complex as the roles in which they are employed are not always clearly articulated and described (Maurice-Takerei, 2015). Scholars have identified some of the common and multiple roles vocational teachers have undertaken, namely mentors, industry trainers, safety advisors, workplace advisors, verifiers and assessors (ibid). The author further pointed out:

This requires a range of skills—both pedagogical and industry based. However, the increasing tendency to view vocational educators as just deliverers of content and verifiers for industry-based assessment has led to the view that the training and professional development of vocational educators is a process for the acquisition of pre-packaged competencies (Atkins, 2011) rather than the development of fluid and flexible knowledge sets that make possible the creation. (Maurice-Takerei, 2015, p. 112)

Chappell and Johnston (2003) coined the term ‘new VET practitioner’ to reflect the expansion and diversification of the roles full time TAFE teachers perform in response to the increased demands in their professional work. The ‘new VET practitioners,’ defined by the authors, are TAFE teachers who assume extra responsibilities on top of teaching, enterprise trainers, adult and community education managers, managers of RTOs, HRD specialists, and independent training consultants.

CHANGING PROFESSIONAL ROLES IN RELATION TO PEDAGOGICAL PRACTICES

The shifts in vocational teachers’ professional roles and associated identity are also closely related to the changes in pedagogic demands in vocational education and training over the past decades which position them differently from their traditional roles. Pedagogical practices in VET have been seen to be predominantly shaped by behavioral and cognitive principles while contemporary pedagogy appears to shift towards constructivist theory (Chappell, 2003). Behavioral theory focuses primarily on improving students’ performance and outcomes by utilizing demonstration, practice and instructional cues to reinforce skills and facilitate learning (ibid). It thus constructs the teacher as those with the dominant role of specifying the structure, content and delivery of learning activities. Vocational education tends to be primarily guided by the behavioral orientation because

competency-based training focuses on specifying behavioral outcomes (Simons, Harris, & Smith, 2006). In accordance with the behaviorist principle, the teaching and learning environment appears to position vocational teachers as the controller of the learning environment and the authority of vocational knowledge and competency (*ibid*).

Another pedagogical approach that has been common in VET teaching and learning is cognitive approach, which places emphasis on the concept of 'schema' proposed by Piaget (1952) as the conceptual cognitive framework integral to learners' accumulation of new knowledge and experience. This approach positions vocational teachers as playing a key role in providing the 'schema' and facilitating the transmission and accumulation of vocational knowledge and skills. Different from the behavioral and cognitive principles, the constructivist theory views vocational teachers as a facilitator who provides scaffolding to learning and draws on questioning, exploration, experimentation and enquiry-based principle to optimize learning (Stewart, 2012). Adopting this approach, vocational teachers are using a repertoire of approaches to assist students with the development of competencies demanded by the workplace (Tran, 2013b).

NEW PROFESSIONAL ROLES AND RESPONSIBILITIES IN INTERNATIONAL EDUCATION

Vocational teachers' engagement in understanding and keeping up with the changes and working in new and more flexible ways have been not only a professional learning opportunity but also major challenges for the VET workforce (NCVER, 2004, p. 1). One of the emerging demands on teachers in the current context of vocational education is the need to develop relevant knowledge and skills to respond to the increasing diversity of learners, workplaces and industries (Wheelahan, 2010, p. 34). Internationalization and the growth of international education in VET appear to be the most notable phenomenon contributing to the increased diversity of VET learners, which has significant implications for vocational teachers' professional responsibilities and capability development. As discussed in the introductory chapter, internationalization in Australian VET has been related to significant but controversial reforms in the sector since the late 1990s. These reforms have been characterized by the neoliberal principles associated with the general decrease in the direct government funding for VET, the move towards commercialization of VET programs

and the increasing participation of private VET providers. The current competitive funding arrangement (Productivity Commission, 2011) has contributed to intensifying the situation and the dependence on international student tuition fees. All these reforms have impacted upon the professional practices of VET teachers.

Under the influence of internationalization, teachers are facing increased pressure to adjust their roles and adapt their professional practices to address the needs and characteristics of international students and the demands of internationalization. The adaptation of the VET teaching content and strategies in response to internationalization is however a complex process (Tran, 2013b). This process requires teachers to mediate between the requirements of the existing training packages, their understandings of international students' learning needs and their knowledge of effective approaches to accommodate the diversity of the student body (Tran, 2013a, 2013b; Tran & Dempsey, 2017). In our previous work on VET teachers' professional identity in international education, we highlighted the additional responsibilities as counselor, parent or care-taker taken on by vocational teachers who are involved in teaching international students (Tran & Nguyen, 2014, 2015). In order to support vocational teachers in this endeavor, it is essential for the VET sector and related stakeholders to have nuanced understandings of how teachers perceive their roles and responsibilities in the context of internationalization in VET. The following section of this chapter will analyze VET teachers' perspectives on this aspect.

VET TEACHERS' PERCEIVED PROFESSIONAL ROLES IN INTERNATIONAL EDUCATION

"I'm a Cross-cultural Facilitator"

About half of the VET teachers involved in teaching and supporting international students in the study see their role as cross-cultural facilitator. This perception mostly comes from their experience teaching international students and some training on issues related to teaching these students. The teachers' facilitating role is reflected in their understanding of the cultural, linguistic and academic challenges facing international students, in their view of students' diverse backgrounds as a potentially useful teach-

ing and learning resource and in their support for international students to integrate into the new academic and social environment in Australia.

One area related to cross-cultural facilitation is to assist students with language issues. Research has identified differences in language as one of the key challenges for international students both in daily communication and in academic interactions (e.g. Bista & Foster, 2011; Fass-Holmes & Vaughn, 2014; Sawir, 2005). English language proficiency is a key barrier for them in achieving high academic performance and fostering social connections in the host community. English language proficiency has been identified by Joshua, Accounting & Marketing teacher in this study, who self-positions as “someone who is independent and competent in doing his work involving international students.” In his role as a teacher of international students, John describes the nature of his professional work as follows:

I suppose teaching, teaching international students in simple language. That's, not quite sure that's a metaphor but ...taking a complex subject and explaining it in basic terms so they understand it. [...] Well what I normally do is in the mornings I get the theory done and in the afternoons I always have class work so they have a lot of questions, and Q and A and all [...] And when they have their test, you know, I take some of those questions again and maybe increase the complex, complexity of them just a little bit so they understand it, so they still understand it. So yeah, it's about getting, you know, teaching complex subjects in simple language. (*Joshua, Accounting & Marketing teacher*)

For Joshua, teachers' purposeful use of simple language to facilitate international students' understanding of the vocational subject content is key to teaching international students. One might argue that “teaching complex subjects in simple language” as he suggests is a good teaching practice in general, not limited to teaching international students only. While we agree this is true, we believe that Joshua's view highlights the utmost importance of simplifying the language when delivering courses to international students, especially who are not native speakers of English and whose English language competence is understandably not as good as that of their domestic peers. Notably, the fact that his perception, based on his rich understanding of what worked and what did not, has been gained from his own teaching rather than from formal training, signifies the necessity of including pedagogic strategies to assist VET teachers to

address international students' English language issues in teacher training and professional development programs. There has been a recent trend in higher education to promote the collaboration between academic support staff and discipline lecturers to improve international students' academic performance, including students' language proficiency (e.g. Brooman-Jones, Cunningham, Hanna, & Wilson, 2011; Frohman, 2012; Macdonald, Schneider, & Kett, 2013; Stratilas, 2011). In her research on pedagogies in teaching international VET students, Tran (2013b) provides empirical evidence to support the collaboration between subject teachers and language and learning advisors in VET in embedding language within vocational learning and building on their own expertise for a common goal of optimising the learning experiences and outcomes of international students. This approach serves "multiple integrated purposes including supporting general language proficiency enhancement, discipline-specific language development, vocational skills and knowledge acquisition and workplace readiness" (Tran, 2013b, p. 63). This is a practice that if promoted would be very powerful in enhancing the language proficiency for international students and contributing significantly to their academic performance.

While attending to international students' English language issues is a major role some teachers in this study self-position to take on, other teachers argue that their roles in supporting international students should go beyond language problems. The following extracts reveal the teachers' perceptions of other areas teachers of international students should focus on:

Obviously with the international students, it's a lot about language of course. Any language issues: in writing, in speaking, presentations, understanding vocabulary. But also it's about understanding the education system. Understanding the systems at [name of institute]. Understanding the expectations of study at [name of institute]. [...] And obviously we also—you know there a lot of settlement issues. And we're certainly not counselors and we work with our counselors. We don't take on a counseling role but there's a whole range of issues that are affecting how international students feel about their studies or what their attitudes are towards their studies, which don't just relate to language. (*Lillian, Language & Literacy teacher*)

We tend to think that when we're teaching in, in, in different cultural situations that we're only really looking at, at, at issues related to language seem to predominate. Whereas really, the, a crucial impact I've found in,

particularly teaching in Asia is that it's the learning culture that needs to be acknowledged as well. [...] For example teaching in a, teaching a cohort which is essentially used to passive and a certain, you know, passive, and, and, and highly dependent. [...] So, so in a lot of, a lot of time has to be, or should be developed, it should be allocated to developing, acknowledging and, and coping with that change in culture, learning culture. (*Graham, Business, Accounting & Finance teacher*)

As can be seen from the above excerpts, Lillian and Graham both acknowledge the linguistic difficulties of international students. However, they maintain that teaching international students should also involve understanding and dealing with other academic and non-academic issues related to them. This echoes the findings from previous research on international VET students (Pasura, 2014b; Tran & Nyland, 2013). As a teacher of international students, Lillian is aware that it can be challenging for students from other countries to understand how the education system works in Australia or in their particular institution and what is expected of them as a student. Coupled with this are a wide range of settlement and other issues which could have damaging impacts on students' welfare and study. Therefore, Lillian self-positions and other-positions teachers of international students the responsibility to work with support staff for a concerted effort to help tackle international students' issues. Yet she also clearly draws the boundary of teachers' professional role by emphasizing that they are not counselors nor do they perform counseling role.

Lillian's observations of international students' difficulties are not new as there is rich literature documenting these difficulties and their implications for students' welfare and academic performance (e.g. Marginson, Nyland, Sawir, & Forbes-Mewett, 2010). Usually, new international students are requested to attend orientation or induction programs, which introduce to them the new learning environment and available support services. Unfortunately, from our observations, these programs are very often one-off events, overloaded with information, which is not always made explicit to students. Also, in many cases, there is a great emphasis on compliance issues, particularly to maintain valid student visas. Thus, students might feel overwhelmed, or even confused, and it seems that such programs are not effective or helpful as they are meant to be. Furthermore, despite the availability of support services for international students, such support might not reach students in need due to students' English language or cultural barriers. Meanwhile, as Justin, another teacher in the

present study, observes, “specialist teachers have a hard enough job keeping on top of their speciality.” Lillian’s self-positioning and other-positioning teachers’ professional role of collaborating with counselors to help international students deal with their personal issues suggests an effective way to support international students. Collaboration between specialist teachers and support teachers has been proposed by researchers on international students as helpful in addressing students’ academic problems (Brooman-Jones et al., 2011; Frohman, 2012; Macdonald et al., 2013; Stratilas, 2011), yet such collaboration to deal with their personal issues has not been discussed much in the literature, particularly from the perspectives of VET teachers. Given the varied academic and non-academic challenges facing international students in the new academic and social environment, the availability of support services for students and the heavy workload of specialist teachers, we believe that cooperation among teachers, support staff and students is vital to effectively supporting international students. From Lillian’s perception of her professional role, it is encouraging to see that teachers are aware of the crucial role they play in such collaboration.

In the second extract, Graham highlights the need to pay attention to international students’ different learning cultures. In his view, too often international students’ English language difficulties are emphasized while he recognizes students’ passivity and dependence as barriers that should receive equal attention. Graham’s observations of students being passive and highly dependent are not new to the literature. Previous studies have documented various examples of the differences in learning culture, particularly between students from Confucian cultural heritage and western students, and how such disparities could negatively impact students’ academic performance (Biggs, 1996; Liu, 2015; Watkins & Biggs, 2001). However, for VET teachers whose involvement in teaching international students might be a recent experience, being aware of the differences in learning culture as pointed out by Graham might have significant implications for their practices. It might enhance these teachers’ understanding of students’ expectations, attitudes and engagement, which is likely to lead to their applications of strategies to help ease international students’ integration into the host academic culture to achieve the best results. Graham’s view also indicates an important area that teacher training and professional development programs should focus on in the preparation of VET teachers to respond to the new roles and demands arising from a diversified student population.

Unlike their colleagues quoted above, Brenda, a Management teacher, views students' diverse backgrounds and experiences as a positive point rather than a burden. Her self-positioning as a cross-cultural facilitator centers on being culturally sensitive and responsive, and making use of students' diverse experiences and cultures as valuable resources to enrich vocational teaching and learning. She explains:

I try and do the communicative, sensitive to international student needs. [...] So trying to take into account cultural differences as well and making the most of diversity in terms of the experiences and their cultures. (*Brenda, Management teacher*)

Students' diverse backgrounds and experiences have been identified as a great teaching resource (e.g. Jones & Killick, 2013; Tran, 2013b; Tran & Nyland, 2011). This finding about VET teachers' making use of students' diverse backgrounds in teaching and learning activities aligns well with the good learning and teaching principles suggested by Leask and Carroll (2013). By self-positioning as a cultural facilitator in this respect, the teachers could not only adhere to good inclusive practices but also benefit from such inclusion. This finding about VET teachers' perception of using students' diversity as a resource is new to the literature on teaching and learning in the VET sector, which tends to focus on the 'deficit model,' positioning students as those in need of support rather than as contributor to the teaching and learning activities. This finding also indicates that VET teachers' practice has started to catch up with this good teaching principle which has been widely encouraged in higher education. Although Beatty's view is not common in this study, it is valuable as it suggests a good practice that needs to be promoted among VET teachers and in teacher training and professional development endeavors.

Similar to the growing diversity in student population, the teaching cohort has also become increasingly diverse. Although official statistics is not available, many international students stay on in Australia after graduation and a good number of them join the Australian academic workforce, including as a VET teacher. These teachers can be great cross-cultural facilitators as they have insiders' understanding of international students' challenges and needs, or in the words of Scott, a VET teacher in this study: "I can see the ins and outs of the students and what they really need help

with.” He elaborates his understanding and shares his self-positioning as a teacher of international students as follows:

International students today they come in from other country with no—any—they come here on their own. They’ve got no friends. They’ve got no family. They leave their country to come and study here. I can understand how difficult it is and how hard it is to leave your country and your loved ones behind you and come to a different country and study. So I try—I’m one of the people here that I think that I would try and help them as much as I can. And I always do that. [...] I’m involved coordinating all the work placements for the students. Once, twice a week I’m on the road looking for jobs for them. Make sure they do their practical work. Make sure that they’d been assessed properly and I’m willing to carry on and help them as much as I can. It’s you know, I feel really, really—I won’t say sorry but I do really feel for them. (*Scott, Automotive teacher*)

As revealed in the above extract, Scott’s perception of supporting international students stems from his understanding as an insider, being a former international student himself. His willingness to help international students goes beyond his designated responsibility. This might be a common practice among many VET teachers but has not been highlighted or not been adequately reflected in the limited literature on the internationalization of the VET sector so far. Overseas-born teachers play an increasingly important role in Australian education especially at tertiary level yet their values and contributions are generally not fully recognized and mobilized (Le, 2015). Scott’s deep understanding of international students’ varied challenges and his strong commitment to supporting international students can serve as great resources for the design and delivery of professional development programs for teachers involving in working with international students.

In summary, the teachers’ views presented in this section show that VET teachers have a very good understanding of the challenges facing international students, which are in accordance with the popular issues documented in the literature on international students. Given the fact that international students are a non-traditional but significantly growing cohort of students in the VET sector, it is encouraging to see that VET teachers have developed certain levels of understanding of the challenges facing these students and dedicated their effort to supporting international students to address the difficulties. However, it is also worth noting that the teachers’ self-positioning and other-positioning as cross-cultural

facilitators are mostly attributed to their personal experience through teaching onshore and offshore, and through being international students in the past, not from the formal training that they received in preparation for their teaching this cohort of students. In that way, the teachers new to teaching international students might learn the experience in the hard way rather than be facilitated to perform their role. This might explain why professional learning needs around developing culturally responsive pedagogy remain in demand by VET teachers involved in teaching international students (see Chaps. 3 and 6 for further discussion).

“I’m a Mediator”

A number of the VET teachers in this study take on dual roles in their daily work, which involves not only teaching in their disciplines but also supporting international students in other roles such as international student coordinators or language and learning advisors. Their professional identity seems not as clearly defined as that of university lecturers. However, this blurred identity is not necessarily a negative thing in the internationalized vocational education and training context. Thanks to the combined and different roles in their jobs, VET teachers can draw on their different banks of experience and expertise, which are usually complementary rather than conflicting, to support international students. Self-positioning as a mediator, the following three VET teachers explain how performing dual roles is beneficial for them in assisting international students:

Because in my role as international coordinator, I have to deal with students often who are having problems with progressing successfully. So as a teacher um, I can understand—I know what they need to do in cookery. I—also similar things in patisserie. Because I deal with students teaching them, I understand, you know, why they’re late or their need to work can impact. And also as international coordinator that helps me when I’m teaching because I can understand that often international students have a lot of other pressures on them from family, from maybe the people they’re living with, from their work they’ve got plus they’re trying to cope with English as a second language and then they’re—so it can help. (*Claudia, Cookery teacher, and international student coordinator*)

Sometimes again I’m the mediator who tries to work out well did the student really cheat or did they just not understand. And sometimes the students are scared to ask the teacher. So that’s an issue. And I have to try and

calm everybody down. But because I teach a whole variety of subjects. If a student comes to me and says 'I'm having difficulty with a particular unit'. I can say 'try this'. So because I'm also—cause I teach flexibly I understand what they're doing in their programs which is why there's this attachment with me teaching and doing the coordinating. Cause I understand the subjects that they're doing. And I understand the commitment they need to give. And I can also assist them myself. I can get the teacher to assist them or another teacher to assist them. (*Ann, Tourism & Hospitality teacher, and international student coordinator*)

Helping them correct their grammar. And, and it's really critical that they understand that that's not going to be in their best interests. Because as my, as a teacher, I feel like a mediator between their understanding of the cultural or academic rhetoric and expectations and their, and our, you know, the institutions or the western rhetoric and expectations. (*Caroline, Language & Literacy teacher*)

In the first two excerpts above, Claudia and Ann, who are both teachers and international student coordinators, point out how the experience gained in one role informs their understanding and decision on the other role. For Claudia in the first example, her relation with students in the role of an international student coordinator helps her understand the academic challenges facing students. Thanks to this knowledge, she focuses more on areas that students need assistance with in class as a teacher. Similarly, her understanding of students' personal, non-academic issues is useful for her in that it makes her unveil the real causes of students' poor academic performance. With such insights into students' problems, Claudia could mediate and address international students' academic and personal needs within the capacities of her two roles. Like Claudia, Ann in the second extract, who self-positions as a mediator, highlights the benefits of having dual roles in understanding international students' difficulties and in assisting the students to deal with these. However, unlike Claudia, apart from using her knowledge gained in the two roles to help international students, Ann also plays a mediating role connecting the students in need with the staff who could offer help for these students. Also positioning herself as a mediator, Caroline in the third excerpt, a teacher in language and literacy and also a language and learning skills advisor, emphasizes her role in bridging the differences in academic cultures and expectations between students' home and host educational systems.

CONCLUSION

This chapter analyzes teachers' perspectives of their professional roles and responsibilities in response to the increased demand of internationalization in VET and especially the unprecedented growth of international students in the sector. The analysis of the data shows that the teachers construct themselves predominantly as a cross-cultural facilitator or mediator, on top of their traditional role as a VET educator. The finding about VET teachers' views of the advantages brought about by their dual roles and their self-positioning of their professional role as mediator is important in providing an insight into the perceived professional identity and professionalism of VET teachers involved in teaching international students. At present, "a lack of specialised teacher training, education, minimal professional development or training and professional development that takes little account of the importance of disciplinary ways" (Maurice-Takerei, 2015, p. 106) are hindrances to VET teachers' adoption of a professional identity as a teaching professional.

In addition, the finding about the dual roles that the VET teachers in this study have and their perceptions of how such dual responsibilities can be used to the advantage of the teachers involving in teaching international students is new to the literature. Up to date, the literature seems to be dominated by the studies examining the clearly defined roles of teachers as specialist in their field, not as dual roles both in their discipline and in the support domain. Dual professionalism has been discussed in the VET literature as being demanded by the nature of vocational teachers' work involving them to perform the role of a teacher and of an expert in the vocational practice for the subject they teach (Andersson & Köpsén, 2015; Misra, 2011; Parsons et al., 2009). Our research findings show a different meaning to this dual professionalism arising in the context of internationalized VET where teachers take on the dual roles of a VET educator and student supporter or mediator. This dualism in their professional roles requires both teaching competence and competence related to providing academic, social and personal support for international students.

Practically, given the currently limited training for staff working with VET international students, the documented perceptions of the teachers in these areas imply the useful resources that can be drawn on to inform professional learning programs for the teachers in the internationalized vocational education.

REFERENCES

- Andersson, P., & Köpsén, S. (2015). Continuing professional development of vocational teachers: Participation in a Swedish national initiative. *Empirical Research in Vocational Education and Training*, 7(1), 1–20.
- Andersson, P., Köpsén, S., Larson, A., & Milana, M. (2013). Qualification paths of adult educators in Sweden and Denmark. *Studies in Continuing Education*, 35(1), 102–118.
- Biggs, J. (1996). Western misperceptions of the Confucian-heritage learning culture. In D. A. Watkins & J. B. Biggs (Eds.), *The Chinese learner: Cultural, psychological and contextual influences* (pp. 45–67). Hongkong, Hongkong/Melbourne, VIC: Comparative Education Research Centre and The Australian Council for Educational Research.
- Billett, S. (2011). *Vocational education: Purposes, traditions and prospects*. Dordrecht, The Netherlands: Springer Science & Business Media.
- Billett, S., McKavanagh, C., Beven, F., Angus, L., Seddon, T., Gough, J., et al. (1999). *The CBT decade: Teaching for flexibility and adaptability*. Leabrook, SA: National Centre for Vocational Education Research.
- Bista, K. K., & Foster, C. (2011). Issues of international student retention in American higher education. *The International Journal of Research and Review*, 7(2), 1–10.
- Brooman-Jones, S., Cunningham, G., Hanna, L., & Wilson, D. N. (2011). Embedding academic literacy – A case study in business at UTS: Insearch. *Journal of Academic Language and Learning*, 5(2), A1–A13.
- Chappell, C. (2003). *Changing pedagogy: Issues for contemporary pedagogy*. Sydney, NSW: OVAL Research.
- Chappell, C., & Johnston, R. (2003). *Changing work: Changing roles for vocational education and training teachers and trainers*. Leabrook, SA: National Centre for Vocational Education Research.
- Clayton, B. (2009). *Practitioner experiences and expectations with the certificate IV in training and assessment (TAA40104): A discussion of the issues*. Discussion paper. Adelaide National Centre for Vocational Education Research (NCVER).
- Fass-Holmes, B., & Vaughn, A. A. (2014). Are international undergraduates struggling academically. *Journal of International Students*, 4(1), 60–73.
- Frohman, R. G. (2012). Collaborative efforts work! Reflections on a two-year relationship between faculty of health and international student services-language and learning unit. *Journal of Academic Language and Learning*, 6(3), A48–A58.
- Gleeson, D., & James, D. (2007). The paradox of professionalism in English further education: A TLC project perspective. *Educational Review*, 59(4), 451–467.

- Guthrie, H. (2009). *Competence and competency-based training: What the literature says*. Adelaide, SA: National Centre for Vocational Education Research.
- Guthrie, H. (2010). *Professional development in the vocational education and training workforce*. Occasional paper. Adelaide, SA: National Centre for Vocational Education Research.
- Harris, R., Clayton, B., & Chappell, C. (2007). *Supporting vocational education and training providers in building capability for the future: Research overview*. Adelaide, SA: National Centre for Vocational Education Research.
- Harris, R., & Hodge, S. (2009). A quarter of a century of CBT: The vicissitudes of an idea. *International Journal of Training Research*, 7(2), 122–133.
- Hodge, S. M. (2009, July 7–9). *Pedagogy matters: A research-based dilemma for Australian vocational education policy*. Paper presented at the 39th annual SCUTREA conference, University of Cambridge.
- Jones, E., & Killick, D. (2013). Graduate attributes and the internationalized curriculum: Embedding a global outlook in disciplinary learning outcomes. *Journal of Studies in International Education*, 17(2), 165–182.
- Le, T. T. T. (2015). *Being translational academics: Voices of insiders from an Australian research-intensive university*. Unpublished doctoral thesis, The University of Melbourne, Melbourne, VIC.
- Leask, B., & Carroll, J. (2013). *Learning and teaching across cultures: Good practice principles and quick guides*. Melbourne, VIC: International Education Association of Australia.
- Liu, J. (2015). Globalizing indigenous psychology: An East Asian form of hierarchical relationalism with worldwide implications. *Journal for the Theory of Social Behaviour*, 45(1), 82–94.
- Lloyd, C., & Payne, J. (2012). Raising the quality of vocational teachers: Continuing professional development in England, Wales and Norway. *Research Papers in Education*, 27(1), 1–18.
- Macdonald, S., Schneider, B., & Kett, G. (2013). Scenarios for collaboration: Idiosyncratic and ad hoc. *Journal of Academic Language and Learning*, 7(2), A11–A19.
- MacLeod, R. (2014). *Vocational trainers' perspectives of their continuing professional learning*. Unpublished doctoral thesis, University of Newcastle, Australia.
- Marginson, S., Nyland, C., Sawir, E., & Forbes-Mewett, H. (2010). *International student security*. Cambridge, MA: Cambridge University Press.
- Maurice-Takerei, L. (2015). *Constructing an identity. The work and world of polytechnic trade tutors in New Zealand*. Unpublished doctoral thesis, University of Auckland, Auckland, New Zealand.
- McGavin, E. (2015). *Risk in the VET practitioner's teaching experience and professional identity*. Unpublished doctoral thesis, Deakin University, Melbourne, VIC.

- Misra, P. K. (2011). VET teachers in Europe: Policies, practices and challenges. *Journal of Vocational Education & Training*, 63(1), 27–45.
- Mitchell, J., & Ward, J. (2010). *The JMA analytics model of VET capability development: A report on the national survey of vocational education and training (VET) practitioner skills, conducted October–November 2009*. Sydney, NSW: John Mitchell and Associates.
- Moodie, G., & Wheelahan, L. (2012). Integration and fragmentation of post compulsory teacher education. *Journal of Vocational Education & Training*, 64(3), 317–331.
- NCVER (National Centre for Vocational Education Research). (2004). *The vocational education and training workforce: New roles and ways of working: At a glance*. Adelaide, SA: National Centre for Vocational Education Research.
- Netolicky, D. (2016). *Down the rabbit hole: Professional identities, professional learning, and change in one Australian school*. Unpublished doctoral thesis, Murdoch University, Western Australia.
- Parsons, D. J., Hughes, J., Allinson, C., & Walsh, K. (2009). The training and development of VET teachers and trainers in Europe. In *Modernising vocational education and training, fourth report on vocational education and training research in Europe: Synthesis report* (Vol. 2, pp. 73–156). Luxembourg, Europe: Publications Office of the European Union.
- Pasura, R. (2014a). Neoliberal economic markets in vocational education and training: Shifts in perceptions and practices in private vocational education and training in Melbourne, Australia. *Globalization, Societies and Education*, 12(4), 564–582.
- Pasura, R. (2014b). Realities of private VET practice through VET teachers' lenses: Learning contexts for international students in private VET in Australia. *International Journal of Training Research*, 12(1), 29–44.
- Piaget, J. (1952). *The child's conception of numbers* (translation). New York: Routledge.
- Productivity Commission. (2011). *Vocational education and training workforce* (SSRN working paper series). Canberra, Australia: Commonwealth of Australia.
- Robertson, I. (2009, April 16–17). *TAFE teacher's knowledge bases: Analysis of the diploma in VET*. Paper presented at the AVETRA 12th annual conference Aligning Participants, Policy and Pedagogy: Traction and Tensions in VET Research, ACT.
- Sawir, E. (2005). Language difficulties of international students in Australia: The effects of prior learning experience. *International Education Journal*, 6(5), 567–580.
- Simons, M., Harris, R., & Smith, E. (2006). *The certificate IV in assessment and workplace learning: Understanding learners and learning*. Adelaide, SA: National Centre for Vocational Education Research.

- Smith, E. (2010). A review of twenty years of competency-based training in the Australian vocational education and training system. *International Journal of Training and Development*, 14(1), 54–64.
- Smith, E., & Keating, J. (2003). *From training reform to training packages*. Tuggerah Lake, NSW: Social Science Press Tuggerah Lakes.
- Stewart, M. (2012). Understanding learning: Theories and critique. In L. H. D. Chalmers (Ed.), *University teaching in focus: A learning-centred approach* (pp. 3–20). Melbourne, VIC: ACER Press.
- Stratilas, K. (2011). The evolving nature of support: A new horizon. *Journal of Academic Language and Learning*, 5(2), A44–A49.
- Tran, L. T. (2013a). Internationalization of vocational education and training: An adapting curve for teachers and learners. *Journal of Studies in International Education*, 17(4), 492–507.
- Tran, L. T. (2013b). *Teaching international students in vocational education: New pedagogical approaches*. Melbourne, VIC: ACER Press.
- Tran, L. T., & Dempsey, K. (2017). Internationalization in VET: An overview. In L. T. Tran & K. Dempsey (Eds.), *Internationalization in vocational education and training: Transnational perspectives* (pp. 1–15). Dordrecht, The Netherlands: Springer.
- Tran, L. T., & Le, T. T. T. (2017). Teacher professional development under the impact of internationalization in VET: Transnational perspectives. In L. T. Tran & K. Dempsey (Eds.), *Internationalization in vocational education and training* (pp. 77–94). Dordrecht, The Netherlands: Springer.
- Tran, L. T., & Nguyen, N. (2014). Teachers' professional identities in the 'contact zone': Contradictions and possibilities in the time of international student mobility. In R. Arber, J. Blackmore, & A. Vongalis-Macrow (Eds.), *Mobile teachers and curriculum in international schooling* (pp. 43–62). Rotterdam, The Netherlands: Sense Publishers.
- Tran, L. T., & Nguyen, N. T. (2015). Re-imagining teachers' identity and professionalism under the condition of international education. *Teachers and Teaching*, 21(8), 958–973.
- Tran, L. T., & Nyland, C. (2011). International vocational education and training – The migration and learning mix. *Australian Journal of Adult Learning*, 51(1), 8–31.
- Tran, L. T., & Nyland, C. (2013). Competency-based training, global skills mobility and the teaching of international students in vocational education and training. *Journal of Vocational Education and Training*, 65(1), 143–157.
- Walls, S. (2014). *Preparing to teach in TAFE: A curriculum inquiry into initial teacher education in the Victorian technical and further education system*. Unpublished doctoral thesis, University of Melbourne, Melbourne, VIC.

- Watkins, D. A., & Biggs, J. B. (2001). *Teaching the Chinese learner: Psychological and pedagogical perspectives*. Hong Kong, Hong Kong: Hongkong University Press.
- Wheelahan, L. (2010). *Literature review: The quality of teaching in VET*. Melbourne, VIC: LH Martin Institute, the University of Melbourne.

VET Teachers' Professional Learning Needs in Relation to Internationalization

Abstract This chapter presents findings about VET teachers' professional learning needs in relation to preparing students for global labor market, developing intercultural capabilities for students, and teaching international students onshore and offshore. It highlights the teachers' unique professional learning needs including enhancing understandings of industry demands in international students' home countries, especially Asian countries, and developing global networks and knowledge of global opportunities. The analysis of the interview data indicates that the teachers' professional learning needs vary dependent on their personal experience, discipline, and perceptions of their professional roles as well as of their students' study purposes. The chapter provides recommendations on areas of priority and attention for professional learning programs to meet teachers' needs in internationalized VET.

Keywords Teachers' professional learning needs • Understandings of industry demands • Global networks • Asia-relevant capabilities • Professional learning programs • Internationalization of vocational education and training • International students

INTRODUCTION

In recent years, the Vocational Education and Training sector has undergone several contextual changes that have significantly affected its operation in various aspects. In Australia, the sector has become an active and

crucial player in international education with gradual but significant increase in international student enrolments. The increasing popularity of global workforce mobility has also promoted a shift in expected destinations of employment for VET graduates and accordingly, entailed important implications for vocational teaching and learning. Politically, changes in immigration policies significantly limit the chances for VET international students to apply for permanent residency (See Chap. 1 for a more detailed discussion of these issues). The VET sector has been compelled to respond to these changed circumstances, forcing it to meet the unprecedented needs of the non-traditional VET student population. It is also under the pressure to conduct reforms in terms of curriculum and pedagogy which are currently very Australia-centric so as to assist its graduates with the development of knowledge and skills to work outside Australia, especially in Asian countries (Tran, 2013a).

Professional development for VET teachers has been brought to the fore as an important component of the agendas for VET reforms and innovations. Researchers have documented different efforts to provide VET teachers with opportunities to acquire the qualifications requested to practice their profession or to engage in professional learning initiatives (Clayton, 2009; Guthrie, 2009; Hodge, 2009; Robertson, 2009). While professional learning provision for VET teachers undoubtedly plays an integral role in facilitating VET innovative agendas, the effectiveness of the current professional development provision practices is under scrutiny. According to Schofield and McDonald (2004), in the Australian VET sector, professional learning activities are geared towards meeting priority skill needs to implement the mandated training packages and respond to system compliance issues. Wheelahan and Moodie (2011, p. 49) found that the majority of programs in VET are “event focused”, rolled out as “just in time”; they are designed to meet the latest VET policy revision (Guthrie & Clayton, 2010; Harris et al., 2001). Saunders (2012) observes that the current professional learning programs are designed based on a deficit assumption that “there is a gap in skills or knowledge, that new information is given, that learning occurs and that change in practice results” (p. 185). She argues that such model is unsupportive of “any long-term systemic embedding of new skills and knowledge” (p. 185).

Another limitation of the current professional learning practices in the VET sector is the focus on maintaining VET teachers’ industry currency while professional learning to support their other professional roles, both traditional and non-traditional, has received inadequate attention. As dis-

cussed in Chap. 2, VET teachers are known to have dual or multiple professional identities and their professional roles have been continually diversified and expanded. Findings from previous studies about VET teachers in international education have revealed that VET teachers nowadays wear “multiple identity hats” (Tran & Nguyen, 2015). Accordingly, apart from being an industry expert of the vocational subject they teach, VET teachers tend to take on other roles in order to support international students in various aspects of their life, in academic as well as non-academic related issues. VET teachers perform international students supporting roles (supporter), pastoral roles (parents) and mentoring roles (professional guides) (Tran & Nguyen, 2014, 2015). An exclusive focus on the industry expert role of the existing professional development activities thus would fail to help VET practitioners to develop the skills and knowledge needed to effectively react to the changes that have been taking place in the VET sector. Recently, some VET institutions in Australia like William Angliss and Chisholm have attempted to include sessions on teaching and engaging with international students on their staff professional development day. This is a positive movement reflecting the institutional recognition of the critical need for teachers to be engaged in professional learning closely related to their daily professional work. However, these activities remain ad-hoc, fragmented and at the individual institutional level rather than become a common community of practice at the sectoral level. Though research on VET teacher professional learning indicates continuing professional learning is integral to the quality of the VET teaching workforce and to the learning outcomes of students (Guthrie 2009; Harris, Clayton, & Chappell, 2007; Hawke, 2008; Wheelahan & Moodie, 2011), there is a lack of a cohesive approach to addressing the issue of teachers’ ongoing professional learning in response to internationalization in VET. Recent research on teacher professional learning points to a shift from the traditional ‘technical’ approach which is characterized by professional learning activities didactically delivered by an expert in an one-off workshop to the participatory paradigm in which professional learning is re-envisioned as agentic, expansive and encourages more sustainable active participation on the part of teachers (Hardy, Rönnerman, Moksnes Furu, Salo, & Forsman, 2010; Warhurst 2008).

A review of the literature on professional learning for VET teachers so far shows that the existing professional learning activities in the VET sector are both inadequate and ineffective. How VET teachers manage their new roles and what support they need to perform the non-traditional roles in the

internationalized VET seems to remain a big gap in our understanding. This study therefore attempts to expand the literature on this under-researched area by exploring VET teachers' perspectives on the professional learning activities that they believe are crucial to them as contemporary VET teachers, particularly in relation to preparing students for global labor market, developing Asia-relevant capabilities for students, and teaching international students onshore and offshore. The analysis of the data from interviews with the VET teachers in the study shows that the teachers' perceived professional learning needs of developing understanding of culture, language, academic traditions and backgrounds of international students are in accordance with suggestions in previous studies on teaching international students. However, some findings reveal the teachers' unique professional learning needs not previously documented in the literature: enhancing understandings of industry demands in international students' home countries, especially Asian countries, and developing global networks and knowledge of global opportunities. The analysis of the interview data indicates that the teachers' professional learning needs vary dependent on the teachers' personal experience, discipline, and perceptions of their professional roles and of students' motivations to pursue tertiary education in Australia.

INTERNATIONALIZATION OF THE VET SECTOR AND VET TEACHERS' PROFESSIONAL LEARNING NEEDS

Internationalization in Australian VET can be seen to commence in the late 1980s with the sponsorship and hosting of international scholars in technical areas in TAFE institutes through the Colombo Plan (Hall, 2011). Under this program, international education was largely seen as an aid process. After this milestone, the internationalization of VET in Australia has mainly been associated with the export of educational services onshore and offshore (Cully, 2006; Kearns & Schofield, 1997; Moran & Ryan, 2004; Smith & Smith, 1999). This educational export activity is linked to the shift from education as a form of aid to trade, characterized by the massive recruitment of international students to generate revenue for VET institutions, especially those in the private VET sector (Tran & Dempsey, 2017). The development of "a competitive training market", underpinned by neoliberal principles, marked the sector's active participation in the commercialization and marketization of training programs, which is regarded as a notable aspect of VET reforms in Australia (Anderson, 2005, p. 13).

Internationalization in VET, especially in the US and Europe, has been tied to globalization and the need for VET students to be equipped to perform in an increasingly globalized, transnational and intercultural environment. In Europe, the internationalization of vocational education is situated in the broader context of internationalization of the European economy and the international nature of many European companies, which requires workers to develop global outlooks and international and intercultural competencies (Egetenmeyer, Rueffin, & Blachnio, 2011; Kaleja & Egetenmeyer, 2017). The development of intercultural capabilities and global perspectives is also seen as critical for domestic students from American community colleges due to the increased intercultural workplace in the US (Braskamp, 2011; Emert & Pearson, 2007; Raby, Rhodes & Biscarra, 2014). Like US and Europe, Australia has a well-regulated VET system as well as strong promotion of international education and faces a growing demand for the development of global competencies for students due to the rise of the knowledge economy and the increasing mobility of the workforce between national economies (Australian Government, 2012; Cameron & O'Hanlon-Rose, 2011; Tran & Nyland, 2013). However, the adaption of VET programs and the support for teachers to realize the goal of assisting students with the development of global and intercultural competencies has not been accorded adequate emphasis (Tran & Dempsey, 2017).

The increased presence of international students in VET and the sector's internationalization agenda over the past decade have been associated with the changing teaching and learning circumstances. Research has indicated that the setting in which competency-based training and training packages are located are becoming increasingly diverse, dynamic and complex. This context no longer reflects the traditional teaching and learning characteristics and boundaries that used to apply for local students (Pasura, 2014; Tran & Dempsey, 2017; Tran & Nyland, 2013). Due to these changes, VET teachers involved in teaching international students have been increasingly required to adapt their practices, including the teaching and learning content, and draw on a range of new pedagogical approaches (Tran, 2013b). Yet little is known about how they are supported by their institutes during their engagement with international students and internationalization through professional development programs.

In addition, earlier studies highlight the contradiction between the Australian government's skilled migration policy change and the VET sec-

tor's current practice of using competency-based training to teach international students (Tran 2013a; Tran & Nyland, 2013). Competency-based training and training packages are mandated for VET. As a result, international VET students are taught based on training packages which have been developed and driven by Australian industry (see Chap. 1 for the related discussion of this issue). This practice tends to treat international students as potential migrants or workers who are trained and prepared for the participation in the Australian workforce. However, the Australian government's changing skilled migration scheme has severely lowered the likelihood that international VET students can gain permanent residency in Australia. The paradoxes that these competing conditions in internationalized VET create impacts on teachers' professional needs and result in tensions for teachers who have to juggle between their professional responsibilities to respond to the need to prepare international students for effective participation in their home country's workplaces and the pressure to demonstrate compliance with training packages in accordance with the Australian Quality Training Framework (Tran & Nyland, 2013). The demands of competency-based training and the compliance culture tend to marginalize teachers' professional practices likely to address the needs of international students.

Previous research indicates a sense of disappointment and frustration among teachers when being assigned to teach international students without being provided with adequate grounding and knowledge on working with cultural diversity and other dimensions of diversity arising from the changing student profile (Tran, 2013b). Though teachers can undertake their own professional learning, obviously VET managers and leaders have the responsibility to make sure their teaching staff are adequately trained and supported to conduct their professional roles. There appears to be a tension between teachers' commitment to engaging in professional learning and the lack of the support structure to ensure their professional learning aspirations are fulfilled. This paradox is also pointed by Mitchell and Ward (2010) based on a study on 'capacity development, "it is a picture of a dedicated group of educational professionals who are not being offered sufficient opportunities to develop their skill levels in ways that meet their professional requirements" (p. 17). Although it is acknowledged that effective professional learning needs to draw on a bottom-up method which accords emphasis on teachers' engagement in reflecting upon their own practice and drawing implications (Cort, Härkönen, & Volmari, 2004), a streamlined and coherent institutional approach is

needed to make this happen. In order to provide relevant and adequate professional learning opportunities for to effectively support their professional practices related to internationalization in VET, it is crucial to understand their professional learning needs. The following section provides nuanced insights into what teachers see as critical professional learning needs for their engagement in in VET institutions.

VET TEACHERS' PROFESSIONAL LEARNING NEEDS IN INTERNATIONAL EDUCATION

Professional Learning Needs in Preparing Students for Global Labor Market

In recent years, tertiary education in Australia has witnessed a lot of changes due to the new contextual developments in the landscape of the sector (See Chap. 1 for a more detailed discussion of these changes). International students are accounting for a significantly increased proportion of the student population. New immigration policies have restricted migration opportunities for VET international student graduates. In addition, globalization has promoted and facilitated transnational mobility for students, both international and local, in their search for employment upon graduation. Consequently, there is a considerable percentage of international students who return and work in their home countries or in a third country upon their graduation from Australian institutions. According to the statistics from the Centre for Population and Urban Research (CPUR, 2012), between a half of and two thirds of international students returned to their home countries after graduation in 2011–2012, and the rest remained in Australia on temporary visa, further study visa, tourist visa or permanent resident visa. Similarly, more and more Australian local students are looking for the opportunity to develop their career overseas. In their effort to respond to the contextual changes, many higher education institutions have devoted a lot of resources to internationalization activities such as internationalizing the curriculum (Leask, 2013, 2015; Sanderson, 2011). Global competence has also been identified as an important graduate attribute. In the VET sector, the development of VET students' global and intercultural capabilities has also been identified as being crucial to enhancing its graduate employability in an increasingly intercultural work environment (Australian Government, 2012; Cameron & O'Hanlon-Rose, 2011; Tran & Nyland, 2013). The VET sector, however, seems to be one step

behind in enacting this aspiration in practice. The current VET programs remain very Australian-centric, aiming to train graduates to work in Australian industries rather internationally. There seems yet to be little effort in preparing students to work outside Australia or/and developing their global competencies. Jessie, a Hospitality & Finance teacher, observes:

I don't see that the organization sees it as its objective to train people to work in their own country. I don't see that. It may be their intent, I don't know but I see no evidence of it. [...] Although there is an acknowledgement that there's a large international community, I don't see it in terms of the support that's provided. Cause for me what support, in order to do that then there would be some understanding of the hospitality needs in the country where the people are coming from and so there would be some focus on some way to address that. You can't really address those needs unless you know what they are. I don't see any evidence that that's collected at all. [...] There's no—I mean—so in order—if that was the intent of the organization then there would need to be, even from the students themselves, questioning about what it is that they want to export back to their own country. (*Jessie, Hospitality & Finance teacher*)

Jessie's observation of her institute's lack of focus on preparing international students to return and work in their home countries reflects the current lack of attention in this important area of international education. With recent changes in immigration policies, which significantly reduce international VET students' opportunity to work in Australia after graduating, it is likely that many international students will return to work in their home countries or to seek employment in a third country outside Australia. This suggests the demands for VET institutes to prepare these students for non-traditional target labor markets. According to Jessie, one of the steps towards this is to develop an understanding of industry needs in the countries where students come from. This is also echoed in the following self-positioning of professional learning needs of another VET teacher, Richard:

Yes, you are right, that is a very important question but I would think that question is far more bigger than simply looking at the teacher training or preparing the teacher for, for that role. It's, firstly I would think, yes, the teacher has to have the required requisite skills to teach students who are coming from overseas so that they would be able to work in their own countries. But what that requires also at the second level is the appreciation of the student's context in their own country. [...] what I'm trying to say is that

we would need two, two-fold approach to that problem. That is to teach, the teacher to be aware of the education now, basic education now and needs of the students in their own country. And then to know the industry and the skills that their home country requires and so that we can teach the content at the right level. (*Richard, Education, Management & Automotive teacher*)

Currently, the delivery of VET courses is focused on developing students' competences as specified in the training packages so that graduate students can work in Australian industries. Therefore, VET teachers' professional learning activities tend to be oriented towards helping teachers to deliver the competency-based curriculum and place an emphasis on ensuring that teachers are current with new developments in the industry they specialize in (Guthrie, 2010; Wheelahan & Moodie, 2011). However, with the changing demographics of the VET student population and Australian immigration laws, students' career intentions and needs have changed. Growing numbers of international students who come to Australia to attend VET courses go back to work in their countries of origin or in a third country upon graduation. Increasingly, there are local students who are seeking job opportunities outside Australia as well. Richard's self-positioning of his professional learning needs for training and insights into students' home country industry requirements and needs reflects the changes in demands on VET teachers. This finding of the present study identifies the gap between current professional learning practices and VET teachers' professional learning needs to respond to the new demands to help better prepare students for the global labor market.

VET teachers' professional learning needs regarding preparing students to work internationally are also reflected in the following excerpt by Jenny, who explains the currently limited resources she relies on to perform her role:

I mean I suppose the better teacher you are the more you inspire them. I think that in terms of I definitely need the time to always be exploring opportunities and I guess you inspire students in this particular area by presenting them with opportunities and by being excited about it and by making them feel that they can do whatever they want if they want it enough. [...] I guess it would be useful to have more contacts internationally. I have students now, local students who are seeking employment opportunities in Europe and I don't have a lot of contacts. (*Jenny, Hospitality teacher, and Work-Integrated Learning coordinator*)

Many of the VET teachers in Australia have a background in and/or strong connection with the local industries which they capitalize on to prepare students to join the Australian workforce. However, with recent contextual changes in the sector, more and more VET graduates are seeking employment opportunities outside Australia and thus they would need somewhat different preparation and support. As can be seen from Jenny's self-positioning of her professional learning needs above, at present, VET teachers do not seem to be equipped with the knowledge and networks necessary for them to perform their tasks or assist students in this respect. This mismatch between current professional learning provision for VET teachers and their professional learning needs suggests an important area that professional learning activities for VET teachers can focus on.

However, teachers' perceptions of their professional learning needs are not uniform and vary according to the disciplines they are working in and their views of their professional role and of international students' motivations for pursuing education in Australia. For example, while Jenny and Richard both perceive developing knowledge about overseas industries as their professional learning needs in order to better prepare their students to return to work in their home countries, other VET teachers present varied points of view on this matter:

I personally think that it really requires on their part, a passion to do that. And that's a very difficult thing to learn. I mean you have or you don't. [...] And actually, going back to my original point, I don't know whether that's my job. I think that's their job and a part of this is very much about them. I'm here to answer the questions and point them and that's, I guess, how I perceive my role and... [Sure as a facilitator?] Yes and as a matter to facilitate that process rather than inform them about every aspect of it. (*Joshua, Accounting & Marketing teacher*)

No because I think we're trying to, if they're here to learn, they're trying to learn to our standard and so they can go back and work at our standard. Yeah. And I think that's what the offshore training was about too, to bring the locals up to our standard. (*Martin, Automotive teacher*)

As can be seen in the excerpts above, both Joshua and Martin perceive different roles in preparing international students to return and work in their home countries. Joshua clarifies that his role is a facilitator guiding students through the vocational learning process in Australia and that students need to take an active role in building up their own professional

capabilities and career pathways. On the contrary, in the view of Martin, it is not necessary for teachers to have professional learning about preparing students to work in their home countries because he other-positions students coming to Australia to learn about Australian standards so that they could bring the local standards to the Australian ones. Joshua and Martin's different views in terms of the need to prepare international students for employment outside Australia reflect the teachers' different self-positioning of their professional roles in teaching international students and other-positioning of international students' motivations for pursuing VET education in Australia. Teachers' perceptions of their roles affect their needs and practices. A good understanding of their different viewpoints is thus essential for the development and attractiveness of professional learning activities.

Similarly, VET teachers are divided in their perceptions of internationalizing the curriculum, which is crucial to prepare students to work globally, and their self-positioning of their professional learning needs in relation to this. Richard, an Education, Management & Automotive teacher and Justin, an IT teacher, share their views as follows:

So yes, there is no school there, out there which specializes in putting, in giving trainers and the teachers the, the skills required for teaching international students because the courses that we teach them are not internationalized to begin with, the curriculum is not internationalized to begin with. So we are simply teaching students courses and skills that are uniquely suitable [...] for an Australian market not for international teaching. (*Richard, Education, Management & Automotive teacher*)

Well in terms of the, in the Bachelor of Computer Systems the content is basically international anyway because all of the software that we deal with, all of the standards that we deal with are international standards. So there's basically no difference in the content between what would be taught in here, what would be taught in India say. (*Justin, IT teacher*)

In international education, the internationalization of the curriculum is an important dimension and has attracted much attention of institutions and researchers (e.g. Leask, 2009, 2011, 2013, 2015; Sanderson, 2011). However, the importance of an internationalized curriculum is perceived differently in different disciplines, as shown in the excerpts above. Richard self-positions his professional learning needs to be not only training in teaching international students but also internationaliz-

ing the curriculum. He points out that the current curriculum remains Australian centric, preparing students to work locally, not internationally. On the other hand, Justin explains that internationalizing the curriculum is not needed because his discipline is internationalized by nature. The contrasting views of Richard and Justin shed some light on the varied professional learning needs of VET teachers from different disciplines. It suggests that disciplinarity plays an important role in the perception and positioning of professional learning needs of teachers hence professional development programs need to take into consideration disciplinary differences to address teachers' professional learning needs accordingly.

Professional Learning Needs in Developing Students' Asia-Relevant Capabilities

In October, 2012, Australian Prime Minister Julia Gillard released the *Australia in the Asian Century* white paper, which promotes more connection and engagement between Australia and Asian countries in different aspects, including education (Australian Government, 2012) due to the strategic importance of Asia to Australia's economy and future. It is expected that with such top-down policy, developing Asia-related capabilities should be an area of priority among VET institutes. However, the analysis of the interview data with VET teachers shows that even though engagement with Asia has become a priority of Australia validated by the government's official documents, it is in fact not translated into practice. The VET teachers in the present study do not seem to be aware of such policy because it is not given any emphasis at their institutes. In addition, the VET teachers' views of this matter and their self-positioning and other-positioning of VET teachers of their professional learning needs in relation to Asian literacy/Asian engagement vary due to their personal international experience, the discipline they are located in and the resources they find in their class.

When asked if there is any emphasis on developing Asia-relevant capabilities for students at her institute, Jessie, a Hospitality & Finance teacher, explained:

I see no evidence of that. What I do see is that in my own classes that I feel because of the time, you know, essentially I lived in Japan for ten years but I ran Cambridge University Press for the area, so I spent a lot of time in

Hong Kong and Thailand and South Korea, so my experience in that area was fairly broad. So I do notice I get a very positive response from international students in my class. I feel because, you know, because um, I feel comfortable and I suspect that some teachers don't feel comfortable with a large population of international students in their classroom. (*Jessie, Hospitality & Finance teacher*)

As the excerpt above shows, developing Asia-relevant capabilities does not seem to be implemented at the institute where Jessie works. However, according to Jessie, her rich international experience was useful for her in teaching international students. It should be noted though that Jessie's experience is capitalized mainly for her to connect with international students coming from Asian countries rather than helping developing Asia-relevant capabilities for students. Although Jessie does not mention her professional learning needs in relation to developing Asian literacy or Asia-relevant capabilities for her students, it could be interpreted that she is quite confident in doing this given her extensive experience in Asian contexts. Meanwhile, her observation of some of her colleagues being uncomfortable with the presence of large proportions of international students in their classes tends to suggest her view of them having different needs for professional learning in relation to working with these students. Jessie's comment indicates that VET teachers' exposure or lack of exposure to Asian cultures or contexts is likely to influence their perceptions of professional learning needs in relation to developing Asian capabilities for students.

While acknowledging the advantages of having rich Asian experience in teaching international students, Jessie argues that an Asian-oriented curriculum is not always necessary. Quoting hospitality subjects like cooking as an example, she explains:

I think that there's a validity to teaching the hospitality subjects in this way [European cooking traditions] because that style of cooking is also going to be popular and required in Asian countries and there's lots of opportunities to learn Asian cooking in Asia if you like. [...] And there is a kind of a cache or a kind of a prestige involved in that sort of *cod en bleu* tradition. So I can understand why that content doesn't change. (*Jessie, Hospitality & Finance teacher*)

As shown in the above extract, in the case of cookery courses, Jessie points out that a Western centric curriculum is justified because Western

cooking is becoming popular in Asian countries. Also, if students wanted to learn about Asian cooking, they would not have gone to Australia for their studies because there are numerous opportunities to do so in their home countries or in other Asian countries. Jessie's comment helps highlight the potential disciplinary influences on VET teachers' perceptions related to developing students' Asia-related capabilities.

Sebastian, an Automotive teacher, approaches developing Asia-related capabilities from a different angle. He self-positions his professional learning needs to have a good understanding of the automotive industries in Asian countries so as to make use of the available resources in the class and engage better with students. He elaborates:

I'm in automotive, if I'm going to look say, for example if I look into German manufacturing like BMW, Mercedes, Porsche things like that and then if I go to Korean industry to see how Hyundai works, how that works. It's—it's—it's a lot of things that you come in. Um, like I said every country's got different layout of industries and different layout of work. So it's good to know. (*Sebastian, Automotive teacher*)

I've got students they've got degrees from their countries. I've got students that got knowledge from work over there that after school they did a lot of work in their field. I've got a lot of like Korean students they once—they went to the army and they got experience from the army, what they learn in the army and what they learn in—how to fix cars and how does it work and if you haven't got the key—if you haven't got the idea, when the student talks to you it's like something new to you and then you sort of like 'oh yeah I don't want to learn', you ignore it. But if you do got a bit of knowledge it's gets more interesting your conversation. You have a better communication with it. (*Sebastian, Automotive teacher*)

Developing an understanding of foreign industries was, as shown in the previous section, identified as an important professional learning need of the VET teachers to prepare students to work globally. When it comes to developing students' Asia-relevant capabilities, this is again a highlighted professional learning need. As explained by Sebastian in the above extract, knowledge about Asian automotive industries would help him connect with students better. It can be argued that knowledge of local industries of any other regions in the world would be equally important. However, with the current promotion of engagement with Asia and the dominant proportion of Asian students among the international student cohort in

the VET sector, a focus on professional learning activities targeting industries in Asian countries should take the priority. This finding is also significant as it captures a pedagogic approach that remains largely unpopular among VET teachers.

Professional Learning Needs in Teaching Offshore

Due to the internationalization of the VET sector, these days more and more non-Australian students can have access to Australian offshore programs delivered in their home countries. For many VET teachers, teaching in offshore programs is a new experience that poses a lot of challenges, while preparation for such task is generally inadequate, patchy and ad hoc. To be prepared for offshore assignments, VET teachers in this study self-position their professional learning needs to center on cultural training:

Well my, my view is that there needs to be cultururation training, it really does. So they need to, and that needs to be done pre, before they even start to design the program. [...] I think that there needs to be, it needs to be a planned professional development approach. They need to be very critical. It's the same as, look any corp—if I had a corporation and I was going to send someone offshore, I would have a designed program to totally prepare them for that particular culture. So there's certain things that will come across but the cultururation is really the big one. That they need to know the nuances, they need to know things like how to, how to hand a business card, whether or not to give gifts, whether to smile, whether to make eye contact, whether some of the activities could potentially put into the training could be potentially, you know, offensive. And so that's where it needs an experienced person to actually look over it. (*Macy, Management teacher*)

Difficult to put in words because it's not the teaching content or the professional development. It's the awareness, the cultural differences. I think professional development would have to include different ways of presenting material. [...] Definitely I think if you're going overseas you need to be prepared for how—any help you can get with how the students learn because every culture approaches learning differently as well. (*Peter, Automotive teacher*)

Cultural training has been identified as a popular professional learning need of VET teachers in generally, rather than only for those going to teach overseas (Moran & Ryan, 2004). Fairly speaking, many institutes

have already responded to this need by offering a lot of training sessions related to communication with people from culturally diverse backgrounds or academic traditions and practices of different cultures. However, it seems that the current efforts have not met the needs and expectations of teachers. As can be seen in Macy's comment above, the expected cultural training programs should be thoroughly planned by staff with deep insight into the potential challenges, both academic and non-academic, facing teachers on offshore teaching assignments. Designing such quality programs is a challenging task. Drawing on the rich experience of the teachers who have taught offshore could strengthen the programs and meet the reasonable professional learning needs of the teachers.

Preparing teachers culturally to teach offshore is challenging because cultures are so diverse. A lot of cultural encounters might be very contextualized and personalized and could only be learned through experience, as admitted by a few teachers in this study. One feasible way to help teachers deal with their varied needs while on offshore assignments is perhaps to provide them with the resources to draw on when needed. This is what Peter, an Automotive teacher, self-positions to be his professional learning need in offshore teaching:

I think professional development that I need would be how to acclimatise yourself to being in a new situation, how to adapt to finding yourself in a place where you don't have the support structures that you had previously, how to seek help when you know, even just which websites to go to. Can you get help for this particular problem? So that—I would need specific professional development in that area but in terms of my teaching I don't need help with that. [...] I just need help with the support network. When things go wrong who do I ask for help? And that's the PD I need. (*Peter, Automotive teacher*)

A common challenge facing teachers on offshore teaching assignments is that they are often given short notice and do not have much information to prepare for the course they would be in charge of. Due to these limitations prior to their offshore teaching assignments, one of the VET teachers in the study voices his need for background information about the students he is going to teach:

What I would actually expect is a bit more information about my cohort. [...] Because normally what happens is, they, and I don't mind this at all, is here's the training that's coming up, it's two weeks' notice, can you do it?

[...] And I just went on my [12:55] and say yep, bring it on. What are the terms, of course and all of that and I, and I jump into that. So that's how it's been happening. A lot ad hoc. So it would be good if a bit more information about the cohort is given and the group is given. (*Sean, Automotive teacher*)

It is essential that teachers are provided with some background information about the students they are teaching so that they have insights into students' needs and characteristics and can select appropriate content and activities accordingly. Of course teachers need to be flexible and make necessary adjustments during the process of teaching to optimize the teaching and learning experiences and outcomes. However, since offshore courses are usually short and intensive, very often, it could be impossible or too late for changes to take place once they commence. In addition, teachers' demand for students' background information is reasonable to ensure the quality of teaching and learning. If the information is available, it is important that it be forwarded to teachers so that they can make informed choices about the courses they are in charge of and the pedagogical approaches they are adopting. If not, institutes should consider gathering such important data to assist teachers in their preparation for overseas teaching assignments and consequently enhance the experience for students in transnational programs. Not all teachers are experienced enough in terms of teaching experience and exposure to international students outside Australia. In fact, many of the offshore teachers are in their early-career stage or casual staff who do not usually have access to professional development opportunities. It is therefore suggested that pre-departure sessions with information about students be mandated for all teachers so that they are better aware of the target groups they are teaching and at the same time can learn from their senior colleagues.

Professional Learning Needs in Teaching Onshore

As mentioned previously in Chap. 1 and in the literature review of this chapter, even though international students are now an essential cohort of the VET student population, teachers do not appear to be well prepared to teach this cohort. In our previous publication on the professional learning needs of VET teachers in international education (Tran & Le, 2017), the participating teachers self-positioned and other-positioned professional learning needs primarily to center around the enhancement of knowledge about international students' backgrounds and motives for

undertaking Australian VET, currency with research on international students, and development of pedagogies responsive to international students' language and cultural issues. In this section, we elaborate on VET teachers' professional learning needs in relation to dealing with cultural diversity in the classroom. In particular, we examine VET teachers' self-positioning of their professional learning needs in creating a positive, cohesive learning environment for culturally diverse classes and in using international students as a teaching resource.

Brenda, a Management teacher, self-positions strategies to address the cultural diversity in the classroom as one of her professional learning needs. She explains:

I guess, I guess more, I don't know maybe something like strategies in relation to dealing with cultural diversity in the classroom because sometimes you do have problems with different cultural groups interacting with each other. But, so ways of creating more of a positive environment where, you know, because students have different learning styles and they have different ideas and attitudes and a lot of that comes from culture. So I guess trying to create a more cohesive environment. So some sort of strategies in dealing with that, getting all students to, to participate and things like that. (*Brenda, Management teacher*)

In this time of globalization and unprecedented transnational academic mobility, international students and culturally diverse classrooms are becoming one of the most prominent phenomena of tertiary institutions. There has been plenty of research on international students' academic, cultural and social experiences, the challenges facing them and strategies to address the teaching and learning for this cohort, particularly in international higher education (Arkoudis & Tran, 2007; Lee & Rice, 2007; Montgomery & McDowell, 2009; Tran, 2010, 2011, 2016). A limitation of previous literature on international students is the tendency to treat international students as a homogeneous group (Else, 1990; Lacina, 2002; Samuelowicz, 1987) while each sub-cohort of international students is unique in many ways. In addition, studies on classroom practices tend to focus on promoting the interaction between international students and local students (e.g. Arkoudis et al., 2013), yet not much focus is on assisting students from different cultural groups working together. However, the challenge for VET teachers, as pointed out by Brenda in the above excerpt, in many cases, is not dealing with

issues of international students generally but to promote the interaction between different cultural groups of international students in the classroom. Her self-positioning of her professional learning need in this area shows that cultural diversity is a very packed term with different layers of meaning in need of elaboration. This shows that VET teachers' professional learning needs in relation to a particular aspect of cultural diversity, in this case, the approaches to fostering the intercultural interactions among different groups of international students, may not be adequately addressed in a general professional development session on cultural diversity. It also explains while VET teachers still self-position their professional learning needs to be around strategies to deal with cultural diversity in the classroom despite the many attempts of institutes in offering cultural training for their staff (see Chap. 6 for teachers' recommendations related to this aspect).

International students are often quoted as a source of income for institutions in this time of serious funding cuts. However, the presence of international students onshore not only brings about financial benefits but is also beneficial for the teaching and learning practices in general. Several HE researchers (Rafferty, 2013; Trahar & Hyland, 2011; Tran, 2011) have highlighted the unique roles of international students, particularly in the development of intercultural competences for students. In other words, the cultural and academic capitals that international students bring along with them can be used as a teaching resource. Among the scarce research on pedagogies for international students in the VET sector, Tran (2013b), applying Ubuntu approach, also proposes using international students as a resource. However, it seems that making use of the cultural diversity brought about by international students as a teaching and learning resource remains uncommon among VET teachers who are used to training students for Australian labor market and are more focused on the training packages. Brenda, a Management teacher, perceives this as her professional learning needs in teaching international students:

I guess what I mentioned before about when I was looking for opportunities or workshops that were run to deal with cultural diversity and using that as a resource in the classroom I think that would be really useful. So because, you know, you can't just say you're going to teach all students in exactly the same way, you have to take into account different cultures and have that sort of understanding. So yeah, I guess that kind of, that kind of thing would be, would be useful. (*Brenda, Management teacher*)

As discussed above, international students are by no means a homogeneous group and should not be treated as such. Each individual of them is different, and each sub-group of the international student cohort comes to class with different cultural and academic traditions. These can be both a challenge and a useful resource for teachers. While previous studies tend to focus mainly on the former and how to address it, Brenda's self-positioning of her professional learning needs reveals that VET teachers are also aware of this precious asset in the class and are willing to learn more about how to make use of it.

CONCLUSION

This chapter provides valuable insights into the professional learning needs of teachers in internationalized VET. It focuses on the three primary components of internationalizing teaching and learning: preparing students for the globalized workplace and transnational workforce mobility, developing students' Asian literacy, and teaching international students onshore and in transnational programs. Overall, the analysis of the data shows some of the prominent areas of professional learning identified by the teachers in this research, which echo what has been found in previous literature. This includes the need to support teachers with developing their understanding of culture, language, academic traditions and backgrounds of international students. The research also found teachers' distinctive professional learning needs not previously discussed in the existing literature on VET workforce development: enhancing understandings of vocational practices and industry demands in international students' countries of origin, especially Asian countries, and developing global networks and knowledge of global opportunities. In particular, teachers expressed their desire to be provided with professional learning aimed at enhancing their capacity to foster the interaction among different student groups. This reflects a critical issue facing internationalized VET where the connectedness among international students and between international and domestic students has also been identified by international students themselves as an area that needs improvement (Pham & Tran, 2015; Tran & Pham, 2016). Teachers also expect professional learning activities to assist them with the development of the capability to use the diversity international students bring as a useful resource. Teachers' expectation to be equipped with the approaches to capitalizing on international students' transnational cultural, linguistic and knowledge repertoire is a positive sign towards inter-

nationalizing vocational education and enriching teaching and learning that the VET sector should be aware of and build on.

The findings of the research show factors such as teachers' personal experience, discipline, views of their professional roles and understandings of international VET students' study purposes play a key role in shaping what types of professional learning VET teachers think they need. The discussion in this chapter indicates the need to revisit the exclusive focus of most of the current VET professional learning programs on the demand to meet VET policy changes and industry currency and deal with the system compliance issues. Increased internationalization and the growth of international students with its own demands on VET teachers should be taken into account in VET professional learning programs, which assist teachers with the development of capacities to respond to changes and work effectively in a changed professional environment. As Tran and Le (2017) put it, "there is a critical need to customize professional learning and enhance capacity building for VET teachers in a way that is *responsive* to their core professional responsibility as much as we hope their teaching to be *responsive* to the international student group currently enrolled in VET" (p. 91).

REFERENCES

- Anderson, D. (2005). Measuring the impact and outcomes of market reform in VET. In K. Ball (Ed.), *Funding and financing vocational education and training: Research readings* (pp. 28–41). Adelaide, SA: NCVER.
- Arkoudis, S., & Tran, L. T. (2007). International students in Australia: Read ten thousand volumes of books and walk ten thousand miles. *Asia Pacific Journal of Education*, 27(2), 157–169.
- Australian Government. (2012). *Australia in the Asian century*. Canberra, Australia: Australian Government.
- Braskamp, L. A. (2011). Fostering global perspective taking at American colleges and universities. *Journal of College and Character*, 12(1), 1–6.
- Cameron, R., & O'Hanlon-Rose, T. (2011). Global skills and mobility challenges and possibilities for VET: A cross-border cross-sectoral case study. *International Journal of Training Research*, 9(1–2), 134–151.
- Clayton, B. (2009). *Practitioner experiences and expectations with the certificate IV in training and assessment (TAA40104): A discussion of the issues*. Discussion paper. Adelaide National Centre for Vocational Education Research (NCVER).
- Cort, P., Härkönen, A., & Volmari, K. (2004). *PROFF—Professionalisation of VET teachers for the future* (Vol. Panorama series 104). Office for Official Publications of the European Communities, Luxembourg: European Centre for the Development of Vocational Training (CEDEFOP).

- CPUR. (2012). *Immigration overshoot*. Melbourne, VIC: Centre for Population and Urban Research. Monash University.
- Cully, M. (2006). *Globalization and technical and vocational education and training in Australia*. Paper presented at the Asian Development Bank Institute workshop on workforce development.
- Elsay, B. (1990). Teaching and learning. In M. K. Evans (Ed.), *The learning experiences of overseas students* (pp. 46–62). Buckingham, UK: Open University Press.
- Emert, H. A., & Pearson, D. L. (2007). Expanding the vision of international education: Collaboration, assessment, and intercultural development. *New Directions for Community Colleges*, 2007(138), 67–75.
- Guthrie, H. (2009). *Competence and competency-based training: What the literature says*. Adelaide, SA: National Centre for Vocational Education Research.
- Guthrie, H. (2010). *Professional development in the vocational education and training workforce*. Occasional paper. Adelaide, SA: National Centre for Vocational Education Research.
- Guthrie, H., & Clayton, B. (2010). *Building capability in vocational education and training providers: The TAFE cut*. Occasional paper. Adelaide, SA: National Centre for Vocational Education Research.
- Hall, R. (2011). International education in the VET sector. In D. David & B. Mackintosh (Eds.), *Making a difference: Australian international education* (pp. 256–263). Sydney, NSW: UNSW Press.
- Hardy, I., Rönnerman, K., Moksnes Furu, E., Salo, P., & Forsman, L. (2010). Professional development policy and politics across international contexts: From mutuality to measurability? *Pedagogy, Culture & Society*, 18(1), 81–92.
- Harris, R., Clayton, B., & Chappell, C. (2007). *Supporting vocational education and training providers in building capability for the future: Research overview*. Adelaide, SA: National Centre for Vocational Education Research.
- Harris, R., Simons, M., Hill, D., Smith, E., Pearce, R., Blakeley, J., et al. (2001). *The changing role of staff development for teachers and trainers in vocational education and training*. Adelaide, SA: National Centre for Vocational Education Research.
- Hawke, G. (2008). *Making decisions about workforce development in registered training organizations*. Adelaide, SA: National Centre for Vocational Education Research.
- Hodge, S. M. (2009, July 7–9). *Pedagogy matters: A research-based dilemma for Australian vocational education policy*. Paper presented at the 39th annual SCUTREA conference, University of Cambridge.
- Kaleja, K., & Egetenmeyer, R. (2017). Internationalization in European vocational education and training. In L. T. Tran & K. Dempsey (Eds.), *Internationalization in vocational education and training* (pp. 63–76). Dordrecht, The Netherlands: Springer.

- Kearns, P., & Schofield, K. (1997). *Learning across frontiers: Report on the internationalization of staff development in vocational education and training*. Melbourne, VIC: Australian National Training Authority.
- Lacina, J. G. (2002). Preparing international students for a successful social experience in higher education. *New Directions for Higher Education*, 2002(117), 21–28.
- Leask, B. (2009). Using formal and informal curricula to improve interactions between home and international students. *Journal of Studies in International Education*, 13(2), 205–221.
- Leask, B. (2011). *Good practice report: Learning and teaching across cultures*. Sydney, NSW: Australian Learning and Teaching Council.
- Leask, B. (2013). Internationalization of the curriculum and the disciplines current perspectives and directions for the future. *Journal of Studies in International Education*, 17(2), 99–102.
- Leask, B. (2015). *Internationalizing the curriculum*. New York, NY: Routledge.
- Lee, J. J., & Rice, C. (2007). Welcome to America? International student perceptions of discrimination. *Higher Education*, 53(3), 381–409.
- Mitchell, J., & Ward, J. (2010). *The JMA analytics model of VET capability development: A report on the national survey of vocational education and training (VET) practitioner skills, conducted October–November 2009*. Sydney, NSW: John Mitchell and Associates.
- Montgomery, C., & McDowell, L. (2009). Social networks and the international student experience: An international community of practice? *Journal of Studies in International Education*, 13(4), 455–466.
- Moran, L., & Ryan, Y. (2004). *Facilitating access to international markets for vocational education and training discussion paper*. Brisbane, QLD: Australian National Training Authority.
- Pasura, R. (2014). Neoliberal economic markets in vocational education and training: Shifts in perceptions and practices in private vocational education and training in Melbourne, Australia. *Globalization, Societies and Education*, 12(4), 564–582.
- Pham, L., & Tran, L. (2015). Understanding the symbolic capital of intercultural interactions: A case study of international students in Australia. *International Studies in Sociology of Education*, 25(3), 204–224.
- Rafferty, P. D. (2014). Group work experiences: Domestic MBA student experiences and outcomes when working with international students. *Journal of Further and Higher Education*, 37(6), 737–749.
- Robertson, I. (2009, April 16–17). *TAFE teacher's knowledge bases: Analysis of the diploma in VET*. Paper presented at the AVETRA 12th annual conference Aligning Participants, Policy and Pedagogy: Traction and Tensions in VET Research, ACT.

- Samuelowicz, K. (1987). Learning problems of overseas students: Two sides of a story. *Higher Education Research and Development*, 6(2), 121–133.
- Sanderson, G. (2011). Internationalization and teaching in higher education. *Higher Education Research & Development*, 30(5), 661–676.
- Saunders, R. (2012). Assessment of professional development for teachers in the vocational education and training sector: An examination of the concerns based adoption model. *Australian Journal of Education*, 56(2), 182–204.
- Schofield, K., & McDonald, R. (2004). *Moving on: Report of the high level review of training packages*. Brisbane, QLD: Australian National Training Authority.
- Smith, P., & Smith, S. (1999). *The internationalization of VET*. Adelaide, SA: National Centre for Vocational Education Research.
- Trahar, S., & Hyland, F. (2011). Experiences and perceptions of internationalization in higher education in the UK. *Higher Education Research & Development*, 30(5), 623–633.
- Tran, L. T. (2010). Embracing prior professional experience in meaning making: Views from international students and academics. *Educational Review*, 62(2), 157–173.
- Tran, L. T. (2011). Committed, face-value, hybrid or mutual adaptation? The experiences of international students in Australian higher education. *Educational Review*, 63(1), 79–94.
- Tran, L. T. (2013a). Internationalization of vocational education and training: An adapting curve for teachers and learners. *Journal of Studies in International Education*, 17(4), 492–507.
- Tran, L. T. (2013b). *Teaching international students in vocational education: New pedagogical approaches*. Melbourne, VIC: ACER Press.
- Tran, L. T. (2016). Students' academic, intercultural and personal development in globalized education mobility. In *Reforming learning and teaching in Asia-Pacific universities: Influences of globalized processes in Japan, Hongkong and Australia* (pp. 95–113). Dordrecht, The Netherlands: Springer.
- Tran, L. T., & Dempsey, K. (2017). Internationalization in VET: An overview. In L. T. Tran & K. Dempsey (Eds.), *Internationalization in vocational education and training: Transnational perspectives* (pp. 1–15). Dordrecht, The Netherlands: Springer.
- Tran, L. T., & Le, T. T. T. (2017). Teacher professional development under the impact of internationalization in VET: Transnational perspectives. In L. T. Tran & K. Dempsey (Eds.), *Internationalization in vocational education and training* (pp. 77–94). Dordrecht, The Netherlands: Springer.
- Tran, L. T., & Nguyen, N. (2014). Teachers' professional identities in the 'contact zone': Contradictions and possibilities in the time of international student mobility. In R. Arber, J. Blackmore, & A. Vongalis-Macrow (Eds.), *Mobile teachers and curriculum in international schooling* (pp. 43–62). Rotterdam, The Netherlands: Sense Publishers.

- Tran, L. T., & Nguyen, N. T. (2015). Re-imagining teachers' identity and professionalism under the condition of international education. *Teachers and Teaching*, 21(8), 958–973.
- Tran, L. T., & Nyland, C. (2013). Competency-based training, global skills mobility and the teaching of international students in vocational education and training. *Journal of Vocational Education and Training*, 65(1), 143–157.
- Tran, L. T., & Pham, L. (2016). International students in transnational mobility: Intercultural connectedness with domestic and international peers, institutions and the wider community. *Compare: A Journal of Comparative and International Education*, 46(4), 560–581.
- Warhurst, R. P. (2008). 'Cigars on the flight-deck': New lecturers' participatory learning within workplace communities of practice. *Studies in Higher Education*, 33(4), 453–467.
- Wheelahan, L., & Moodie, G. (2011). *The quality of teaching in VET: Final report and recommendations*. Melbourne, VIC: Australian College of Educators.

VET Teachers' Formal Professional Learning Practices

Abstract This chapter examines the current formal professional learning practices of VET teachers from a variety of institutes in Australia. Findings from interviews with the VET teachers in this study show that the teachers' formal professional learning activities currently focus mostly on generic, technical issues and compliance requirements while matters related to supporting the teaching staff to deal with issues arising from teaching international students and preparing students for the global labor market receives limited institutional attention. The study identifies the current major barriers to professional learning provision and participation being financial and time constraints, lack of teachers' interest, and casualization of staff.

Keywords Teacher professional learning • Internationalization of vocational education and training • Formal professional learning practices • Ongoing professional learning • Industry currency • Compliance culture • Casualization of staff

INTRODUCTION

Professional development plays a crucial role in maintaining the quality of teaching and learning. The link between improving teachers and raising students' academic performance has been highlighted by several researchers (e.g. Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009;

Guthrie, 2010; Misra, 2011; Mockler, 2013; Timperley & Alton-Lee, 2008; Wheelahan, 2010), though whether educators' professional learning has a positive impact on student achievement remains contested (Netolicky, 2016b). Professional learning activities come in different forms and modes, which can be formal or informal, accredited or non-accredited, intentional or unintentional, collective or individual, short-term or ongoing, mandatory or voluntary, passive or participatory, face-to-face or online. Compared with the higher education and school sectors, literature on professional learning for VET teachers remains modest. Little is currently known about the availability and effectiveness of professional learning programs in VET and to what extent they meet the needs of teachers.

The rapid increase in international students in the VET sector in recent years are likely to pose a lot of challenges for the VET teachers who are mostly not prepared and adequately supported to teach this international cohort. In fact, several researchers (e.g. Nakar, 2012, 2013; Pasura, 2015; Tran, 2013a; Tran & Nyland, 2013) have reported professional, personal, educational and ethical difficulties facing the VET teachers of international students. VET teachers, like their HE colleagues, are experiencing greater demands to internationalize the learning experience for domestic students as well. Developing global competencies for Australian students is seen as crucial for national capacity building due to the rise of the knowledge economy and the increasing mobility of the workforce between national economies (Australian Government, 2012; Cameron & O'Hanlon-Rose, 2011; Tran, 2013a; Tran & Nyland, 2013). However, a review of the existing literature reveals that professional learning provision for VET teachers seems to focus on ensuring teachers to meet the minimum training requirements and on the adequacy of the current formal certified professional development programs to help teachers earn the minimum qualification requested to practice their profession. Except for a few isolated investigations (e.g. Pasura, 2015; Tran & Le, 2017), VET teachers' professional learning is not examined under the contemporary context of the internationalized VET and commercialization of vocational programs, which results in the increasing presence of international students whose needs and demands are very different from those of the traditional local cohort.

This chapter focuses on examining the current formal professional learning practices of VET teachers. In particular, it aims to answer the following three questions: (1) What are the formal professional learning activities VET teachers engaged in?; (2) To what extent do these professional learning activities meet their professional needs?; and (3) What are

the facilitators and hindrances to their participation? Findings from interviews with the VET teachers in this study show that current teachers' formal professional learning opportunities largely focus on generic, technical issues and compliance requirements while matters related to supporting the teaching staff to effectively teach and engage with international students and preparing students for the global labor market receives limited institutional attention. The chapter identifies the major barriers to professional learning provision and participation being financial and time constraints, lack of teachers' interest, and casualization of staff.

FORMAL PROFESSIONAL LEARNING FOR VET TEACHERS

Existing formal professional learning arrangements for VET teachers appear to concentrate predominantly on three areas: maintaining current industry skills, dealing with compliance issues and helping teachers with developing teaching skills (Guthrie, 2009; Hawke, 2008; Wheelahan & Moodie, 2011). The focus of the qualifications and professional development activities for VET teachers reflects the dual professionalism associated with their professional roles of being both a vocational subject expert and an educator (Anderson & Kopsen, 2015) (Also see Chap. 2 for a more detailed discussion of the professional roles of vocational teachers). Accordingly, various scholars in the field (e.g. Dickie et al., 2004; Wheelahan & Moodie, 2011) argue for the development of continuing professional development (CPD) programs for VET teachers that address both industry currency and teaching capabilities. Other experts in the field also highlight professional development workshops that help vocational teachers to work with the VET system compliance seem to be another common focus of professional learning in the VET sector (Clayton, 2009; Hodge, 2010; Robertson, 2009; Schofield & McDonald, 2004; Wheelahan, 2010). A demand to respond to priority skill needs has influenced the aims and focus of VET professional learning programs which are geared towards enhancing teachers' capabilities to implement the national training system and maintain compliance (Schofield & McDonald, 2004).

Government policies such as the national workforce development strategy (Skills Australia, 2010) see enhancing VET teachers' professional learning as being crucial to optimizing VET teaching and learning quality. The government has committed a total \$240 million to this VET workforce enhancement initiative (Skills Australia, 2010). This policy places much emphasis on keeping teachers updated with the developments of the

Australian industry. As discussed in Chap. 3, a primary area of professional learning identified by VET teachers engaged in internationalizing VET is to develop understandings of the vocational practices and industry in international students' countries of origin. As teachers' professional work has become more internationalized, their need for professional learning has been internationalized and expanded accordingly to include a desire to enhance understandings and knowledge of not only the Australian but also overseas vocational practices and industries.

It is mandatory for teachers to complete the Certificate IV in Training and Assessment as an accredited qualification to be qualified to teach in VET. Experts in the field (e.g. Clayton, 2009; Simons & Smith, 2008; Smith & Grace, 2011; Wheelahan & Moodie, 2011; Williams, 2010) however raise concerns about its adequacy in preparing teachers to work in vocational education. Williams (2010) for example, pointed out that Certificate IV in Training and Assessment does not include a supervised practicum or teaching placement component, which is seen as being crucial for teachers to develop the skills, knowledge and attributes for their professional work as a teacher. The author further argues "the absence of a practicum and a related mentor relationship was a significant flaw in the Certificate IV" (p. 192). Such absence undermines the "mentored-facilitated learning experience," which traditionally represents a key dimension of VET teacher training, enabling a trainee teacher to develop the experiential learning practice to become a qualified teacher in VET (p. 187). There have been ongoing debates about the need to upgrade vocational teachers' qualification beyond the Certificate IV. The Certificate IV is considered to be sufficient only at the entry level to VET teaching. In addition to this qualification, teachers need to be engaged in ongoing professional learning and/or undertake Diploma or Graduate Diploma in Education because these would provide trainee teachers with the exposure to learning principles and pedagogical approaches needed to support their teaching and professional work in VET (Miles, 2013; Robertson, 2008). Countries such as the US, UK, Singapore and Korea have seen upgrading teacher qualifications as being key to enhancing the quality of teaching and learning (OECD, 2011, cited in Ho, Lee, & Teng, 2016).

Common formal types of professional learning for VET teachers are often framed in the form of single, one-off, event-based professional development workshops (Guthrie & Clayton, 2010; Harris et al., 2001; Wheelahan & Moodie, 2011). These programs are often underpinned by

an 'expert,' 'technical' principle to professional learning, which is "event focused," rolled out "just in time" (Wheelahen & Moodie, 2011, p. 49). Although these short-term professional learning activities can provide teachers with some relevant skills and knowledge, their aims are quite narrow, often with exclusive focus on content knowledge and mandates while largely ignoring the specific and complex context and process of enacting those skills and knowledge in teachers' professional work (Chen & McCray, 2012; Kennedy, 2016). Other forms of ongoing professional learning which may have profound long-term impacts on teachers' professional work and capacity development such as professional learning communities, participatory action research and coaching (Netolicky, 2016a) are not well documented in the existing literature about VET teacher professional learning.

Experts in the field of teacher professional learning also question the validity of the traditional professional development programs which are often characterized by a technical and top-down approach as it does not fully recognize and capitalize on teachers' agentic capacity in engaging in learning and improving their own professional practices (Hardy, Rönnerman, Moksnes Furu, Salo, & Forsman, 2010; Huffman, 2011; Kennedy, 2005; Warhurst, 2008). Kennedy (2005) further argues such professional development is underpinned by the belief that providing teachers with a 'how-to' guide or set of technical skills will assist them with improving their teaching efficiency rather than taking into account the broad and complex factors affecting how teachers learn and enact their learning in practice. A critical review of the literature by Tran and Le (2017) shows "a shift from the traditional 'technical' approach which is characterized by professional learning didactically delivered by an expert in a one-off workshop to the participatory paradigm in which professional learning is re-envisioned as agentic, expansive and encourages more sustainable active participation of the part of teachers" (p. 81). In the context of VET, continuing professional learning is needed as a complementary form of professional development to optimise the teaching and learning practice, especially given that there are a range of concerns about the quality and adequacy of the Certificate IV in Training and Assessment as well as common VET professional development programs which have been seen to "fail to support any long term systemic embedding of new skills and knowledge" (Saunders, 2012, p. 185). However, such a move towards a more participatory paradigm that supports teachers' agentic, active and sustaining engagement in professional learning and enacting what they

learn in their professional practice depends on a range of factors including institutional leadership and priorities, organizational behavior, social justice, teachers' voices (Baker, 2014) as well as the sectoral culture and policies.

The next section of this chapter discusses the existing formal professional learning arrangements for VET teachers and addresses to what extent these arrangements meet the professional needs of a growing number of teachers involved in internationalization in VET. It also outlines the key barriers to their participation in professional learning perceived by VET teachers.

CURRENT FORMAL PROFESSIONAL LEARNING PRACTICES

Professional learning plays a crucial role in providing teachers the needed skills and knowledge to assure the quality of teaching and learning. The analysis of the data gained from interviews with teachers from different VET institutes show that VET teachers are given access to a wide range of professional learning opportunities and are encouraged and supported to engage in these activities. However, the focus of such professional development is mostly on generic, technical issues and compliance requirements; little emphasis is placed on ensuring VET teachers have the needed support to effectively engage and teach international students and prepare students for a globally connected labor market.

Availability of Professional Learning Opportunities

The teachers in this study acknowledge that a wide range of professional learning activities are offered, and professional development is prioritized at their institutes. Most importantly, they are supported and encouraged by their managers or directors to participate in these activities. The following excerpts demonstrate the acknowledgement of such professional learning support and opportunities:

You would flag things you want to do and the manager would say well [...] At least in our faculty Business and Finance, well it's got a different acronym now. But it's, no it's, there, there's plenty of money for PD, it's prioritised. [...] [they could see the value of that] As I said I think, I think the institute, this institution has been very proactive in its PD. (*Graham, Business, Accounting & Finance teacher*)

Alright. So, yeah, so the institute here also there just took it trying to planning, okay, teach them and a lot of professional developments coming in non-teaching time. [...] international centre here sometimes organize things and say that okay if you like you can participate. [...] because it is there if you just look at the professional development calendar of [name of institute]. It's all there. It's there. [...] Or I myself participating in everything, I don't know. (*Simon, Economics teacher*)

I mean, to be fair, they do encourage, and certainly my immediate supervisor, Herman, he's, there's a few more above the rung. He would, he encourages me with professional development. He says, "Look [Graham], you know, if there's any professional development you think you should do, you should do." And I said, "What about classes?" He said, "Well, leave that. That's my worry, you know." So they're prepared to take us, allow us to get out of class. (*Graham, Business, Accounting & Finance teacher*)

It can be seen from the above extracts that VET teachers are supported to engage in professional learning activities. Such support can be encouragement and facilitation by the management. It can also be in the form of financial investment to enable professional development provision and participation. In addition, according to one teacher, professional learning is prioritized at his institute. The fact that professional learning receives attention and investment appears to be encouraging news in this time of serious funding cuts. Ironically, however, as will be discussed in the following sections, many of the offered professional learning opportunities do not seem to meet the teachers' professional needs in the context of internationalized VET. In addition, even participation in professional learning activities are supported and encouraged by the management, time and financial constraints remain key inhibitors to teachers engaging in these activities, as will be explored later in the chapter.

A Focus on ICT and Non-teaching Matters

As an indispensable part of the modern life, information and communications technology (ICT) is increasingly applied in various activities at tertiary institutions. In teaching and learning, the application of ICT has gradually become a common practice. A great deal of resource has been devoted to providing professional learning opportunities for teachers in terms of up-skilling their IT skills to meet their daily work requirements. The VET teachers participating in this study give examples of the IT training that they recently received:

We have, the PD we do have from time to time is system compliance. When we have new systems, like you know, when Moodle came on board, there was all that. And now that Vana which is the enrolment system and things like that, the student system. There was plenty of training on that. That was essentially compulsory. We had to go along. (*Gavin, Business & Finance teacher*)

I've, I've, I was handed a number of like online webinars mostly, mostly relating to things like the use of online learning, you know, Moodle. So yeah, online using Moodle and so on. (*Brenda, Management teacher*)

A lot of our other PD is around online learning so around negotiating, Blackboard or what we call Moodle and a lot of it's around flexible delivery. So that's what a lot of the, a lot of the professional development is around or there's professional development for the, the HEW works at the institute so around admin or processes and things in that regard. (*Jayden, Language & Literacy teacher*)

With the increasing application of ICT in teaching and administration, it is no surprise that teachers receive a lot of professional training related to these areas. Apart from that, there is professional development in relation to non-teaching issues, for example, “there’s stuff on bullying, health issues, you know, workplace, you know, workplace related” (Graham). Professional learning activities focusing on ICT application and non-teaching matters are free, compulsory and in-house. For many teachers in the study, these are the only formal professional learning activities that they are offered or could manage to participate in, possibly due to the mandatory nature of such activities. As can be seen in the following sections, there could be other formal professional learning opportunities that the teachers could not engage in due to time or financial constraints. While the mastering of technical skills and a good understanding of compliance issues could facilitate their daily work, many of the participating teachers acknowledge that professional learning activities on these skills are not what they really need, particularly in terms of supporting their daily teaching of the increasingly diverse student population. These mandated or whole-staff professional learning activities are not necessarily “ill-conceived” and “irrelevant” to the professional roles of VET teachers as Netolicky (2016b, p. 221) observed. However, they do not adequately respond to the changing demands of their professional work as a result of the expansion and diversification of VET teachers’ roles, in this case, due to the unprecedented growth of international students, demand to inter-

nationalize teaching and learning accordingly and requirements to prepare students for a globally interconnected world.

A Focus on General Teaching

In order to work as a VET teacher in Australia, teachers are required to possess at least a Certificate IV in Teaching and Assessment. Several teachers in the study consider obtaining a minimum or higher level teaching certificate as their current area of priority in terms of professional development, as revealed in the following excerpts:

I'm doing a Diploma in Teaching now. [...] So I'm doing a diploma. I did the Certificate IV in Teaching because that was the prerequisite to teach here. But the diploma, and I guess my view was that it will ultimately be the diploma with the prerequisite so I may as well nail it too. So I'm doing that. [...] So to answer your question is that my priority at the moment is finishing this diploma. (*Gavin, Business & Finance teacher*)

...yeah, I'm a big a, just say for example relating specifically to my teaching, is I'm actually currently completing the language, literacy and numeracy unit which is coming in effective as of the 1 July 2015 which will probably be changed now because the standards have been updated. So yeah, so I've been doing that. (*Sean, Automotive teacher*)

Formal professional development, which leads to certification, is a prerequisite requirements for VET teachers, thus even though it is not stated as compulsory professional learning at institutions, VET teachers prioritize this activity so as to remain in the profession. Given a lot of teachers in the VET sector have a background as an industry expert, it is crucial for them to attend such mandatory courses to at least acquire the foundational knowledge and skills in support of their teaching. Due to the short duration of the Certificate IV course, however, it is likely that there is time to cover the basic teaching skills and knowledge only, rather than broader and deeper aspects of pedagogy and conceptual knowledge, let alone issues related to the internationalization of teaching and learning and catering for international students. The entry requirement for VET teachers has been criticized as inadequate to assure the quality of teaching and learning (Clayton, 2009; Simons & Smith, 2008; Smith & Grace, 2011; Wheelahan & Moodie, 2011; Williams, 2010), and researchers have called for higher requirements of VET professionals. As the demand for qualifications across the educational sector is becoming higher and higher, certi-

fied professional development activities are likely to become more popular. With internationalization increasingly becoming a central part of the VET sector, it is important that issues related to the international VET be included and addressed in such programs.

In addition to the certified professional development activities, which are a priority of many VET teachers without a teaching background, another popular type of formal professional learning at VET institutes is the teaching specific seminars or workshops, or the annual teaching and learning forums. However, while the VET teachers in this study mention these teaching-specific events as the available professional learning opportunities offered at their institutes, the analysis of the interview data reveals that many teachers do not have positive perceptions of such activities. Peter, for example, recalls such seminars mostly focusing on general teaching issues, which do not seem to attract much of his attention:

It's difficult, to be perfectly honest, when I see the word PD I generally just don't read on. There's different seminars on different learning support, maybe new packages that have been released. Book packages, computer packages, there's seminars and lectures on student management offered by different speakers, universities. So they're generally free to come along to a lecture just to listen about different work that's been done with student behaviour. So in the main it's lectures and seminars, some workshops. So workshops might include how to use different software but not necessarily computer software but different teaching manuals and that kind of stuff.
(*Peter, Automotive teacher*)

Similarly, the extract below shows that for Andrea, participating in the general teaching seminars or workshops serves as ticking the box of the professional development hurdles that she needs to complete, not for the sake of improving her teaching and learning practices:

So we also, with PD as well, when we used to get faculties coming in and giving us updates about their courses and information. We'd call them PD too because it's a, you are learning about other areas. So that's when that would, form would get filled up. (*Andrea, Business & Finance teacher, and international student coordinator*)

The finding about the participating teachers' lack of interest in engaging in formal professional development activities organized by their institutions is in accordance with previous observations about teachers'

professional learning participation. Wheelahan and Moodie (2011) for example also note that the mandatory professional learning commitment might lead to teachers participating in professional learning activities to meet the hurdle requirements rather than genuinely wishing to enhance their professional capabilities. There are however different reasons for their absence of engagement, which can be seen in the next sections.

A Focus on Industry Currency and Knowledge

Apart from a focus on technical, generic skills and general teaching, formal professional learning activities also center on developing VET teachers' vocational competencies and maintaining industry currency. Sean, an Automotive teacher, comments:

Yeah. No, no, no, you're right. And as, and as, I'm just, I'm just putting my compliance hat now, is one of the standards actually says that trainers and assessors should continue, should continue to develop their vocational competencies used at a level being developed and maintain a level of currency. So, so that comment that you made is driven by that. And so the professional development activities that are provided or designed or disseminated are all focused around that. (*Sean, Automotive teacher*)

Since the VET sector is currently characterized by the dominance of the training packages and preparation of workforce for Australian industries, it is not a surprise that current formal professional learning practices center on vocational competences and industry currency. According to the teachers in this study, such professional development is usually provided through professional bodies. VET teachers wanting to obtain updates on these matters need to gain them through these organizations. Due to the importance of maintaining industry currency for VET teachers, engagement in these professional learning activities is what VET teachers attempt to attend, despite the financial and time constraints as discussed below.

Limited Professional Learning Related to Internationalization of the VET Sector

In recent years, together with the internationalization of the VET sectors, the professional roles of VET teachers have been expanded and diversified. However, support for teachers to address issues arising from the internationalized VET seems not to meet professional demands of VET teachers.

The analysis of the data from interviews with the VET teachers in this study shows the current lack of professional development related to teaching international students onshore and offshore as well as preparing students for the increasingly globalized and intercultural workplaces upon graduation.

According to some VET teachers, despite the range of professional learning activities offered at their institutes, professional learning in terms of internationalization is simply non-existent.

We do have, we do have quite a big workforce capability unit. And they, most, we have PD activities that we can attend, more teaching and learning practice and sort of pedagogy and that sort of stuff. We also have the subscription to Lynda.com which is a big online thing where we can do our self-directed learning in a variety of different areas for our professional and vocational [21:32]. There is a lot of stuff in that so to be fair it is there but the offshore and the international there is nothing. (*Macy, Management teacher*)

Yes we do, we have forums about twice a year but again they leave the international side of it out. It's just talking about, you know, contemporary approaches to learning or, you know, that sort of stuff that's, you know, pretty much bread and butter of where, where you're coming from so yeah. (*Macy, Management teacher*)

Even when there are attempts to address VET teachers' needs in terms of dealing with increasing cultural diversity in the classroom, such events are generic and inadequate.

I've only had like a cultural diversity, very basic sort of dealing with difficult people or people from a variety of backgrounds and it's very generic. It's like, it's very basic. [...] Probably not sufficient enough. [...] It's not, it doesn't go deep enough. I find that it's just, I just have enough time to touch on the surface and then I get interested in one area but you can't really spend any more time. (*Andrea, Business & Finance teacher, and international student coordinator*)

Despite the dominant discourse among the VET teachers about the lack of professional learning provision related to teaching international students, some participating teachers maintain that such opportunities are indeed offered at their institutes. Jayden, a Language & Literacy teacher, and also a professional development coordinator, confirms that "every year I deliver some type of workshop around teaching and learning across

cultures with international students. So I provide that for, as PD for staff.” Teachers from at least three other institutes also reveal that professional learning related to internationalization is provided at their institutes:

Every couple of years there's been, we've had cultural awareness training [conducted by] the department, the international department. I think they've had some, some Kangan teachers and they've brought in consultants from outside as well. [...] I can't, I can't think of a specific, but I do know that somebody came in and we had a discussion about Asian Learning Styles. (*Martin, Automotive teacher*)

There used to be [specific PD around teaching international students] because I, I used to be involved in the delivery of that, back, but that's back 2003, 2002–2003. I, I'm not sure a lot of it goes on now except in annual teaching/learning showcases. (*Graham, Business, Accounting & Finance teacher*)

And also sometimes there's international centre people or the outside organizations... they come in and talk to us. The international law student patterns and what we are expecting and changes. Sometimes I'm not aware what immigration ministry is having in [17:15] or what changes happen in July. [...] So that sort of new change is sometimes government issues, policy issues. (*Simon, Economics teacher*)

[...]Such as I tell you that, how to handle difficult students or the cultural values in your teaching practices. [...]And other things would be understanding the international, changing international scenarios and everything. [...] so the economic situation changing. [...] And why the influx of students all of a sudden from other areas. And also the government policies time to time on visa and their issues. Sometimes students, okay, you are the first contact of the students as lecturers or teachers. So they prefer to ask you alright. (*Simon, Economics teacher*)

As can be seen from the above extracts, at some institutes, professional learning activities with a focus on teaching international students do exist but have not been previously documented in the literature on professional development for VET teachers. Though not currently a dominant practice among VET institutions, such observations show that there is indeed acknowledgement of issues related to international students, accompanied with serious efforts to assist VET teachers in addressing these. Given the present funding cuts in the VET sector, such attempts are highly appreciated and need encour-

aging. With the increasing participation of international students in VET courses, this should be paid more attention to and brought from the periphery to the center, for not only it is tied to an ethical commitment that institutes recruiting international students need to fulfil but also in the long term, it is beneficial to the sector and making international VET more sustainable in this age of fierce competitions for international students worldwide.

In conclusion, the analysis of the interview data presented in this section shows that the VET teachers in the current study have access to a variety of formal professional learning opportunities, including both teaching and non-teaching related professional development. Teachers tend to participate in the mandatory professional learning activities focusing on ICT application and compliance issues as well as certified professional development as required of them for their teaching positions. Meanwhile, professional learning on general teaching issues does not seem to be of great interest to teachers, who admit their participation is simply to meet the compliance requirements. There are mixed opinions about the availability of professional learning in relation to internationalization, yet given the increasing presence of international students in the VET sector and the need to prepare students for the globalized, interconnected labor market, more effort and resources need to be invested to support teachers in performing their expanded and diversified roles.

BARRIERS TO PROFESSIONAL LEARNING PARTICIPATION

There are various reasons why VET teachers do not participate in formal professional learning activities. Financial and time constraints are among the biggest barriers. Other factors include the casualization of staff, lack of teachers' interest, and absence of relevant, quality professional learning opportunities. Although these aspects have been identified and discussed to different extents in the general professional development literature, the analysis presented in this section will provide more insights into the challenges of professional learning participation specific to the VET sector, a crucial but often neglected player in international education.

Financial Constraints

As discussed in the previous section, there are in-house, free professional learning activities that teachers can take part in, yet these tend to be not what the teachers are interested in participating in or in need of. In contrast, there are professional learning activities that really match the teach-

ers' professional learning needs and they find useful yet they cannot afford to attend due to the lack of financial support from their institutes. Some teachers explain their situations as follows:

Well yeah the money. And it comes—always comes down to the money. You know, there's a—I went once only. And I—don't ask me how many years ago it was. Six, seven, eight years ago I went to a conference in Brisbane. [...] It was the Australian International Educators conference. And I found it incredibly valuable, incredibly valuable. I would love to do that every year. But there's no money. (*Ann, Tourism & Hospitality teacher, and international student coordinator*)

I think the challenges are probably time and money. And, I mean it's worse, you know, in the last two years when, with all the government cutbacks. And I'm, I mean I'm, I'm, I find it really supportive that the institution has said, yes we're going to maintain our quality. (*Graham, Business, Accounting & Finance teacher*)

Anything comes from the industry sure. I always the first one I put my hand up. I never say no. The only once I can say no is the once if it's a bit costly. And it cost a bit of money. I love to do it but unfortunately I'm not able to pay. Like for example a thousand dollars, twelve hundred dollars, fifteen, two thousand dollars. [...] The cost is the barrier yes. [...] If the Institute can help us to do that (pay for PD event), [...] Well not lately. (*Sebastian, Automotive teacher*)

As can be seen from the above extracts, there are professional learning opportunities that teachers wish to attend but financial constraints stop them from doing so. While it is understandable in this time of tightened funding, it is such a regret that these professional learning events that teachers identified as being relevant to their professional work are not affordable and accordingly they could not get access to. Teachers in some institutes have to take turns to participate in professional learning activities provided by external organizations, which are usually costly and unaffordable to the restricted budgets of institutes and teachers.

Time Constraints

Together with finance, time is an important inhibitor to teachers' engagement in professional learning activities. Although teachers are given access to professional learning opportunities, in some instances, they simply can-

not participate in them because of their heavy workload, as explained by the following teachers:

Well lots because sometimes I would like to do it but I just don't have the time to do it. Even on the days that I'm not teaching, I've just got too much other work to do. [...] And I'll just re-enforce that teachers have been asked to do more and more and more. And they're very stressed and it's very difficult to talk to them now. Because they said 'I've got enough to do'. Especially at this time of the year where it's the end of semester they're madly correcting. [...] they're highly stressed. You know, it's not new information. But it seems to be occurring more and more. (*Ann, Tourism & Hospitality teacher, and international student coordinator*)

Because I'm not teaching regular classes as such, using the training packages, I haven't signed up for a lot of the courses on the flexible delivery and for putting course materials online and so forth. Only, I do them perhaps out of, out of general interest to know a little bit more about it. But frankly I, I'm here three days a week and my job is, it's a full-time workload for three days a week. So to be perfectly honest I haven't got time to, to pursue those areas that are interesting and would be good but. (*Jayden, Language & Literacy teacher*)

Lack of time as a limiting factor to professional learning participation by the VET teachers in this study can be due to different reasons in the contemporary academic profession. Later in this section, the casualization of the teaching staff is also discussed as a crucial barrier. Another obstacle might include conflicting schedules where professional learning events take place at hectic periods of time like the end of a semester thus teachers are simply too busy to participate. Additionally, heavy workload might hinder teachers' engagement in professional learning or any other extra activity because they have reached their full capacity just performing their regular work responsibilities.

Casualization of the Teaching Staff

One of the contemporary issues facing the academic workforce is the casualization of the academic profession. More and more academics these days are employed on a casual basis. In the VET sector, growing casualization of teaching staff in recent years has been seen to be associated with the marketization of VET programs and recruitment of international students

where a large number of teachers might be required to backfill the teaching of a growing but somewhat unstable number of international students in some programs on high demand at a certain period of time such as Hairdressing, Cookery or Accounting. Within private VET institutes in particular, most teachers involved in teaching international students often work as casuals or on a short-term contract. Their contracts depend mainly on the number of international students in their program (Tran, 2013a). Casualization of staff has proved to be an inhibiting factor to VET teachers' professional learning participation, as revealed by Brenda, a Management teacher, in the following extracts.

I think what I've just mentioned about the high, high levels of casualization. And I think that's probably the main, the main challenge that there's never really times when everyone, all the teachers are here so. And some, I think some of them have the attitude that they're just here to teach their class and then they leave and they're not really interested in anything beyond that. And, you know, I think they do their own thing and then, I mean I don't think, they're not, a lot of them I think are excellent teachers but they just don't have time or interest in, in, you know, attending professional development or something like that I think. (*Brenda, Management teacher*)

Well thinking in my last job where I worked as a, as a casual teacher and I worked there for probably 5 years and during that time I never, I never received any professional development opportunities. And that, that was very common because being a casual there was just nothing really, nothing really done for teachers. [...] So that was quite, that was quite frustrating but I guess I never really did anything about it because it was just kind of the way it was. (*Brenda, Management teacher*)

There was not really funding allocated for casual staff to attend them. So there was nothing really, there was nothing really offered to casual staff. (*Brenda, Management teacher*)

Casualization of the teaching staff is a current issue that is not easy to tackle. Due to their tight budgets, institutes cannot support casual staff to take part in professional learning activities crucial to improving their teaching skills and thus enhancing the teaching and learning quality. As the above extracts show, being a casual employee might mean a denial to professional learning opportunities, a lack of financial support for professional learning participation, or even unavailability for professional learning engagement.

While the issue of money and time are hard to tackle, opening up professional learning opportunities organized within the institutes for casual staff can often be within reach of institutes to support these staff's professional development and improve the teaching and learning quality. While there are staff who would not take the opportunities, there are likely staff who would commit to their professional learning by sacrificing their own time and effort to improve themselves as a teacher. Casual staff are generally marginalized and vulnerable, thus any support for them is valuable. Indeed, they play an important role in maintaining the teaching and learning activities at institutes thus should be treasured rather than being excluded. Only with that can they be assured so that they could commit even more to their teaching.

Lack of Teachers' Interest

There are different reasons why teachers are not interested in participating in professional learning activities. Notably, the lack of incentives in terms of financial rewards or benefits for career are commonly cited reasons for teachers' lack of interest in professional learning events. Below are some explanations by the VET teachers in this study:

I think lack of interest from the staff. Yes it's free but there's very little benefit you get out of it other than putting it on your resume I suppose. Lack of time, I think sessional teachers generally tend to not want to because they don't get paid for anything outside of their actual teaching. So they don't get paid for preparation of lesson plans, marking, any of that stuff. [...] Motivation would be lacking because there would be no financial reason to engage in PDs. Especially since you don't get paid more as a sessional for attending PD sessions. (*Peter, Automotive teacher*)

And there is no incentive. I mean unless there was a clear incentive in terms of becoming a better teacher or receiving more money. There's very little incentive to sacrifice my time to attend a PD. [...] It's very unclear when you're looking at doing a PD exactly what benefit you'll get out of PD. [...] So I'm not sure why but that seems to be the general idea I get is most of the PDs I kind of skimmed over, read the aims and that. And I just say 'well I have no interest in this because I don't see any clear benefit in spending hours doing this'. (*Peter, Automotive teacher*)

That some of us are TAFE teachers and some of us on a HEW Level Award. Now those of us who are on, are TAFE teachers are actually at the upper end of the pay scale. We don't have anywhere to go professionally if we stay on

the TAFE teaching award ladder. So professional development for us is not very meaningful because it's not going to [...] anywhere, no. [...] But it's not going to take our career anywhere unless we wanted to go into management and in which case it's a different sort of job and then it's then on a HEW scale. And most of us don't want to do that. (*Kathy, Language & Literacy teacher*)

The above extracts show that the VET teachers' unwillingness to engage in professional learning activities rests with their personal choice. Although they might have sound justifications for their decisions, it is such a pity to learn that the professional learning offerings are not attractive and rewarding enough for them to spare their own time. Designers and developers of professional learning programs might want to carefully examine this undesirable situation so as to strategically invest time and resources to improve the current practices.

Lack of Relevant and Quality Professional Learning Opportunities

Other important barriers to professional learning participation by the VET teachers in this study are the unavailability of professional learning in the area they need or the mismatch between the professional development offered and the one needed. Indeed, as discussed in Chap. 3, there is currently the lack of professional learning activities focused on equipping VET teachers with the necessary knowledge and skills in teaching international students. This is also a limiting factor to professional learning participation stated by the participating teachers. For example, Brenda, a Management teacher, reveals:

[...] when I was looking at different training providers and some of them were offering things in terms of cultural awareness and so on, anyway I spoke to my manager about it and I said, I suggested that this might be something useful for the staff and he agreed. But he said to have a look at something that was maybe tailored more to do with teaching international students. And just from looking, I mean I didn't spend a huge amount of time but by looking at online I didn't really find anything that was appropriate. You know, targeted to specifically. A lot of it was kind of more relating to working with people of different cultural backgrounds, some of it was relating to, you know, Australian content like I was talking about issues such as dealing with Aboriginal people and so on. So it wasn't really related so

much to international students which kind of surprised me. Like I think I found some that had been done in the past.

The quality of professional learning offered is another inhibitor to participation. Below is Peter's justification for his lack of interest in engaging in professional learning:

It's probably more that I don't think I'll get enough benefit out of it to justify the time I put in. [...] Maybe you know, there will be some benefit but from PD sessions I've attended in the past I haven't had positive experiences in most of them. So I tend to feel that the best way to get better is to teach and to be in the classroom. (*Peter, Automotive teacher*)

CONCLUSION

The discussion in this chapter provides nuanced insights into the existing formal professional learning programs offered for teachers in Australian VET. The empirical data shows that most of these programs are predominantly designed to assist teachers in maintaining and dealing with industry currency, technical issues and compliance requirements. This finding therefore echoes previous research highlighting the focus of current professional development practices in VET as well as its limitations and effectiveness. However this study also found that existing professional learning provision for VET teachers has not yet been in tune with the new and changing demands associated with the expansion and diversification of their professional roles and responsibilities, especially as a result of the VET sector's active and increasing participation in international education and recruitment of international students. Further, existing professional learning programs have not addressed the new requirement to assist teachers in the development of their capabilities and expertise to be involved in preparing a generation of VET graduates for the current globalized and interconnected workplaces. It is thus argued that professional learning programs in VET need to move beyond the narrow aims of mainly responding to industry currency and compliance needs to address the broad, complex, and changing needs of teachers (Askill-Williams & Murray-Harvey, 2016). These changing needs as revealed by the teachers in this study are centered around their direct engagement with and teaching of an increasingly diverse student population, including international students, and their work on preparing students for a globalized and intercultural labor market.

The study however shows valued efforts from some VET institutes to provide teachers with professional learning opportunities to enhance their capacity to work with international students and foster internationalization in their institutions. There should be more structured and coherent support from the VET system for these initiatives and encouragement for these good practices to be shared and disseminated more widely among VET institutes in the sector. It is however notable that professional learning activities in response to the professional need of working with increasing cultural diversity in the classroom should be more targeted and relevant to teachers' specific professional needs in the context of internationalized VET. The reason is despite being positive developments, these are currently seen largely as generic and inadequate. Also designing professional learning programs that encourage and build on teachers' potential agency, active participation and capacity to act as a constructor of their own professional learning and intellectual work is essential if these programs are to meet teachers' professional needs and to ensure highly effective teaching and learning in VET.

The chapter identifies the major constraints to professional development provision and participation being financial and time constraints, lack of teachers' interest, and casualization of staff. To overcome these barriers and enhance their professional capacities to work in internationalized VET, many teachers have engaged in informal professional learning and this will be the focus of the next chapter.

REFERENCES

- Andersson, P., & Köpsén, S. (2015). Continuing professional development of vocational teachers: Participation in a Swedish national initiative. *Empirical Research in Vocational Education and Training*, 7(1), 1–20.
- Askill-Williams, H., & Murray-Harvey, R. (2016). Sustainable professional learning for early childhood educators: Lessons from an Australia-wide mental health promotion initiative. *Journal of Early Childhood Research*, 14(2), 196–210.
- Australian Government. (2012). *Australia in the Asian century*. Canberra, Australia: Australian Government.
- Baker, E. (2014). *Exploring meanings of professional development: Teacher perspectives*. Unpublished doctoral thesis, University of Central Missouri, Kansas City, MO.
- Cameron, R., & O'Hanlon-Rose, T. (2011). Global skills and mobility challenges and possibilities for VET: A cross-border cross-sectoral case study. *International Journal of Training Research*, 9(1–2), 134–151.

- Chen, J.-Q., & McCray, J. (2012). A conceptual framework for teacher professional development: The whole teacher approach. *NHSA Dialog*, 15(1), 8–23.
- Clayton, B. (2009). *Practitioner experiences and expectations with the certificate IV in training and assessment (TAA40104): A discussion of the issues*. Discussion paper. Adelaide National Centre for Vocational Education Research (NCVER).
- Darling-Hammond, L., Wei, R. C., Andree, A., Richardson, N., & Orphanos, S. (2009). *Professional learning in the learning profession*. Washington, DC: National Staff Development Council.
- Dickie, M., Eccles, C., FitzGerald, I., McDonald, R., Cully, M., Blythe, A., et al. (2004). *Enhancing the capability of VET professionals project: Final report (incorporating data analysis and literature review)*. Brisbane, QLD: ANTA.
- Guthrie, H. (2009). *Competence and competency-based training: What the literature says*. Adelaide, SA: National Centre for Vocational Education Research.
- Guthrie, H. (2010). *Professional development in the vocational education and training workforce*. Occasional paper. Adelaide, SA: National Centre for Vocational Education Research.
- Guthrie, H., & Clayton, B. (2010). *Building capability in vocational education and training providers: The TAFE cut*. Occasional paper. Adelaide, SA: National Centre for Vocational Education Research.
- Hardy, I., Rönnerman, K., Moksnes Furu, E., Salo, P., & Forsman, L. (2010). Professional development policy and politics across international contexts: From mutuality to measurability? *Pedagogy, Culture & Society*, 18(1), 81–92.
- Harris, R., Simons, M., Hill, D., Smith, E., Pearce, R., Blakeley, J., et al. (2001). *The changing role of staff development for teachers and trainers in vocational education and training*. Adelaide, SA: National Centre for Vocational Education Research.
- Hawke, G. (2008). *Making decisions about workforce development in registered training organizations*. Adelaide, SA: National Centre for Vocational Education Research.
- Ho, D., Lee, M., & Teng, Y. (2016). Exploring the relationship between school-level teacher qualifications and teachers' perceptions of school-based professional learning community practices. *Teaching and Teacher Education*, 54, 32–43.
- Hodge, S. (2010). Trainers and transformation: Facilitating the 'dark side' of vocational learning. *International Journal of Training Research*, 8(1), 53–62.
- Huffman, J. B. (2011). Professional learning communities in the USA: Demystifying, creating, and sustaining. *International Journal of Learning*, 17(12), 321–336.
- Kennedy, A. (2005). Models of continuing professional development: A framework for analysis. *Journal of In-Service Education*, 31(2), 235–250.
- Kennedy, M. M. (2016). How does professional development improve teaching? *Review of Educational Research*, 86(4), 945–980.

- Miles, J. (2013). *Teacher identity and transformation through critical pedagogy: Challenges and models of teaching teachers in vocational education and training (VET)*. New South Wales: AVETRA.
- Misra, P. K. (2011). VET teachers in Europe: Policies, practices and challenges. *Journal of Vocational Education & Training*, 63(1), 27–45.
- Mockler, N. (2013). Teacher professional learning in a neoliberal age: Audit, professionalism and identity. *Australian Journal of Teacher Education*, 38(10), 3.
- Nakar, S. (2012). *The 'voice' of VET teachers: Teacher dilemmas and their implications for international students, teachers and VET institutions*. Paper presented at the Australian VET research association 15th annual conference, Canberra, Australia, ACT.
- Nakar, S. (2013). Understanding VET teachers' challenges in providing quality education to international students. *International Journal of Training Research*, 11(1), 79–88.
- Netolicky, D. (2016a). Coaching for professional growth in one Australian school: "Oil in water". *International Journal of Mentoring and Coaching in Education*, 5(2), 66–86.
- Netolicky, D. (2016b). *Down the rabbit hole: Professional identities, professional learning, and change in one Australian school*. Unpublished doctoral thesis, Murdoch University, Western Australia.
- Pasura, R. (2015). International students in the private VET sector in Melbourne, Australia: Rethinking their characteristics and aspirations outside the deficit model. *Journal of Vocational Education & Training*, 67(2), 203–218.
- Robertson, I. (2008). VET teachers' knowledge and expertise. *International Journal of Training Research*, 6(1), 1–22.
- Robertson, I. (2009, April 16–17). *TAFE teacher's knowledge bases: Analysis of the diploma in VET*. Paper presented at the AVETRA 12th annual conference Aligning Participants, Policy and Pedagogy: Traction and Tensions in VET Research, ACT.
- Saunders, R. (2012). Assessment of professional development for teachers in the vocational education and training sector: An examination of the concerns based adoption model. *Australian Journal of Education*, 56(2), 182–204.
- Schofield, K., & McDonald, R. (2004). *Moving on: Report of the high level review of training packages*. Brisbane, QLD: Australian National Training Authority.
- Simons, M., & Smith, E. (2008). The understandings about learners and learning that are imparted in certificate IV level courses for VET teachers and trainers. *International Journal of Training Research*, 6(1), 23–43.
- Skills Australia. (2010). *Australian workforce futures: A national workforce development strategy*. Canberra, Australia: Commonwealth of Australia.
- Smith, E., & Grace, L. (2011). Vocational educators' qualifications: A pedagogical poor relation? *International Journal of Training Research*, 9(3), 204–217.

- Timperley, H., & Alton-Lee, A. (2008). Reframing teacher professional learning: An alternative policy approach to strengthening valued outcomes for diverse learners. *Review of Research in Education*, 32(1), 328–369.
- Tran, L. T. (2013). Internationalization of vocational education and training: An adapting curve for teachers and learners. *Journal of Studies in International Education*, 17(4), 492–507.
- Tran, L. T., & Le, T. T. T. (2017). Teacher professional development under the impact of internationalization in VET: Transnational perspectives. In L. T. Tran & K. Dempsey (Eds.), *Internationalization in vocational education and training* (pp. 77–94). Dordrecht, The Netherlands: Springer.
- Tran, L. T., & Nyland, C. (2013). Competency-based training, global skills mobility and the teaching of international students in vocational education and training. *Journal of Vocational Education and Training*, 65(1), 143–157.
- Warhurst, R. P. (2008). ‘Cigars on the flight-deck’: New lecturers’ participatory learning within workplace communities of practice. *Studies in Higher Education*, 33(4), 453–467.
- Wheelahan, L. (2010). *Literature review: The quality of teaching in VET*. Melbourne, VIC: LH Martin Institute, the University of Melbourne.
- Wheelahan, L., & Moodie, G. (2011). *The quality of teaching in VET: Final report and recommendations*. Melbourne, VIC: Australian College of Educators.
- Williams, K. M. (2010). Examining education qualifications for Australian vocational education practitioners. *Journal of Vocational Education & Training*, 62(2), 183–194.

Teachers' Informal Learning in the Internationalization of VET

Abstract This chapter examines VET teachers' informal professional learning activities to address their professional needs under the impact of the internationalization of the VET sector. Findings from interviews with the VET teachers reveal two most common informal practices of the teachers under investigation: reciprocal learning from immediate colleagues and self-initiated professional learning through informal networking and self-directed research. The findings highlight the importance of the immediate work environment and personal agency in teachers' professional learning. This study thus argues for the promotion of workplace culture supportive of peer collaboration and learning as well as recognition and nurturing of teachers' personal motivation for professional learning.

Keywords Teacher professional learning • Internationalization of vocational education and training • Informal professional learning • Reciprocal learning from immediate colleagues • Self-directed professional learning • Informal networking • Self-directed research • Teacher agency

INTRODUCTION

Despite professional learning being widely recognized as crucial for enhancing teaching competence and improving student learning experience and outcomes (Guthrie, 2010; Mockler, 2013; Timperley &

Alton-Lee, 2008; Wheelahan, 2010), professional learning for teachers is generally inadequate and ineffective. As discussed in the previous chapter, there are different reasons for the undesirable outcomes of the current professional learning provision practices. Formal professional development programs, often designed based on a deficit model or ‘wounded learner perspective’ (Alexandrou, 2013), appear to be disconnected with and thus fail to meet the professional needs of VET teachers, especially in relation to teaching international students and preparing students for an increasingly globalized labor market. In addition, the presence of neoliberalism in education pushes teachers forward, leaving them little time and space to first learn about and then apply their acquired knowledge and skills in their daily professional practices.

There have been several attempts to address the limitations of the traditional, formal professional learning practices. Alternative forms of professional development such as communities of practice, professional learning networks, and Edcamp unconferences have been proposed and implemented in various parts of the world and have been reported to gain certain positive results (Carpenter, 2016; Carpenter & Linton, 2016; Howlett, Arthur, & Ferreira, 2016; Owen, 2016; Trust & Horrocks, 2016). Additionally, many teachers engage in different forms of informal professional learning at their workplaces, including classroom observations and conversations with colleagues (Thomson, 2015) so as to learn from and discuss professional issues with their colleagues. Based on the participatory, agentic approach (Billett, Choy, & Smith, 2013; Hardy, Rönnerman, Moksnes Furu, Salo, & Forsman, 2010), these initiatives or informal forms of professional learning seem to be advantageous in supporting teachers’ ongoing learning and professional growth as well as providing them with timely assistance and deal with daily issues at work. Unfortunately, these reported informal professional learning activities are mostly happening at schools or higher education institutions. Little is known about whether and to what extent these informal professional learning activities have taken place in the VET sector. There remain very few studies examining informal professional learning practices among VET teachers, particularly in relation to the recent contextual changes in the VET sector. This chapter contributes to filling in this gap in the literature by exploring VET teachers’ informal and individual professional learning activities to address their professional needs under the impact of the internationalization of the VET sector. Findings from interviews with the VET teachers reveal two most common informal practices of the

teachers under investigation: reciprocal learning from immediate colleagues and self-initiated professional learning through informal networking and self-directed research. The findings highlight the importance of the immediate work environment and personal agency in teachers' professional learning.

INFORMAL PROFESSIONAL LEARNING

The previous chapter highlights a possible mismatch between the formal professional learning activities provided for teachers and teachers' expectations of the types of professional learning deemed relevant to their needs. It also addresses various constraints that preclude teachers' participation in professional learning activities. In a context in which formal professional learning provision is not always adequate or satisfactory, teachers may engage in informal targeted professional learning activities to address the demands arising from their immediate work environment and their professional needs to deal with particular issues in their professional landscape. Based on a study which involves interviews of 60 teachers across the US and UK contexts, Holly (1989) found that informal collaborative learning through exchanges, team teaching and collaborative learning are seen to have more impact on classroom practices than formal professional learning activities. Scholarly work in the field of teachers' professional learning however concentrates more on formal professional learning. How these forms of informal but important professional learning have been designed, initiated, encouraged and supported is largely under-researched (Kyndt, Gijbels, Grosemans, & Donche, 2016, p. 2), especially in the VET sector.

Informal professional learning can take place in many forms, for example, networking and peer learning, mentoring, study groups, classroom observations, and conversations with colleagues (Carpenter & Linton, 2016; Desimone, 2009; Eraut, 2004; Kyndt et al., 2016; Richter, Kunter, Klusmann, Lüdtke, & Baumert, 2011; Tran & Le, 2017; Trust, 2015; Trust, Krutka, & Carpenter, 2016). Informal professional learning is often initiated by the teachers themselves based on their needs and understanding of their existing practices and belief about what activities and forms of learning that are most beneficial to them and relevant to their work. Highlighting the values of informal learning, Trust et al. (2016) argue that "informal learning opportunities allow educators to co-construct knowledge for their practice in collaboration with peers, colleagues, and

other individuals” (p. 16). In this regard, informal professional learning is viewed as being collective and collaborative in nature and builds on teachers’ agentic capacity, which is argued to have transformative potential (Kennedy, 2016). Professional learning can be very powerful and effective if it can harness teachers’ empowerment, confidence, and voice (Dierking & Fox, 2013). Seen this way, informal learning can tap on this potential because it often connects with teachers based on their professional needs and agency. Unlike traditional professional development that may be defined by external factors such as system compliance and sectoral or industry demands, which teachers may not find relevant to their professional needs and thus may just feel pressured to participate (see Chap. 4 for further discussion of this issue), these more informal learning activities are often driven by teachers’ intrinsic motivations. Indeed, motivations have been seen as crucial to encourage teachers’ participation in professional learning (Beatty, 2000; Shulman & Shulman, 2004). In a nutshell, informal professional learning is a growing and important phenomenon to teachers’ capacity building as it is often need-driven, self-directed, connected with daily practices, empowering and builds on teachers’ agency and autonomy.

Trust et al. (2016) however see informal learning as predominantly happening through teachers’ interactions with other colleagues situated locally. Yet with the advancement of communication technology, it has been observed that more and more educators are engaged in peer learning networks, conversations and knowledge exchanges with colleagues beyond their local work environment including those situated internationally via channels such as skype, zoom and professional sites like the Academia. Other researchers found that informal learning also stretches beyond simply learning with peers and colleagues to learning with and from students, especially in international classrooms which has overseas students from a variety of ethnic backgrounds who bring with them different transnational knowledge, skills and cultures (Tran, 2011, 2013b; Tran & Nguyen, 2014, 2015).

SITUATED WORKPLACE PROFESSIONAL LEARNING

Conversations or exchanges with colleagues have been identified as a common informal learning practice (Hargreaves & Shirley, 2009; Netolicky, 2016b; Thomson, 2015). There are some primary benefits associated with this form of informal learning. Casual conversations can represent a useful channel for teachers to make connections between learning from formal

professional learning programs and their teaching (Thomson, 2015), allowing teachers to make sense of what they learn from these programs in their daily practice through informal discussion and exchange with their peers. Endorsing the value of informal conversations among teachers as a recognized form of informal learning, Hargreaves and Shirley (2009) argue that teachers learn to enhance their professional capacity and improve the quality of their work when they are engaged in “the nitty gritty challenges of their practice through thoughtful exchanges with colleagues and in relation to relevant research” (p. 93). Such informal conversations are self-directed and thus closely tied to what teachers see as being important to their work or target as areas needing improvement. Individual teachers therefore can appropriate and improve their work through their participation in information conversations and exchanges with colleagues as a form of community of practice and such a process is referred to as ‘participatory appropriation’ (Rogoff, 2008).

Professional learning networks or professional learning communities represent as another effective form of informal learning for teachers (Netolicky, 2016b; Trust, 2012; Trust et al., 2016). This informal channel of learning caters for teachers’ diverse and changing needs and interests (Trust et al., 2016), thereby having the potential to encourage their participation in genuine and meaningful professional learning. Professional learning networks are resonant with the condition crucial for nurturing effective teacher learning and improving the quality of their work as it is a “system of interpersonal connections and resources that support informal learning” (Trust, 2012, p. 133). Based on a critical review of the literature on professional learning networks and collaborative school culture, Netolicky (2016b) highlights the value of this form of informal learning among teachers as it provides environments which “cultivate collaboration and continuous, authentic, enduring, in-context learning” (p. 43).

Conversations and professional learning networks as recognized forms of informal professional learning involve collaboration and exchanges of knowledge, skills, information and experiences. In this regard, the professional learning occurs within and for the collective and entails the communal benefits to generate knowledge not only for the individual teachers involved but also for the community they are engaged in. Harnessing the potential of informal professional learning through teacher collaboration is therefore crucial to optimizing the teaching and learning quality. However, it is worth noting that the institutional culture and leadership play an important role in facilitating and maximizing the potential value of informal professional learning because it depends largely on open com-

munication, mutual trust, shared understanding and collaborative working relationships (Knight, Tait, & Yorke, 2006; Smylie, 1995). This form of informal learning needs the support of a work environment and the existence of appropriate procedures to ensure collegiality, participation and effectiveness (Knight et al., 2006).

TEACHERS' INFORMAL PROFESSIONAL LEARNING IN VET

Experts in the field of vocational education and training argue that informal professional learning in VET is often valued by teachers because it responds to the reality of their professional practice, or in other words, it is the form of learning evoked by their own practice (Knight et al., 2006; Mitchell, Henry, & Young, 2001). Common professional learning activities in VET include coaching, mentoring, conversations with colleagues, networking and participating in communities of practice (Mitchell et al., 2001; Tran & Le, 2017). These are often characterized as continuing, work-based and responsive to the specialized demands of the industry and students (Mitchell et al., 2001). The nature of VET teachers' professionalism and work arrangement including the increased popularity of part-time work among VET teachers has lent its support for informal professional learning. Andersson and Köpsén (2015), for example, point out, "Working part-time in a work-life community of practice related to the vocational teaching subject results in ongoing informal CPD of the vocational subject" (p. 18).

Much informal, non-accredited VET professional development is likely to be designed, conducted and evaluated by VET practitioners themselves as they seek to improve their practice through their work (Billett et al., 2013). An example of such agentic approach is a project called TROPIC, a professional learning program trialed among a group of TAFE Institutes in regional Queensland between 2008 and 2010 by Balatti and his colleagues. The aim of the program was to support teachers to improve their teaching practice through voluntary engagement in peer observation and reflection sessions under the guidance of voluntary mentors. In addition, as part of their informal, ongoing professional learning, VET teachers have developed networks, regardless of whether external funding is available, demonstrating their commitment to improving their own practice and that of their VET colleagues. VET teachers have similarly formed networks to collaborate with industry, to improve understanding and cooperation between the different parties (Mitchell, Chappell, Bateman,

& Roy, 2006). However, while collaborative teamwork is highly valued in the literature, it is not always realized in practice (Nakar, 2013, p. 83), usually due to the lack of management support and time pressure.

Another trend observed in the current professional development practices is the contextualization of professional learning activities, creating department-based professional learning space in addition to maintaining centralized professional development units. The underlying principle for this trend is that professional learning should be context-specific, and that a lot of professional learning takes place at the workplace, in day-to-day interactions with colleagues or students at work (Blackwell & Blackmore, 2003). Instead of applying a top-down approach, the professional development units work with departments and teams to develop a climate within which professional learning can take place on a day-to-day basis. Being advocates of a community practice approach to continuing professional learning, Knight and Trowler (2001) perceive that non-formal and informal can complement one another through making the academic department the hub of activities, while at the same time recognizing the importance of central expertise and systems. Bringing multiple opportunities for collective learning increases the chances of its effectiveness, they argue.

VET teachers cannot be assumed or necessarily directed by the purposes of the professional learning programs in which they engage. That is, there can be a tension between the broad educational aims and objectives of these programs and the purposes of engagement and expectations of outcomes that VET practitioners bring to their participation (Billett et al., 2013, p. 13). Similarly, Ball (2002) suggests that teachers be seen as agents in their professional learning. Echoing the view to position VET teachers as agentic actors in professional learning, Lijedahl (2014) comments, "They do not approach their learning as blank slates" (p. 120). They come to it with a complex collection of wants and needs and use professional learning opportunities as resources to satisfy those wants and needs. If these needs are not met, it is very unlikely for the professional learning activities to be embraced by the teachers or to be of use as intended by the providers.

RECIPROCAL LEARNING AT IMMEDIATE WORKPLACE

A lot of VET teachers' professional learning happens at their immediate workplaces. These include but are not limited to reciprocal learning from peers on a daily basis, interactions with senior colleagues as well as engagement with learners themselves.

While formal professional learning events tend to be themed and scheduled, a lot of teachers' informal professional learning involves discussions with colleagues on a wide range of issues in an ad hoc manner. Below are some examples of teachers' reciprocal learning in their immediate work environment:

Yeah I suppose trying to keep up to date with what's currently happening and yeah also discussing with colleagues different issues and different strategies that we use to teach international students. And yeah, with other staff and things like that, yeah. (*Brenda, Management teacher*)

No it's totally on an informal basis. I mean I feel like I've got a very good line manager who, for example, has put all the finance crew in the same room. So there's—we have a very good relationship and constant conversation with each other. But it's out of the good will of the people involved, there's nothing structural above it. The organization doesn't provide that, it just happens because we—that's the kind of people we are, we seek each other out to ask about sharing information about materials. (*Jessie, Hospitality & Finance teacher*)

So within our group, there's maybe four or five of us who share material. If I develop something for a particular class I will send it to them, if they develop something they will send it to me. We discuss issues with assessment. [...] because we're in the same room and our timetables overlap, it can be just turning to the person next door and discussion, you know, 'how did you find this student'. So there is quite a lot of communication. [...] as far as a collegial body is concerned, it's very strong and very powerful. (*Jessie, Hospitality & Finance teacher*)

In the views of many teachers in the study, these kinds of casual conversations they have with colleagues during the breaks, in the tearooms are very useful in addressing the concerns and questions of their daily work. The experience and strategies shared and discussed by and among teachers in similar professional roles and fields are highly relevant to their own teaching and professional practices. This form of professional learning in most cases is successful in complementing what formal professional learning usually fails to achieve: meeting the expectations or immediate needs of teachers.

The important role of the circle of colleagues in the surrounding working space is further emphasized by Peter, an Automotive teacher:

But my training was extensive and I have multiple teaching Diplomas and Certificates and if they couldn't tell me everything I need in those. The other thing is I think I get a lot of my teaching advice from peers. And I'm surrounded by hundreds of years of teaching experience. And if they can't help me again, I'm not sure what a PD's going to tell me that people who've been teaching in the system for thirty, forty years can't teach me. (*Peter, Automotive teacher*)

As can be seen in the above extract, the immediate work environment offers rich resources accumulated over the years, which can be readily drawn upon to assist teachers to deal with their daily problems. According to Peter, the formal professional learning events are non-comparable to the immediate workplace, where there exists the wealth of knowledge and expertise more abundant and relevant than any professional development provided formally by his institution. Peter's confidence in this observation of the valuable support at his workplace seems to suggest that informal professional learning from peers, if fully exploited, could be more comprehensive than the kind of learning brought about by formal professional learning opportunities.

Unlike in formal professional learning events when teachers learn about new strategies and knowledge from experts and professionals, immediate workplaces offer teachers the unique opportunities to learn informally from the different people they work with, as illustrated in the following excerpts:

There's quite a few teachers here who are of different cultural backgrounds, some of them are similar to the student's cultural background. So sometimes if you don't, you might talk to someone and you know about and they're from that culture and it sort of helps you understand where those students are coming from or the history or of that country or certain behaviours that are common or things like that so you sort of have that understanding and knowledge of that culture I guess. (*Brenda, Management teacher*)

Well the only thing that I've—I—I—don't forget that the students they the ones that teach me as well. I'm not just the one for them to teaching. I've learnt a lot of things from the teacher—from the students. [...] I've learnt from students as well. For example 'how do you do this in your country?' 'How the Chinese to this?' 'How the Koreans do this?' 'How—so in some ways there are some things that you can't find on any website and always you can go back to the student and they can say 'oh how you do that in Korea

this and this and that?’ and the student who say ‘oh yeah you this, is like that and this is like that’’. (*Scott, Automotive teacher*)

As discussed in previous chapters, cultural diversity has been identified as a challenge for many VET teachers in the internationalized VET. A lot of cultural training has been offered by institutes yet remains in great demand by VET teachers who have to teach a non-traditional cohort of students coming from increasingly diverse cultural backgrounds. In some radical moves, however, VET teachers and researchers also acknowledge that cultural diversity can serve as a great resource to address issues related to internationalization (see Chap. 4 for a more detailed discussion of this aspect). In the same vein, as shown in the above two excerpts, the diverse cultural experiences of not only the staff but also students are valuable assets that VET teachers can capitalize on to perform their professional roles and enrich the learning for all students under the impact of the internationalization of the VET sector. In other words, the casual interactions with the people they deal with on a daily basis, which have been recognized as their informal professional learning in their work environment, provide VET teachers with the necessary knowledge and understanding crucial to their teaching and engagement with international students.

VET teachers’ informal professional learning from people at their workplaces also extends to include senior staff members and other professionals when professional development in the areas they need is not available. Scott, Automotive teacher, reveals:

If developments are not available [in the areas that you need] you got to find a way to find the way. [...] For example I can’t find something I probably seek for more professional help. I probably ask my boss if he can help me through the Institute to do something regarding to the issue or I look elsewhere, more professionals to help me or to guide me how to find that development and look into it. (*Scott, Automotive teacher*)

Scott’s explanation once again confirms that the people around VET teachers in their workplaces, each basing their own strengths and resources, can contribute to certain extent and in different ways to accommodating the needs of VET teachers in their professional life. This kind of support, unlike that provided by formal professional learning events, is personalized and realized on a personal basis, thereby directly and effectively addressing personal concerns of individual teachers, something that might be beyond what formal professional development could offer.

In summary, this section has demonstrated that the immediate work environment plays a crucial role in VET teachers' professional learning, particularly in gaining the insights and strategies to work with international students as well as preparing students for the global labour market. Research has also emphasized the importance of closely surrounding staff/students in staff continuing professional development (e.g. Netolicky, 2016a; Trust, 2012; Trust et al., 2016). Given the indispensable component of such human resources surrounding VET teachers in their professional learning, it is important to promote a workplace culture supportive of collaboration and peer learning to ensure the quality of teaching and learning under the changed circumstances of the VET sector, especially in response to the growth of international students and the demand of internationalization in VET.

SELF-INITIATED PROFESSIONAL LEARNING THROUGH INFORMAL NETWORKING AND SELF-DIRECTED RESEARCH

Apart from reciprocal learning from people they work with in their immediate workplace, the analysis of the interview data shows that the VET teachers in this study actively look for a variety of opportunities in their personal space to learn more about and improve their teaching practices. This section will discuss two of their most popular activities, which are informal networking and self-directed research. The analysis will also highlight teachers' personal agency in their informal professional learning.

First of all, many VET teachers under investigation have informal get-togethers with the people outside their institutes whom they meet during work travels and events. Over dinner or a cup of coffee, they share personal experiences, learn from each other, and keep each other inspired and updated with what is happening in their professional fields. The following extract by Andrea, a Business and Finance teacher, and international student coordinator, provides a detailed account of this kind of informal professional learning by VET teachers:

Networks would be from other institutions that travel and do the same sort of events and—[...] Or we call each other or catch up for dinner or a coffee and.....see how things are going. [...] And at other events and I've become friendly with a lot of people who also do, have similar roles as me. [...] So I catch up with them and just sort of bounce ideas, get an idea of what's hap-

pening at their end and it sort of makes me think, oh maybe we should be doing this and that or, yeah. [...] Yeah I think so because they could have some intelligence into a certain area that I'm not too familiar with. And you know it might get me thinking... [...] I can't think of exact but I know that that's sort of why I enjoy catching up with them because we, we are on the same level. We deal with international students. [...] And we talk the same language. [...] And yeah I know that I can contact them. They know what I'm talking about. They know where to point me in the right direction if I had any questions. But yeah, not formally no. (*Andrea, Business & Finance teacher, and international student coordinator*)

Building a professional network is important for teachers in general. The circle of members in the network would provide valuable support for individual teachers to address their professional needs, as pointed out by Andrea in the above excerpt. This informal community of practice is even more critical for VET teachers who work in small institutes where they might be the only or among the very few experts/professionals in a particular area. Similarly, it is very useful for VET teachers who need to obtain knowledge and skills to perform their extended professional roles in the internationalized VET. Having an expanded network of professionals or colleagues in the same field from other institutes or professional bodies thus becomes vital for VET teachers' professional learning. From information exchanging and experience sharing, teachers can learn important skills and knowledge to deal with situations arising from their daily work activities.

Another interesting aspect of VET teachers' informal professional learning is their openness to learning opportunities in their diverse surrounding environments. Whether it is a gathering with friends in a restaurant, a casual chat with students, or a leisure time watching TV or reading magazines, VET teachers seem to effortlessly take advantage of the exposures to gain something useful for their professional life. Claudia, a Hospitality teacher, vividly demonstrates these varied informal professional learning incidents in her daily life in the following excerpt:

Just a group of friends go out to different restaurants. So then you're looking at—you follow trends, that's informal. Follow trends in the industry. [...] Yeah it's good. It's a good way to see what's going on and doing things. [...] It's sort of going out for dinner but just looking at the trends in food, the way foods presented, so that when you do a demonstration that you don't—maybe you do a new presentation of food that's more in rather than

classic ways that something's presented on a plate. [...] Oh yes. Sometimes a student might show you something, you know, the way they might do something in the workplace or the way they've done something and you learn something like that. I think you're always learning some things incidentally that you can apply to your practice. Watch—reading magazines, it's to do with cookery, you know watching TV shows or reading books, traveling, you always have incidental learning that you can apply. (*Claudia, Cookery teacher, and international student coordinator*)

The above example shows the teachers' commitment to their profession and their personal drive to widen and update their knowledge and skills. It shows that teachers' professional learning might not be restricted to certain designated physical environments or professional boundaries but could flexibly extend to include any incidental learning that might take place in their personal space. This informal professional learning practice of the VET teachers is a compelling finding we would like to highlight. It displays the variety and diversity of professional engagements of VET teachers to maintain their industry currency as well as enhance their teaching practices that were not previously documented in the VET literature.

One prominent personal/individual professional learning activity that impresses us a lot when analyzing interview data on professional learning of the participating VET teachers and we have also reported elsewhere (see Tran & Le, 2017) is their personal drive for research. These might include research into the industry, reading and keeping updated with current trends in the field. Below are some explanations of the VET teachers in this study of their personal commitment to this activity:

I think it's more just following, you know, following the news and things like that and if there's particular issues like I mentioned before about there's a lot of talk at the moment about students, about issues of academic misconduct like cheating and things like that. Sometimes I'm aware and I suppose I, if I see something about that I'll, I'll, I'll read about it. And then, and then in terms of course content, I guess, I guess I try and, I look at different, you know, website or news sites or whatever and I try and find examples of, you know, like I might find videos or current new stories that I can use in class that relate to the course content to try and make it a bit more interesting and current and things like that. So I suppose I do a lot of that. (*Brenda, Management teacher*)

So in relation to, I read up a lot on, on the cultural aspects of things. [...] Yeah and I actually sort of encouraged an interest within myself to be able

to, when I was there, to further know about the work cultures, the expectations of the students that I was working with. (*Sean, Automotive teacher*)

Research into the industry. Into the—into the automotive. Okay? [...] Reading, setting up programs. Things like that, you know what I mean? Because setting up a program to put into Moodle it needs a lot of time, a lot of work, you know what I mean and a lot of research. Lately the last couple of years we've been working a lot on Moodle. How to help the students to develop skills and knowledge through website, through online... (*Scott, Automotive teacher*)

Yes I think I told, because I myself go through the websites or the country websites and search through the independent data or anything. [...] Because I know first class I get the idea okay which country are they from, I said okay I spend nearly 10 or 15 minutes to write their names and the country of origin within brackets. And talk to them and where they coming from Australia, Japan or China, Indonesia, India. So immediately I put a note yes in my class I have Indians and Indonesians, this one, this one, this one. And then I put a small note of importance, even something like memorable day for their countries. (*Simon, Economics teacher*)

As shown in the above excerpts, VET teachers demonstrate their personal motivation to engage in different activities in search of information to help them perform their professional roles. Many of these activities involve additional knowledge and skills to work with non-traditional cohorts of students and apply ICT to enhance their teaching. Notably, teachers tend to be self-directed in such professional learning and in pursuing what they believe would help improve the quality of teaching and learning and assist them to connect better with their students.

Also in relation to self-directed engagement in research, Richard, a participating VET teacher, presents a special case for individual professional learning:

The capacity to share my experience with others through publications and I do write and I publish. So yes, through my professional development I've been able at this stage to come up with reports that I have published and [31:21]. So for me that has become very important moment of in my life in trying to advise others, in trying to share with others my experience and my, my, my views about how we could improve teaching international students. (*Richard, Education, Management & Automotive teacher*)

Richard's practice, as revealed in the above quote, is exceptional because of the formal and challenging nature of his individual and voluntary commitment. He chooses to participate in considerable depths in an activity common among HE academics but very rarely seen in VET contexts. His dedication is obviously beneficial for the VET teacher community and its professional learning practices. Yet it also suggests that such efforts need to be supported and recognized by responsible authorities rather than being left to individuals' segregated attempts to maximize benefits and impact.

The notable characteristic of VET teachers' informal professional learning practices is their proactivity and personal agency in seeking opportunities to improve their professional learning. As discussed in previous chapters, currently, there are limited formal professional learning arrangements related to teaching international students in most VET institutions as well as a range of barriers to professional development provision and participation. The analysis of the interview data in this section has demonstrated the participating teachers' personal agency in their search for available professional learning opportunities both internally in their immediate workplace and externally from professional organizations and in their personal space to enhance their specialist knowledge and skills for onshore and offshore teaching and preparing students to work globally. The teachers' efforts to participate in informal professional learning are mostly a personal choice, in their own time and with no tangible benefits. Their participation is driven by their commitment to their profession, thus they go an extra mile doing this, as illustrated in the following example by Sebastian, an Automotive teacher:

I do the commitment. I make my own commitments. I need to know myself. If I don't do it, it's sort of like I feel that there's something missing out of me. [...] If I learn one I'm looking for the second item and then the third item and then it keeps on going, doesn't stop. (*Sebastian, Automotive teacher*)

Alternatively, the teachers' commitment to informal learning can stem from their beliefs in lifelong learning and theory-practice praxis as the way forward to enhancing their teaching quality and expertise, as shown in Richard' explanation below:

Well look, I mean learning is, I believe in lifelong learning. So every day for me is a learning experience and every day helps me to improve on what I do and how I do it. So yes through providing, through reading and through

networking I've been able to keep myself abreast of technology or within the standard practices that is [32:34] of me within the industry. And obviously I have [32:37] one of the most powerful tool I've always used is I don't own only talk theoretically but I talk what I practice and I practice what I preach. So this is, is, this for me, this practical experience, the industry experience, I work in industry, I'm still working in industry as is I teach students. So to me what I teach is what I do and what I do is what I teach. (*Richard, Education, Management & Automotive teacher*)

Whatever the driving force for the teachers' self-directed professional learning is, their efforts and commitment should be acknowledged, facilitated or promoted as much as possible. A supportive and enabling work environment that fosters teacher learning is vital for improved classroom practices and student outcomes.

CONCLUSION

This chapter addresses teachers' informal professional learning in response to the demands of internationalization in the VET sector. The findings highlight the importance of building and sustaining a workplace environment that supports reciprocal learning from immediate colleagues as well as self-initiated learning through informal networking and self-directed research. The research shows these informal learning activities are initiated and nurtured by not only peer collaboration but importantly teachers' personal agency and motivations. These kinds of informal professional learning are personalized and participatory in nature, construct teachers as active agents in their own professional landscape and are more attuned to teachers' immediate professional needs rather than driven by 'instrumental performativities' (Bills, Giles, & Rogers, 2016), as often seen in formal institutionalized professional development. Reciprocal learning from immediate colleagues and self-initiated learning through informal networking and self-directed research as the two most popular informal learning activities reported by the teachers in this research are not restricted to certain designated physical environments and professional boundaries. Instead, the informal learning in which the teachers are engaged flexibly extend to any incidental and unintentional learning in their personal space and associated with personal daily activities such as gatherings with friends in a restaurant, a casual chat with students, a leisure time watching TV or reading magazines. The research suggests the importance of recognizing

and fostering teachers' personal motivations and agency for professional learning. A coherent approach to supporting and organizing peer collaboration and reciprocal learning and at the same time nurturing teachers' agentive and participatory capacity professional learning is crucial to promote genuine and meaningful professional learning.

It should however be noted that the informal professional learning activities engaged by the teachers in this research are largely ad-hoc, segregated attempts and isolated initiatives. There is also a possible tension between the need to build on individual teachers' agency and self-direction in shaping what constitutes valuable professional learning and the trend to promote collaboration to enhance the quality of teacher learning (Netolicky, 2016a). There seems to be insufficient research and a lack of solid findings on possibilities as well as conflicts associated with designing and implementing professional learning that both builds on individual teachers' agency and self-direction and at the same time creates the conditions for their learning within and as part of communities. Therefore further investigations into these aspects are valuable to inform our policies and practices in enhancing teacher learning and hence teaching and learning experiences and outcomes.

REFERENCES

- Alexandrou, A. (2013). Wounded learners, organic intellectuals and professional development: A global view. *Professional Development in Education*, 39(5), 607–614.
- Andersson, P., & Köpsén, S. (2015). Continuing professional development of vocational teachers: Participation in a Swedish national initiative. *Empirical Research in Vocational Education and Training*, 7(1), 1–20.
- Ball, D. L. (2002). *What do we believe about teacher learning and how can we learn with and from our beliefs?* Columbus, OH: ERIC/CSMEE Publications (ERIC document ED471748).
- Beatty, B. R. (2000). Teachers leading their own professional growth: Self-directed reflection and collaboration and changes in perception of self and work in secondary school teachers. *Journal of In-Service Education*, 26(1), 73–97.
- Billett, S., Choy, S., & Smith, R. (2013). *Evaluation of continuing professional development programs provided by the VET development centre*. Melbourne, VIC: VET Development Centre.
- Bills, A. M., Giles, D., & Rogers, B. (2016). “Being in” and “feeling seen” in professional development as new teachers: The ontological layer (ing) of professional development practice. *Australian Journal of Teacher Education*, 41(2), 106–121.

- Blackwell, R., & Blackmore, P. (2003). *Towards strategic staff development in higher education*. Philadelphia, PA: McGraw-Hill International.
- Carpenter, J. P. (2016). Unconference professional development: Edcamp participant perceptions and motivations for attendance. *Professional Development in Education*, 42(1), 78–99.
- Carpenter, J. P., & Linton, J. N. (2016). Edcamp unconferences: Educators' perspectives on an untraditional professional learning experience. *Teaching and Teacher Education*, 57, 97–108.
- Desimone, L. M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational Researcher*, 38(3), 181–199.
- Dierking, R. C., & Fox, R. F. (2013). "Changing the way I teach" building teacher knowledge, confidence, and autonomy. *Journal of Teacher Education*, 64(2), 129–144.
- Eraut, M. (2004). Informal learning in the workplace. *Studies in Continuing Education*, 26(2), 247–273.
- Guthrie, H. (2010). *Professional development in the vocational education and training workforce*. Occasional paper. Adelaide, SA: National Centre for Vocational Education Research.
- Hardy, I., Rönnerman, K., Moksnes Furu, E., Salo, P., & Forsman, L. (2010). Professional development policy and politics across international contexts: From mutuality to measurability? *Pedagogy, Culture & Society*, 18(1), 81–92.
- Hargreaves, A., & Shirley, D. L. (2009). *The fourth way: The inspiring future for educational change*. Thousand Oaks, CA: Corwin Press.
- Holly, M. L. (1989). Teacher professional development: Perceptions and practices in the USA and England. In M. L. Holly & C. S. Mcloughlin (Eds.), *Perspectives on teacher professional development* (Vol. 11, pp. 173–203). London, UK: Falmer Press.
- Howlett, C., Arthur, J. M., & Ferreira, J. A. (2016). Good CoPs and bad CoPs: Facilitating reform in first-year assessment via a community of practice. *Higher Education Research & Development*, 35(4), 741–754.
- Kennedy, M. M. (2016). How does professional development improve teaching? *Review of Educational Research*, 86(4), 945–980.
- Knight, P., Tait, J., & Yorke, M. (2006). The professional learning of teachers in higher education. *Studies in Higher Education*, 31(03), 319–339.
- Knight, P., & Trowler, P. (2001). *Departmental leadership in higher education*. Buckingham, UK: McGraw-Hill International.
- Kyndt, E., Gijbels, D., Grosemans, I., & Donche, V. (2016). Teachers' everyday professional development: Mapping informal learning activities, antecedents, and learning outcomes. *Review of Educational Research*, 86(4), 1111–1150.
- Liljedahl, P. (2014). Approaching professional learning: What teachers want. *The Mathematics Enthusiast ISSN 1551-3440*, 109–122.

- Mitchell, J., Chappell, C., Bateman, A., & Roy, S. (2006). *Quality is the key: Critical issues in teaching, learning and assessment in vocational education and training*. Adelaide, SA: National Centre for Vocational Education Research.
- Mitchell, J., Henry, J., & Young, S. (2001). *Work-based learning in the contemporary Australian VET sector: A re-appraisal*. New York, NY: ERIC Clearinghouse on Urban Education (ERIC No. ED456280).
- Mockler, N. (2013). Teacher professional learning in a neoliberal age: Audit, professionalism and identity. *Australian Journal of Teacher Education*, 38(10), 3.
- Nakar, S. (2013). Understanding VET teachers' challenges in providing quality education to international students. *International Journal of Training Research*, 11(1), 79–88.
- Netolicky, D. (2016a). Coaching for professional growth in one Australian school: “Oil in water”. *International Journal of Mentoring and Coaching in Education*, 5(2), 66–86.
- Netolicky, D. (2016b). *Down the rabbit hole: Professional identities, professional learning, and change in one Australian school*. Unpublished doctoral thesis, Murdoch University, Western Australia.
- Owen, S. (2016). Professional learning communities: Building skills, reinvigorating the passion, and nurturing teacher wellbeing and “flourishing” within significantly innovative schooling contexts. *Educational Review*, 68(4), 403–419.
- Richter, D., Kunter, M., Klusmann, U., Lüdtke, O., & Baumert, J. (2011). Professional development across the teaching career: Teachers' uptake of formal and informal learning opportunities. *Teaching and Teacher Education*, 27(1), 116–126.
- Rogoff, B. (2008). Observing sociocultural activity on three planes: Participatory appropriation, guided participation, and apprenticeship. In *Pedagogy and practice: Culture and identities* (pp. 58–74). London, UK: Sage.
- Shulman, L. S., & Shulman, J. H. (2004). How and what teachers learn: A shifting perspective. *Journal of Curriculum Studies*, 36(2), 257–271.
- Smylie, M. A. (1995). Teacher learning in the workplace: Implications for school reform. In T. R. Guskey & M. Huberman (Eds.), *Professional development in education: New paradigms and practices* (pp. 93–113). New York, NY: Teachers College Press.
- Thomson, K. (2015). Informal conversations about teaching and their relationship to a formal development program: Learning opportunities for novice and mid-career academics. *International Journal for Academic Development*, 20(2), 137–149.
- Timperley, H., & Alton-Lee, A. (2008). Reframing teacher professional learning: An alternative policy approach to strengthening valued outcomes for diverse learners. *Review of Research in Education*, 32(1), 328–369.
- Tran, L. T. (2011). Committed, face-value, hybrid or mutual adaptation? The experiences of international students in Australian higher education. *Educational Review*, 63(1), 79–94.

- Tran, L. T. (2013). *Teaching international students in vocational education: New pedagogical approaches*. Melbourne, VIC: ACER Press.
- Tran, L. T., & Le, T. T. T. (2017). Teacher professional development under the impact of internationalization in VET: Transnational perspectives. In L. T. Tran & K. Dempsey (Eds.), *Internationalization in vocational education and training* (pp. 77–94). Dordrecht, The Netherlands: Springer.
- Tran, L. T., & Nguyen, N. (2014). Teachers' professional identities in the 'contact zone': Contradictions and possibilities in the time of international student mobility. In R. Arber, J. Blackmore, & A. Vongalis-Macrow (Eds.), *Mobile teachers and curriculum in international schooling* (pp. 43–62). Rotterdam, The Netherlands: Sense Publishers.
- Tran, L. T., & Nguyen, N. T. (2015). Re-imagining teachers' identity and professionalism under the condition of international education. *Teachers and Teaching*, 21(8), 958–973.
- Trust, T. (2012). Professional learning networks designed for teacher learning. *Journal of Digital Learning in Teacher Education*, 28(4), 133–138.
- Trust, T. (2015). Deconstructing an online community of practice: Teachers' actions in the edmodo math subject community. *Journal of Digital Learning in Teacher Education*, 31(2), 73–81.
- Trust, T., & Horrocks, B. (2016). 'I never feel alone in my classroom': Teacher professional growth within a blended community of practice. *Professional Development in Education*, 43(4), 645–665.
- Trust, T., Krutka, D. G., & Carpenter, J. P. (2016). "Together we are better": Professional learning networks for teachers. *Computers & Education*, 102, 15–34.
- Wheelahan, L. (2010). *Literature review: The quality of teaching in VET*. Melbourne, VIC: LH Martin Institute, the University of Melbourne.

Teachers' Recommendations for Professional Learning

Abstract This chapter presents teachers' recommendations to enhance their professional learning practices under the changed circumstances of the VET sector. These include a reconfirmation of the need for cultural training, particularly in relation to Asia, a participatory approach to professional learning with an emphasis on self-initiated, self-directed professional learning, as well as a realization of more inclusive professional learning practices for casual staff. Based on the analysis of the teachers' suggestions, this chapter argues for the critical need to urgently consider and implement the suggested changes to ensure teachers' effective performance of their changing professional roles and enhance teaching and learning in the context of internationalized vocational education.

Keywords Teacher professional learning • Internationalization of vocational education and training • Cultural training • Self-initiated, self-directed professional learning • Inclusive professional learning practices

INTRODUCTION

It has been emphasized in previous chapters that professional learning is central to providing quality education and enhancing students' learning experiences and outcomes. Researchers are generally uniform in their views on this issue, highlighting the importance of positive professional learning experiences in teaching and learning improvement (Guthrie, 2010; Hardy,

Rönnerman, Moksnes Furu, Salo, & Forsman, 2010; Harris, Clayton, & Chappell, 2007; Hawke, 2008; Wheelahan & Moodie, 2011). Serious attention to professional learning is also reflected in various efforts by educators, scholars and policy-makers to improve the quality of professional learning provision for teachers. New developments in professional learning provision are constantly proposed and implemented worldwide. Unfortunately, despite the concerted efforts made by different related stakeholders, accessibility to and effectiveness of professional development programs continue to be unresolved problems. Traditional formal professional learning provision practices are criticized for being short-term, limiting, ineffective and disconnected from teachers' work contexts (Opfer & Pedder, 2011; Timperley & Alton-Lee, 2008; Webster-Wright, 2009). Meanwhile, innovative professional learning models which are based on collaborative, participatory approach such as Edcamp (Carpenter, 2016; Carpenter & Linton, 2016), remain small-scale and exploratory in nature.

The working contexts of VET teachers have changed significantly in recent decades with teachers' professional roles increasingly expanded and diversified. However, institutes seem to fail to offer effective and relevant professional learning opportunities so as to help the teachers respond effectively to the changing situations of their work. As pointed out by researchers (Huffman, 2011; Kennedy, 2005; Warhurst, 2008) and also confirmed by findings of the present study, the existing professional development practices are mostly top-down, generic and unsustainable, designed by outsider experts with little consultation with teachers about their most desired professional learning needs. Meanwhile, in order to perform their daily professional roles, many teachers have to proactively seek professional learning opportunities from their personal and professional networks, which is not always available and desirable for all teachers.

A critical review of the literature in the previous chapter seems to highlight various forms of teachers' professional learning, ranging from formal workshops or seminars to communities of practice, professional learning networks, mentorship and Edcamp. These professional learning modes appear to be underpinned by two primary approaches: technical top-down or participatory agentic (Hardy et al., 2010; Huffman, 2011; Warhurst, 2008). The top-down approach, which is characterized by professional development often delivered by an expert in an one-off or "fly-by" workshop, situates teachers in a deficiency framework (Bills, Giles, & Rogers, 2016; Reynders, 2015). Within this framework, professional learning is seen to be designed in response to a gap in teachers' skills and knowledge

needed to ensure their effective performance (Wilson & Berne, 1999, cited in Reynders, 2015). This professional learning model can be seen as a response to “prescribed standards-based performance benchmarks,” which are referred to as instrumental ‘performativities’ (Bills et al., 2016, p. 106). Such a professional learning approach constructs teachers as passive learners because it is often content-focused and based around the delivery of a ‘how-to’ guide or set of technical skills which are believed to eliminate the gap in teachers’ knowledge and skills and thus improve their teaching efficiency (Kennedy, 2005). The principle underpinning this top-down professional learning approach is therefore quite simplistic, narrow and technical rather than accounts for the dynamic context affecting how teachers learn and enact their professional learning in practice. Reynders (2015) further argues this model “assumes that the professional (i.e. the teacher) remains inactive until the performance falls below a minimally acceptable personal norm or a professional norm” (p. 15).

An alternative approach to teachers’ professional learning advocated by a growing number of experts in the field is based on a participatory principle (Bills et al., 2016; Hardy et al., 2010; Kennedy, 2005; Warhurst, 2008). This approach encourages teachers’ sustainable participation in professional learning through engaging them as an active co-constructor and agent of their own learning. Within this frame, professional learning is often characterized as reflexive, agentic, responsive and contextualized to the teachers’ desires and their professional practices. Reynders (2015) argues that this approach is appreciative in nature and is derived from the belief that teachers value and feel motivated to participate in this form of learning because it responds to their professional learning needs and interest or it capitalizes on and expands their already possessed skills or knowledge (Visser, 2010, cited in Reynders, 2015). Professional learning under the participatory paradigm recognizes the agentic capacity of teachers and positions them as an active resourceful learner rather than a passive recipient of knowledge and skills. As Biesta and Tedder (2007) pointed out agency can be seen as a result of “the interplay between individual efforts, available resources and contextual and structural factors in a unique ‘ecology’” (p. 137). However, it is also worth noting the mediating role of institutions and how that, in turn, shapes structure and the possibility and degree of agency (Biesta, Priestley, & Robinson, 2015; Edwards, 2000, 2011; Hopwoods, 2010; Obeng-Odoom, 2012). Therefore, while professional learning for teachers need to take into account and build on teacher agency to maximize its potential benefits,

longer term impact and active engagement on the part of teachers, the mediating role of institutions is also crucial to ensure an enabling culture for professional learning.

To obtain insiders' views of what is needed and potentially effective for VET teachers' successful performance of their changing professional roles, we seek recommendations by the participating VET teachers on what professional learning opportunities should be offered and how they should be conducted. The analysis of the teachers' responses shows a reconfirmation of the need for cultural training, particularly in relation to Asia, a participatory approach to professional learning with an emphasis on self-initiated, self-directed professional learning, as well as a realization of more inclusive professional learning practices for casual staff.

PROVISION OF CULTURAL TRAINING

The rich literature on international students has highlighted cultural issues being a key challenge facing them when crossing borders to study in another country (Hellsten & Prescott, 2004; Ryan, 2000; Tran, 2011, 2013a, 2013b; Watkins, 2000). The limited studies on VET teachers of international students also identify dealing with students' diverse cultural backgrounds as essential skills required of these teachers (Pasura, 2014b; Nakar, 2012, 2013; Tran, 2013a, 2013b). In Chap. 3, cultural training was also raised as a professional learning need by the VET teachers in this study. Unsurprisingly, therefore, the VET teachers suggest more training in cultural issues be offered and taken by VET teachers. Such recommendations can be seen in the excerpts below:

I think they should really [...] which forces teachers to teach, to learn how to teach culturally diverse students and how to, and to be exposed to culturally diverse students, international students in particular so that they can master the art and skill of teaching this complex group of student. (*Richard, Education, Management & Automotive teacher*)

With international students they would have to give me more info for the students. We need more cultural—culturally teaching. [...] We have to learn that. We've done a bit of culture but I think in my eyes is not strong enough. And we need to learn other cultures, so when we're facing the students we know with what sort of things we deal. I can't touch a student if it—I can touch it Chinese student or Korean woman but the Japanese if I touch him it's not a good for in Japan. So things—there are lot of things that the teachers

they need to learn and the most thing that they need to learn more is learning the culture of that—I know there are a lot of cultures to learn but you don't have to learn the whole culture of Korea, the whole culture of China, the whole culture of India, the whole culture of Columbia, but key things, key issues about that culture is good to know. [...] They need to know how to approach in a—in a—in that culture. (*Sebastian, Automotive teacher*)

While both Richard and Sebastian recommended more cultural training, their approaches are somewhat different. Richard offers a general view that emphasizes training and exposure to the culturally diverse cohort of students. His justification was that the international students are a very complex sub-group, thus training and exposure to cultural diversity is essential. Meanwhile, Sebastian provides specific examples of the type of cultural training that VET teachers should be offered. He is also realistic about what can be covered in such training when saying that the courses or training should cover only the key issues, not the whole culture, which is not possible anyway. Richard and Sebastian's recommendations for more cultural training once again highlight cultural training as a key component of professional learning for VET teachers dealing with international students. In particular, the experience of Sebastian, who suggests more cultural training despite having received it previously, indicates that the current professional learning practices might not be effective enough and thus need improving, possibly through a participatory approach as presented in the next section.

Also sharing Richard and Sebastian's views on more cultural training for VET teachers, Martin offers a different perspective with regard to who should receive the training. According to him, the focus should be on new staff, rather than on VET teachers in general:

I think that we need to improve PD for new staff members that you bring on board. That's where I'd be really concentrating it on. Because at the moment they know um, they know all about the cultural issues and language barriers and all that sort of stuff because they've been doing it for a long time now, they've identified it. But certainly any brand new teaching coming in would need all of that training and reinforcing to deliver the program. [...] Yeah it's not something you can just get thrown into. And that's probably the issue we've got, if one of those long term staff members are sick or something like that, we can't just bring someone else into the program and vice versa, like I said before we can't swap them into the low level ones either. (*Martin, Automotive teacher*)

VET teachers are diverse in many different ways. They vary significantly in terms of industry expertise and currency, teaching experience, as well as exposure to international students, who presumably are non-traditional learners in the VET sector. Nonetheless, there are also teachers who have been working in the sector for a long period of time and have gained first-hand experience teaching international students both onshore and offshore. Hence, the provision of professional learning opportunities to staff should take into consideration their differentiated needs. While the casual teachers do not need further training in teaching international students, those recently joining the profession are likely to benefit most from training to help them perform their diverse and extended tasks as a VET teacher. In other words, VET teachers should not be treated as a homogeneous group and offered a uniform kind of professional learning opportunities. Instead, options should be made available for teachers to choose from so as to meet their personal needs. Additionally, professional learning opportunities are to be prioritized or targeted for different cohorts of teachers. For example, compulsory induction sections are provided for new teaching staff while a refresher course is offered to the more experienced members. Also, those teachers with rich experience and exposure to different cultures and groups of international students can also be used or mobilized as valuable resources for professional development or mentoring programs. This is supported by Orlando and Harreveld's (2014) work which highlights teachers' capacity to act as capable and resourceful participants in the learning communities. Further, this approach corresponds with the premise underpinning the professional learning networks and learning communities which represent as the condition crucial for nurturing collective teacher learning and improving the quality of their work as it builds on peer resources and strengths and is a "system of interpersonal connections and resources" (Trust, 2012, p. 133).

PARTICIPATORY APPROACH TO PROFESSIONAL LEARNING

One of the critiques of the current professional development practice is their top-down nature, which leaves little space for teachers to participate in the design and delivery of professional learning activities (Hardy et al., 2010; Huffman, 2011; Warhurst, 2008). The recommendations of the VET teachers in this study suggest a move away from such an approach to a participatory approach that support bottom-up initiatives and self-directed professional learning.

Attitudes and motivations play crucial roles in teachers' professional learning, like in any other forms of learning. For teachers to be actively and productively engaged in and make the most of their participation in professional learning activities, they must feel to need to do so, and they must see the relevance of such activities to their professional demands. In other words, they must take an active and sustainable part in the learning process, rather than passively take in whatever is on offer. Jillian, a Language & Literacy teacher, explains teachers' different reactions to top-down and bottom-up approaches to professional learning:

And the best PD I think is bottom up, you know, it's driven from your needs. [...] and then we're really open to listening as well. You know, typically top down approaches just close our eye, we close our eyes against it [...] and say, no you're not going to tell us we have to do this, you know. You know, it's an attitude thing I think. And, you know, really the best PD comes from questions that you have around your practice and that requires some reflection and time for the reflection. (*Jillian, Language & Literacy teacher*)

Jillian's view above on effective professional learning illustrates the importance of teachers' voice about how professional learning activities should be developed and implemented. Currently, this voice is very vague, if not missing in the context of internationalized VET, whereas it should be loud and clear.

Jillian also provides a detailed exemplary explanation of the process of developing professional learning sessions or programs with a particular focus on supporting international students.

What can be done? I guess the first thing is you'd have to actually, we would have to meet to say okay, what exactly are our PD needs, you know, around international students, you know? Think about us, each of us, we need to think about how we work with international students, what issues have come up in that, what questions do we have that we haven't got answers for? You know, are there better ways of working with international students? Can we provide a better service for international students? You know, we would have to meet and generate a whole list of questions that we wanted answers for I guess. And then we would need to say, well okay, here's all these questions, now where are we going to find answers, you know? Does anybody know, we can use our networking, network and capabilities that we've got anyway, you know, to identify experts in the field around some of those perhaps and pay for them to come in and run a PD session for us et cetera.

And as I said before, I think if we can justify that that's useful to us I think the funding would be there as long as it wasn't outrageous. (*Jillian, Language & Literacy teacher*)

Jillian's step-by-step presentation of how VET teachers' professional learning needs in internationalized VET should be addressed appears to be the first ever explicit voice from the VET sector that is recorded in research in this aspect. This is a promising sign, and it is believed that other VET teachers should be encouraged to join Jillian to offer specific, practical action plans so that professional learning programs can be better designed and implemented to effectively address teachers' changing professional needs.

The previous chapters, in accordance with the literature, show that there is usually a mismatch between what teachers see as relevant and what professional learning opportunities are offered. In addition, funding cuts limit the kinds of professional learning that institutes can provide and tailor to their staff's professional needs. Therefore, while there are different professional learning activities that teachers suggest implementing, these are not always met due to financial and time constraints as well as factors beyond the institutional capacity. Additionally, the professional needs of teachers are so varied, making it hard to cater for all of their demands. The above section discussed VET teachers' recommendations for bottom-up initiatives by the teachers, who should be active players in their professional learning. This participatory approach to professional learning, however, is not restricted to professional learning programs provided by institutes or professional organizations. It also includes teachers' self-directed professional learning, which leads them to engage in individual, personal professional learning pursuits as presented in Chap. 5. Eventually, as educators, teachers are expected to be able to educate and improve themselves, as argued by Maddie, a Language & Literacy teacher, in this study.

Well, people need to see maybe more funding for the university. And for people to see that, there's no point in, in just doing your job if you can't do it better, you know. If there's no, how can you, if, if as educators, if we don't educate ourselves, you know, you don't have time to better educate yourselves and have time to discuss all of that as part of your work, how can, you know, aspire at educating others? (*Maddie, Language & Literacy teacher*)

INCLUSIVE PROFESSIONAL LEARNING APPROACHES FOR CASUAL STAFF

It is an unfortunate reality that institutes nowadays are relying more and more on casual staff to run their activities. Even worse, in many private VET institutes, most teachers involved in teaching international students often work as casuals or on a short-term contract. Their contracts depend mainly on the number of international students in their program (Tran, 2013a). While casualization is an irreversible trend in the contemporary educational landscape worldwide and this phenomenon has been intensified by the increasing internationalization and commercialization of VET, little seems to have been done to acknowledge their increasingly important role and contribution. Jessie, a participating VET teacher in this study, describes this undesirable situation as follows.

I think that sessional teaching is unacknowledged. It's a very large part of education actually and it's unacknowledged and it's un-serviced. So I think that either those sessional staff need to be turned into full time staff or their presence has to be genuinely acknowledge and their needs provided for. Cause right now it's neither. And it's almost as though if we don't look at this it doesn't really exist. If we don't acknowledge that sixty percent of our content delivery is by people who don't have an ongoing job, it doesn't really exist. (*Jessie, Hospitality & Finance teacher*)

The lack of acknowledgement of casual teachers and the insecurity of their job have detrimental consequences on their career prospects as well as commitment to professional learning. This is what some VET teachers observe at their workplace.

And if they just come because a job's a job and it's they're in and they're out then they probably won't want to put, invest any extra time into it. [...] Whereas if they feel that there's a career, a possibility of a to further their career. (*Andrea, Business & Finance teacher, and international student coordinator*)

If you come in for one day and you've got three classes—I mean I was talking to one teacher who's anticipating they've got two hours next term, what are you going to do for—are you really going to try deliver for two hours, are you going to put your heart and soul into it? I can't see it. (*Jessie, Hospitality & Finance teacher*)

Yeah um, it would be nice—I don't know if this would work but, you know, they come to work—if I was a sessional teacher, why am I doing it, I'm doing it because I need the money. And if someone said to me 'you have to do PD next Friday', I would say 'am I going to get paid because I'm not teaching that day, so am I going to get paid' and they would say 'yes you will get paid non-teaching rates'. And I would be questioning why do I need to bother going right, I don't need to do this. (*Sara, Academic manager*)

In Chap. 4, the casualization of teaching staff was identified as a hindrance to participation in professional learning activities. Obviously, time constraint, lack of career prospects and acknowledgement and financial support appear to prevent casual teachers from engaging in opportunities that facilitate their professional growth. Ironically, this vulnerable group of teachers are usually those who are most in need of support to perform their roles. Therefore, Sara, an Academic director, suggests efforts and resources should be allocated to provide casual teachers with professional learning opportunities.

So I'm wondering if in the contract that we give sessionals on—I'm talking sessionals here, we say 'you are expected to attend because...' so then we give them information. So you're expected to teach four hours a day but on top of that you will also be paid if you attend—if you're not on a teaching roster that day, to professionally develop your own skills, you will be expected to attend that because we want our teachers to be up to date with the learning environment in Australia and we—so make it more important that they attend, right at the onset. (*Sara, Academic director*)

The feasibility of Sara's recommendation might be low given the current budget cuts that VET institutes have been experiencing. However, for the healthy and sustainable development of the sector, such investments should be seriously considered for the long-term benefits.

CONCLUSION

This chapter presents our analysis of the data related to what teachers perceive as relevant professional learning opportunities and effective approaches to professional learning in the context of growing international students and increased internationalization in Australian VET. The discussion in this chapter is thus closely related to that of Chap. 3 on the professional learning needs of teachers. The analysis of the teachers'

responses reinforces teachers' need for and interest in targeted cultural training. However, the teachers highlight the need to have cultural training contextualized to their pedagogic work in relation to international students and particularly in relation to Asia, where the majority of their international students come from, rather than the generic cultural training. The chapter also points towards teachers' desire for a participatory approach to professional learning with an emphasis on self-initiated, self-directed professional learning. The teachers participating in this study favor this professional learning approach as it corresponds to their desire for a more authentic, responsive, agentive and ongoing mode of professional learning that can support their work better than the traditional top-down approach that is still common in VET but does not adequately address their new and emerging professional needs. The participatory approach is conducive to teacher agency and collaborative learning potential. This study also invites further research into conditions that *can* and *are still needed* to facilitate and empower agency and participatory capacity of teachers in their professional learning. Finally, the analysis of the data in this chapter underscores the need to develop more inclusive professional learning approaches for casual staff. Presently, casual staff who are directly involved in working with international students are the group who are most in need of and likely to benefit most from professional learning to enhance their capacity to work in this area but are unfortunately marginalized in this process.

REFERENCES

- Biesta, G., Priestley, M., & Robinson, S. (2015). The role of beliefs in teacher agency. *Teachers and Teaching*, 21(6), 624–640.
- Biesta, G., & Tedder, M. (2007). Agency and learning in the lifecourse: Towards an ecological perspective. *Studies in the Education of Adults*, 39(2), 132–149.
- Bills, A. M., Giles, D., & Rogers, B. (2016). “Being in” and “feeling seen” in professional development as new teachers: The ontological layer (ing) of professional development practice. *Australian Journal of Teacher Education*, 41(2), 106–121.
- Carpenter, J. P. (2016). Unconference professional development: Edcamp participant perceptions and motivations for attendance. *Professional Development in Education*, 42(1), 78–99.
- Carpenter, J. P., & Linton, J. N. (2016). Edcamp unconferences: Educators' perspectives on an untraditional professional learning experience. *Teaching and Teacher Education*, 57, 97–108.

- Edwards, A. (2000). Looking at action research through the lenses of sociocultural psychology and activity theory. *Educational Action Research*, 8(1), 195–204.
- Edwards, A. (2011). Building common knowledge at the boundaries between professional practices: Relational agency and relational expertise in systems of distributed expertise. *International Journal of Educational Research*, 50(1), 33–39.
- Guthrie, H. (2010). *Professional development in the vocational education and training workforce*. Occasional paper. Adelaide, SA: National Centre for Vocational Education Research.
- Hardy, I., Rönnerman, K., Moksnes Furu, E., Salo, P., & Forsman, L. (2010). Professional development policy and politics across international contexts: From mutuality to measurability? *Pedagogy, Culture & Society*, 18(1), 81–92.
- Harris, R., Clayton, B., & Chappell, C. (2007). *Supporting vocational education and training providers in building capability for the future: Research overview*. Adelaide, SA: National Centre for Vocational Education Research.
- Hawke, G. (2008). *Making decisions about workforce development in registered training organizations*. Adelaide, SA: National Centre for Vocational Education Research.
- Hellstén, M., & Prescott, A. (2004). Learning at university: The international student experience. *International Education Journal*, 5(3), 344–351.
- Hopwood, N. (2010). A sociocultural view of doctoral students' relationships and agency. *Studies in Continuing Education*, 32(2), 103–117.
- Huffman, J. B. (2011). Professional learning communities in the USA: Demystifying, creating, and sustaining. *International Journal of Learning*, 17(12), 321–336.
- Kennedy, A. (2005). Models of continuing professional development: A framework for analysis. *Journal of In-Service Education*, 31(2), 235–250.
- Nakar, S. (2012). *The 'voice' of VET teachers: Teacher dilemmas and their implications for international students, teachers and VET institutions*. Paper presented at the Australian VET research association 15th annual conference, Canberra, Australia, ACT.
- Nakar, S. (2013). Understanding VET teachers' challenges in providing quality education to international students. *International Journal of Training Research*, 11(1), 79–88.
- Obeng-Odoom, F. (2012). Far away from home: The housing question and international students in Australia. *Journal of Higher Education Policy and Management*, 34(2), 201–216.
- Opfer, V. D., & Pedder, D. (2011). Conceptualizing teacher professional learning. *Review of Educational Research*, 81(3), 376–407.
- Orlando, J., & Harreveld, B. (2014). Democracy, critique, and the presupposition of knowledge: Teachers as capable, resourceful theorists. *Asia-Pacific Journal of Teacher Education*, 42(4), 321–323.

- Pasura, R. (2014a). Neoliberal economic markets in vocational education and training: Shifts in perceptions and practices in private vocational education and training in Melbourne, Australia. *Globalization, Societies and Education*, 12(4), 564–582.
- Pasura, R. (2014b). Realities of private VET practice through VET teachers' lenses: Learning contexts for international students in private VET in Australia. *International Journal of Training Research*, 12(1), 29–44.
- Reynders, L. (2015). *Continuous professional development, it's all in the game*. Doctoral thesis, Open University, Datawyse, Universitaire Pers Maastricht.
- Ryan, J. (2000). *A guide to teaching international students*. Oxford, UK: Oxford Centre for Staff and Learning Development.
- Timperley, H., & Alton-Lee, A. (2008). Reframing teacher professional learning: An alternative policy approach to strengthening valued outcomes for diverse learners. *Review of Research in Education*, 32(1), 328–369.
- Tran, L. T. (2011). Committed, face-value, hybrid or mutual adaptation? The experiences of international students in Australian higher education. *Educational Review*, 63(1), 79–94.
- Tran, L. T. (2013a). Internationalization of vocational education and training: An adapting curve for teachers and learners. *Journal of Studies in International Education*, 17(4), 492–507.
- Tran, L. T. (2013b). *Teaching international students in vocational education: New pedagogical approaches*. Melbourne, VIC: ACER Press.
- Trust, T. (2012). Professional learning networks designed for teacher learning. *Journal of Digital Learning in Teacher Education*, 28(4), 133–138.
- Warhurst, R. P. (2008). 'Cigars on the flight-deck': New lecturers' participatory learning within workplace communities of practice. *Studies in Higher Education*, 33(4), 453–467.
- Watkins, D. (2000). Learning and teaching: A cross-cultural perspective. *School Leadership & Management*, 20(2), 161–173.
- Webster-Wright, A. (2009). Reframing professional development through understanding authentic professional learning. *Review of Educational Research*, 79(2), 702–739.
- Wheelahan, L., & Moodie, G. (2011). *The quality of teaching in VET: Final report and recommendations*. Melbourne, VIC: Australian College of Educators.

Conclusion

Abstract This chapter summarizes the key findings of a study about VET teachers' professional learning needs and practices in response to the internationalization of vocational education and training. It argues for a reconceptualization of VET teachers' professional learning that takes into account the current context of internationalization and commercialization in VET, increased global workforce mobility and intercultural workplaces, and teacher agency and participatory capacity. It proposes a participatory approach to professional learning which involves teachers' voices of their practical needs, promotes communities of practice supportive of teachers' reciprocal professional learning, and recognizes teachers' agency in their professional learning practices. The chapter also provides evidence-based recommendations for topics to be covered in formal professional learning programs to help enhance teachers' capacities to work in internationalized VET.

Keywords Teacher professional learning • Internationalization of vocational education and training • Teachers' professional learning needs and practices • Teacher agency • Participatory capacity

INTRODUCTION

Despite the growing focus of institutions around the world on the internationalization of education and worldwide interest in VET as a powerful, flexible and entrepreneurial means of growth, empirical research and lit-

erature on internationalization in VET remains scarce. Up to date, most of the publications that address teachers' work in teaching international students or in responding to internationalization demands in Australia and internationally have concentrated exclusively on the higher education sector despite the fast growing number of international students in the Australian VET sector, reaching 150,000 by June, 2017 (AEI, 2017). By capturing teachers' insights into their professional learning needs and practices under the condition of internationalization and increased international student volume, the book responds to a critical gap of the literature. In particular, this book is the first one in the world that examines how teachers are engaged in professional learning activities to enhance their skills, knowledge and attributes in response to the demands of internationalization in VET and to the fast growth of international students. The book is a research based text that discusses both conceptual issues and practical tools on enhancing professional learning for teachers in international education.

Internationalization in VET has been accompanied by significant but controversial reforms in the sector since the late 1990s, which was underpinned by the neoliberal principles, leading to the general decrease in the direct government funding for VET and the increasing participation of private VET providers. The current competitive funding arrangement (Productivity Commission, 2011) has contributed to intensifying the situation and the dependence on international student tuition fees. All these reforms have impacted the professional practices of VET teachers. In particular, with the recent change in skills migration policy, VET teachers have faced increased pressure for developing more relevant programs which effectively address the changing learning needs of international students and the challenges of diverse workplace contexts (Tran, 2013b; Tran & Nyland, 2013). Thus, "understanding and keeping up with the changes and working in new and more flexible ways have been major challenges for the VET workforce" (NCVER, 2004, p. 1). Teacher professional learning is essential to enabling VET teachers to respond effectively to the changing demands related to their professional practices, the developments of the industry and new technologies and the new trends in the broader socio-cultural and political context. Teachers' continuing professional development is integral for enhancing student learning experience and outcomes.

The adaptation of the VET teaching content and strategies in response to internationalization and international students is a complex process. This process requires teachers to mediate between the requirements of the

existing training packages, their understandings of international students' learning needs and their knowledge of effective approaches to accommodate the diversity of the student body. In order to successfully engage and teach international students, it is critically important for teachers to be involved in professional learning. This book outlines the emergent professional learning needs of teachers who are teaching international students and/or preparing students for the globally interconnected labor market. It seeks to explore the knowledge and capacities teachers need to develop to accommodate varied learning demands of the changing student body in VET, the presence of international students in VET classes and the shifting operational climate of VET institutes and the VET system. Implications regarding the approaches to enable teachers to develop these capacities and knowledge have also been discussed.

ISSUES AFFECTING TEACHER PROFESSIONAL LEARNING

It is very common that professional learning in relation to internationalization in VET is left on individual teachers to learn and adapt their teaching to accommodate the needs of VET students in general and international students in particular. This in turn depends largely on each teacher's motivation, commitment, beliefs and circumstances. There are a variety of challenges that preclude teachers' access to adequate professional learning activities regarding working with international students and engaging in internationalization agenda. At the individual level, contract and casual teachers have been marginalized in professional development. It has been acknowledged in the literature that permanent and full-time VET teachers are often given priority for professional learning opportunities (Stehlik, Simons, Kerkham, Pearce, & Gronold, 2003). Though the professional learning needs of contract and casual staff in internationalized VET may not be different from those of full-time ongoing staff, they are simply not satisfactorily catered for within the institutional structure. This is a serious problem because the growth of international students in VET has been associated with an increase in the recruitment of casual and contract teachers, especially in the private sector, to be involved in teaching this student cohort (Tran, 2013a).

Another difficulty is the general decreased funding from the federal government for VET, which also affects the financial investment on staff professional learning. The situation when teachers have to face a demand to teach the 'non-traditional' cohort of international students is more

challenging when there is a lack of institutional funding and support structure for them in terms of professional learning. Moreover, the focus of professional learning in mainstream TAFE has traditionally been on industry engagement to ensure teachers are keeping abreast of industry changes and compliance issues. Other research shows that teacher professional development programs in VET appear to be largely concerned with keeping teachers updated with changes related to the administrative system or new operational requirements (e.g. Hawke, 2008). Issues related to international education and the teaching of international students are not considered as traditional items on the professional learning agenda for VET teachers (Tran & Vu, 2016). Billett, Choy, and Smith (2013) comment that “the expansion and diversification of VET practitioners’ roles demands high levels of continuing professional development that meet the immediate and changing requirements of contemporary VET professionals” (p. 11). This also involves the ethical responsibility of the system which generates a considerable proportion of financial revenue from international students’ fees but fails in providing professional learning and support for teachers who are directly involved in teaching them and catering for their learning needs.

THE NEED FOR PROFESSIONAL LEARNING TARGETED TO SUPPORT TEACHERS’ WORK IN INTERNATIONALIZATION

Interviews with teachers highlight the critical need to provide teachers with professional learning opportunities to more adequately prepare them for working with international students and engaging with internationalization of teaching and learning in VET. Yet teacher professional learning in relation to internationalization seems to vary among VET institutes. Only a small number of staff mentioned that their institutes have provided sufficient professional learning opportunities and adequate support for them to perform their changing roles regarding teaching international students and preparing students for transnational workforce mobility. However, there has been a lack of structured guidelines and coherent support mechanism at the institutional and sectoral levels to assist teachers with the development of knowledge and capacities to address internationalization-related challenges in their daily work. Most often, it is left to individual teachers to learn and adapt themselves. Most teachers indicated that teaching international students, whose diverse study purposes and learning characteristics appear to significantly differ from those

of local students, requires them to stretch beyond their conventional teaching trajectory and capabilities. In order to effectively engage and teach this new cohort of students, teachers need to develop new understandings and skills beyond their traditional expertise, and support is crucial for them during this process. Notably, this research identifies the dual professionalism that VET teachers are required to take on to fulfill their roles related to working with international students: a VET educator and an international student supporter or mediator. This dualism in their professional roles requires the knowledge and expertise in both the teaching and support domains, that is, teaching competence and competences related to providing academic, social and personal support for international students. This finding of contemporary VET teachers' dual professional identity offers a new dimension of dual professionalism for VET teachers, who are traditionally seen as a teacher and an industry expert of the subject they teach.

The findings of this research underscore the importance to support teachers in international classes with the development of their knowledge and understandings of the culture, language, academic traditions and backgrounds of international students. The research highlights some unique professional learning needs expressed by teachers in the context of internationalized VET not previously discussed in the existing literature on VET workforce development: developing understandings of vocational practices and industry demands in international students' countries of origin, especially Asian countries, and building global networks and knowledge of global opportunities. An important area of professional learning needed by VET teachers working in the field of international education is around enhancing their capacity to foster the intercultural interaction among different student groups and to build on the diversity of international students as a valuable resource to enrich learning for all. Teachers' expectation to be equipped with capacity to capitalize on the transnational cultural, linguistic and knowledge repertoire from the increasing diverse student body is a crucial step towards internationalizing vocational education and optimizing VET learners' capability for a globalized world and increasingly intercultural workplaces.

There has been a sense of disappointment and frustration when teachers are assigned to teach international students without being provided with adequate foundation and knowledge on working with cultural diversity and other dimensions of diversity arising from the changing student profile. Even though teachers can engage in informal professional learning

on their own or together with their colleagues, obviously VET managers have the responsibility to ensure their teaching staff are adequately trained and supported to take on their professional roles. There appears to be a tension between teachers' commitment to engaging in professional learning and the lack of the support structure to ensure their professional learning aspirations are fulfilled. This tension is also pointed by Mitchell and Ward (2010) based on a study on VET teachers' capacity development: "It is a picture of a dedicated group of educational professionals who are not being offered sufficient opportunities to develop their skill levels in ways that meet their professional requirements" (p. 17). Although it is acknowledged that effective professional learning needs to draw on a bottom-up method which accords emphasis on teachers' engagement in reflecting on their own practice and drawing implications (Cort, Härkönen, & Volmari, 2004), a streamlined and coherent institutional approach is needed to make this happen. Furthermore, leadership is key to enabling teachers to apply the ideas and strategies gained from professional learning engagement in classrooms (Desimone & Garet, 2015).

THE NEED TO DEVELOP A COMMUNITY OF PRACTICE

The research reveals various instances when individual teachers step beyond their comfort zone to engage in informal professional learning and attempt to adapt their pedagogic work in response to international students' needs and prepare students for global labor market. It also shows that this process of adaptation involves a lot of self-determination, effort, passion, self-learning as well as professional tension on the part of the teacher. However, these good professional learning practices occur mainly at the teachers' individual level rather than being shared and recognized at the departmental and institutional levels or becoming a community of practice in internationalized VET. These attempts to be involved in professional development through self-initiated learning, critical reflection and adaptation are valuable. Thus it is crucial for VET organizations to resource and sustain such self-directed professional learning. In addition, individual efforts need to be recognized and further built on so that teachers can be engaged in continuing professional learning, remain responsive to new demands, and develop professionalism either by themselves in their own space or in collaboration with their colleagues in collegial, supportive work environments.

There is a paradox regarding professional learning for VET teachers who are involved in teaching international students. On the one hand,

many teachers revealed their desire to learn about pedagogical tools and practices that have been utilized and proved effective in other contexts in order to reflect upon and improve their own professional practices. On the other hand, individual teachers who have adapted their curriculum and pedagogy to address the learning needs and characteristics of international students are not recognized and encouraged to share their good practices with each other and with the teaching community. This emphasizes the necessity to create a conducive learning environment for practitioners where they can share their practices, invite critical reflection on their practices and learn from each other regarding ‘what works out there?’. Both networking and the formal as well as informal environments to share professional practices across departments, institutions and the sector are considered integral for teachers who are involved in teaching international VET students. There is also an increased demand to exemplify how good practices in teachers’ professional learning are being justified and embraced in different professional contexts characterized by various demands of internationalization and with distinctive groups of teachers. In particular, this research emphasizes the pressing need to provide more adequate and coherent professional learning for VET teachers involved in internationalization activities so that they can successfully adapt pedagogy and work effectively with international learners.

THE NEED TO DEVELOP A PARTICIPATORY, AGENTIC APPROACH TO PROFESSIONAL LEARNING

Findings from the current research indicate that the current professional learning provision practices in VET are both inadequate and ineffective as they fail to capture teachers’ professional needs and agency. While the participating teachers perceived that their professional roles and learning needs have been expanded and shifted in response to the internationalization in VET, existing professional learning activities remain largely concerned with the provision of support for staff engagement with the industry and the need for teachers to undertake formal training to acquire relevant teaching skills. Additionally, the traditional ‘technical’ approach which is characterized by professional development programs didactically delivered by experts in one-off workshops proved to be unsuccessful in attracting VET teachers’ participation. The voices of VET teachers captured in this study show that top-down, generically focused professional learning opportunities are not welcomed or well received by the teaching

staff because they are detached from teachers' practical needs. It is thus essential to engage VET teachers in the design and delivery of professional learning activities as their input and involvement in the process ensure that such activities are connected with what teachers expect to be assisted with.

VET teachers, however, are by no means passive learners who submissively receive whatever is formally offered to them in their professional space. The findings in this study demonstrate teachers' agency in seeking opportunities from their personal or professional networks to address their professional challenges and respond to the continually emerging demands in their work. They reveal teachers as self-forming professionals who play an active role in engaging with formal, informal, collective and individual dimensions of professional learning under the different conditions shaping their professional landscape. The findings therefore support a participatory paradigm in which professional learning is re-envisioned as agentic, expansive and encourages more sustainable active participation on the part of teachers (Charteris, 2015; Hardy, Rönnerman, Moksnes Furu, Salo, & Forsman, 2010; Warhurst, 2008).

IMPLICATIONS FOR PRACTICE

Based on this study and previous research on teachers' adaptation of pedagogy in response to internationalization in VET, we have identified the following primary areas of professional learning needed to enhance VET teachers' capacity to work in internationalized VET.

- Intercultural capacity building:
 - assisting teachers to develop understanding of culture, language, academic traditions and backgrounds of international students
 - enhancing cultural awareness, understanding differences and working with diversity, facilitating intercultural communication and dealing with the changing international students profiles and changing expectations
 - supporting teachers in developing the capacity to make teaching and learning practices more responsive, flexible and divergent to accommodate the variety of learning needs and educational expectations of the diverse cultural and ethnic groups of students in the classroom
 - enhancing teachers capacity to recognise and build on the cultural values, skills, knowledge and prior experiences of international students as valuable resources to enrich learning for all

- Teaching and learning content and pedagogy adaptation:
 - the relevancy and accessibility of teaching and learning content to international students
 - ways to enhance knowledge about vocational practices and industry demands in different countries, especially international students' home countries and Asian countries, and develop global networks and knowledge of global opportunities
 - ways to incorporate international examples, case studies, materials and visual aids into the curriculum
 - ways to design assessment that is culturally relevant to students
 - ways to enable students to develop capacities to navigate vocational skills and knowledge and perform effectively in different national workplaces
 - ways to re-write training packages so that they more practical and assessable for international students
- Knowledge and skills to deal with English issues facing international students, assist them in improving their English proficiency, embed English language development in the vocational subject and integrate English language and vocational learning
- Knowledge, approaches and strategies to foster the intercultural engagement and interactions between international students and domestic students and amongst different groups of international students
- Provision of personalized support for student learning through the ways students' individual needs, personal learning characteristics and varying ability are catered for
- Building teaching competence and competence related to providing academic, social and personal support for international students to assist teachers in fulfilling their professional roles of both a VET educator and international student supporter or mediator
- Work placements for international students
 - arrangement of work placements for international students
 - challenges institutes, teachers and individual students encounter in finding work placements
 - support mechanisms for students at the workplace and approaches to negotiating work placements as well as bringing real life knowledge to the classroom

- Contemporary issues related to international VET students and international education including international student study visa, skills migration and welfare issues

WAYS FORWARD ON PROVIDING AND FACILITATING PROFESSIONAL LEARNING

Below are some key recommendations for the VET sector and institutes on facilitating professional learning for teachers in internationalized VET:

- Institutes need to identify the professional learning needs and capture the voices of teachers involved in teaching international students, for example through questionnaire surveys, group discussions or short interviews with teachers.
- Based on increased understandings and analysis of professional learning needs of teachers working with international students, the working party discusses the initiatives and possible professional learning pathways to assist teachers with the development of knowledge and capacities needed to work effectively with international students.
- Institutes need to prioritize a participatory approach to professional learning which puts an emphasis on self-initiated learning and builds on teachers' agency and motivations (Charteris, 2015; Hardy et al., 2010; Warhurst, 2008).
- It is crucial to build and sustain a workplace environment that supports reciprocal learning from immediate colleagues as well as self-directed learning through informal networking and individual teachers' research.
- Teachers' critical self-reflection on their own practice needs to be encouraged and accorded sufficient attention. Many teachers in this study acknowledged they have drawn useful implications for pedagogical adaptation based on their critical reflection. It is valuable if a set of guidelines for self-reflection on professional practice can be provided for teachers. In particular, critical self-reflection is also fundamental to continuing professional development because this dimension is intertwined to teachers' intrinsic motivation to engage in learning to improve their professional practice.
- It is essential to develop cross-departmental and cross-institutional approaches to teacher professional learning to ensure good practices are shared. Teachers' good practices at the individual and local levels

- need to be formally recognized, exemplified and publicized so that many more teachers can learn and improve.
- In addition to a formal learning pathway, the informal learning networks should be encouraged through a whole institution approach.
 - Individual teachers can draw on their social and professional relationships as well as their network and community to assist them with their professional learning through critical sharing of new ideas and pedagogical knowledge (Campana, 2012).
 - Engaging with mentors, supervisors and experienced peers can be another form of support that gives teachers the opportunities to discuss issues related to teaching international students. This support mechanism can genuinely provide opportunities for teacher professional growth and facilitate mutual learning amongst colleagues.
 - It is important to provide a variety of professional learning arrangements and flexible and alternative pathways as the professional needs of individual teachers tend to vary (Guthrie, 2010).
 - It is essential that institutes involved in international education develop more inclusive professional learning policies and practices for casual staff as they have become an important but largely neglected workforce teaching international students.
 - How institutes can support teachers through ongoing professional learning and develop professionalism (Wheelahan & Moodie, 2011) regarding teaching international students is an important issue to be considered in planning professional development for teachers.

CONCLUSION

Within the contemporary context of VET, teachers need to develop relevant knowledge and capacities to respond effectively to the changing nature of their profession and of the context in which they engage. In particular, they should be supported to develop skills and knowledge to work with the changing student profile, including international students whose learning characteristics and needs may be beyond the boundaries of traditional VET teaching and learning. Yet there is currently a lack of adequate and coherent professional development for VET teachers in relation to adapting pedagogy and working effectively with international learners. How to support and engage teachers in continuing professional

learning is essential to enhance the overall learning experience and outcomes of the diverse student body in VET. Nonetheless, Guthrie (2010) argues that any approach to professional learning should be part of the “provider’s broader organization culture and a wider and holistic approach to improving the quality of VET” (p. 13). This book has discussed the professional learning needs of VET teachers and identified the ways forward in terms of providing and supporting professional learning for VET teachers in the current internationalization climate in VET. The book also identifies the current major barriers to professional learning provision and participation being financial and time constraints, lack of teachers’ interest, and casualization of staff. These are critical issues that require VET institutes’ particular attention in their design, implementation and support for ongoing professional learning for teachers in the context of internationalized VET.

The chapters in this book offer foundational knowledge, empirically based examples and a detailed discussion that can assist VET institutes to enhance teacher professional learning in response to internationalization. The discussion in this book underscores the importance to reconsider the exclusive focus of most of the current VET professional learning programs on the demand to meet industry currency and deal with the technical issues and system compliance. Based on sound empirical research, this book shows that increased internationalization and the growth of international students with its own demands on VET teaching and learning should be taken into account and addressed in professional learning programs for VET teachers. The research reported in this book highlights the importance of building and sustaining a workplace environment that supports reciprocal learning from immediate colleagues as well as self-directed learning through informal networking and individual staff’s research. These informal learning activities are initiated and nurtured by not only peer collaboration but importantly teachers’ agency and motivations. These kinds of informal professional learning are personalized and participatory in nature, construct teachers as active agents in their own professional landscape and are more responsive to teachers’ immediate professional needs.

REFERENCES

- AEI. (2017). *International student data monthly summary – June 2017*. Retrieved from https://internationaleducation.gov.au/research/International-Student-Data/Documents/MONTHLY_SUMMARIES/2017/Jun_2017_Monthly_Infographic.pdf

- Billett, S., Choy, S., & Smith, R. (2013). *Evaluation of continuing professional development programs provided by the VET development centre*. Melbourne, VIC: VET Development Centre.
- Campana, J. (2012). *Professional development using informal learning networks: An empirical study in Australia's digital content industry*. Paper presented at the value and voice of VET research for individuals, industry, community and the nation -Australian vocational education and training research association 15th annual conference Rydges Capital Hill, ACT.
- Charteris, J. (2015). Dialogic feedback as divergent assessment for learning: An ecological approach to teacher professional development. *Critical Studies in Education*, 57(3), 1–19.
- Cort, P., Härkönen, A., & Volmari, K. (2004). *PROFF–Professionalisation of VET teachers for the future* (Vol. Panorama series 104). Office for Official Publications of the European Communities, Luxembourg: European Centre for the Development of Vocational Training (CEDEFOP).
- Desimone, L. M., & Garet, M. S. (2015). Best practices in teachers' professional development in the United States. *Psychology, Society and Education*, 7(3), 252–263.
- Guthrie, H. (2010). *Professional development in the vocational education and training workforce*. Occasional paper. Adelaide, SA: National Centre for Vocational Education Research.
- Hardy, I., Rönnerman, K., Moksnes Furu, E., Salo, P., & Forsman, L. (2010). Professional development policy and politics across international contexts: From mutuality to measurability? *Pedagogy, Culture & Society*, 18(1), 81–92.
- Hawke, G. (2008). *Making decisions about workforce development in registered training organizations*. Adelaide, SA: National Centre for Vocational Education Research.
- Mitchell, J., & Ward, J. (2010). *The JMA analytics model of VET capability development: A report on the national survey of vocational education and training (VET) practitioner skills, conducted October–November 2009*. Sydney, NSW: John Mitchell and Associates.
- NCVER (National Centre for Vocational Education Research). (2004). *The vocational education and training workforce: New roles and ways of working: At a glance*. Adelaide, SA: National Centre for Vocational Education Research.
- Productivity Commission. (2011). *Vocational education and training workforce* (SSRN working paper series). Canberra, Australia: Commonwealth of Australia.
- Stehlik, T., Simons, M., Kerkham, L., Pearce, R., & Gronold, J. (2003). *Getting connected: Professional development of contract and casual staff providing flexible learning-volume I*. Adelaide, SA: National Centre for Vocational Education Research.
- Tran, L. T. (2013). Internationalization of vocational education and training: An adapting curve for teachers and learners. *Journal of Studies in International Education*, 17(4), 492–507.

- Tran, L. T., & Nyland, C. (2013). Competency-based training, global skills mobility and the teaching of international students in vocational education and training. *Journal of Vocational Education and Training*, 65(1), 143–157.
- Tran, L. T., & Vu, T. T. P. (2016). ‘I’m not like that, why treat me the same way?’ The impact of stereotyping international students on their learning, employability and connectedness with the workplace. *The Australian Educational Researcher*, 43(2), 203–220.
- Warhurst, R. P. (2008). ‘Cigars on the flight-deck’: New lecturers’ participatory learning within workplace communities of practice. *Studies in Higher Education*, 33(4), 453–467.
- Wheelahan, L., & Moodie, G. (2011). *The quality of teaching in VET: Final report and recommendations*. Melbourne, VIC: Australian College of Educators.

REFERENCES

- AEI. (2011). *Transnational education in the public and private VET sector*. Canberra, Australia.
- AEI. (2015). *Monthly summary of international student enrolment data – June 2015*. Retrieved from [https://internationaleducation.gov.au/research/International-Student-Data/Documents/Monthly summaries of international student enrolment data 2015/06_June_2015_MonthlySummary.pdf](https://internationaleducation.gov.au/research/International-Student-Data/Documents/Monthly%20summaries%20of%20international%20student%20enrolment%20data%202015/06_June_2015_MonthlySummary.pdf)
- AEI. (2017). *International student data monthly summary – June 2017*. Retrieved from [https://internationaleducation.gov.au/research/International-Student-Data/Documents/MONTHLY SUMMARIES/2017/Jun 2017 Monthly Infographic.pdf](https://internationaleducation.gov.au/research/International-Student-Data/Documents/MONTHLY%20SUMMARIES/2017/Jun%202017%20Monthly%20Infographic.pdf)
- Alexandrou, A. (2013). Wounded learners, organic intellectuals and professional development: A global view. *Professional Development in Education*, 39(5), 607–614.
- Alexandrou, A. (2014). Professional development meeting the aspirations and needs of individuals: What is the reality in this policy-driven era? *Professional Development in Education*, 40(2), 183–189.
- Altbach, P. G., & Knight, J. (2007). The internationalization of higher education: Motivations and realities. *Journal of Studies in International Education*, 11(3–4), 290–305.
- Anderson, D. (2005). Measuring the impact and outcomes of market reform in VET. In K. Ball (Ed.), *Funding and financing vocational education and training: Research readings* (pp. 28–41). Adelaide, SA: NCVER.
- Andersson, P., & Köpsén, S. (2015). Continuing professional development of vocational teachers: Participation in a Swedish national initiative. *Empirical Research in Vocational Education and Training*, 7(1), 1–20.

- Andersson, P., Köpsén, S., Larson, A., & Milana, M. (2013). Qualification paths of adult educators in Sweden and Denmark. *Studies in Continuing Education*, 35(1), 102–118.
- Antoniou, P., Kyriakides, L., & Creemers, B. P. (2015). The dynamic integrated approach to teacher professional development: Rationale and main characteristics. *Teacher Development*, 19(4), 535–552.
- Arkoudis, S., & Tran, L. T. (2007). International students in Australia: Read ten thousand volumes of books and walk ten thousand miles. *Asia Pacific Journal of Education*, 27(2), 157–169.
- Arkoudis, S., Watty, K., Baik, C., Yu, X., Borland, H., Chang, S., et al. (2013). Finding common ground: Enhancing interaction between domestic and international students in higher education. *Teaching in Higher Education*, 18(3), 222–235.
- Askill-Williams, H., & Murray-Harvey, R. (2016). Sustainable professional learning for early childhood educators: Lessons from an Australia-wide mental health promotion initiative. *Journal of Early Childhood Research*, 14(2), 196–210.
- Austin, A. E., & Sorcinelli, M. D. (2013). The future of faculty development: Where are we going? *New Directions for Teaching and Learning*, 2013(133), 85–97.
- Australian Government. (2012a). *Australia in the Asian century*. Canberra, Australia: Australian Government.
- Australian Government. (2012b). *Australia's competitive survey*. Canberra, Australia: Australian Government.
- Australian Government. (2013). *Australia – Educating globally*. Canberra, Australia: Australian Government.
- Australian Government. (2016a). *National strategy for international education 2025*. Retrieved from https://nsie.education.gov.au/sites/nsie/files/docs/national_strategy_for_international_education_2025.pdf
- Australian Government. (2016b). *New colombo plan*. Retrieved from <http://dfat.gov.au/people-to-people/new-colombo-plan/pages/new-colombo-plan.aspx>
- AWPA. (2013). *Future focus: 2013 national workforce development strategy*. Commonwealth of Australia: Australian Workforce and Productivity Agency (AWPA).
- Baker, E. (2014). *Exploring meanings of professional development: Teacher perspectives*. Unpublished doctoral thesis, University of Central Missouri, Kansas City, MO.
- Ball, D. L. (2002). *What do we believe about teacher learning and how can we learn with and from our beliefs?* Columbus, OH: ERIC/CSMEE Publications (ERIC document ED471748).
- Ball, S. J. (2003). The teacher's soul and the terrors of performativity. *Journal of Education Policy*, 18(2), 215–228.

- Beatty, B. R. (2000). Teachers leading their own professional growth: Self-directed reflection and collaboration and changes in perception of self and work in secondary school teachers. *Journal of In-Service Education*, 26(1), 73–97.
- Biesta, G., Priestley, M., & Robinson, S. (2015). The role of beliefs in teacher agency. *Teachers and Teaching*, 21(6), 624–640.
- Biesta, G., & Tedder, M. (2007). Agency and learning in the lifecourse: Towards an ecological perspective. *Studies in the Education of Adults*, 39(2), 132–149.
- Biggs, J. (1996). Western misperceptions of the Confucian-heritage learning culture. In D. A. Watkins & J. B. Biggs (Eds.), *The Chinese learner: Cultural, psychological and contextual influences* (pp. 45–67). Hongkong, Hongkong/Melbourne, VIC: Comparative Education Research Centre and The Australian Council for Educational Research.
- Billett, S. (2011). *Vocational education: Purposes, traditions and prospects*. Dordrecht, The Netherlands: Springer Science & Business Media.
- Billett, S., Choy, S., & Smith, R. (2013). *Evaluation of continuing professional development programs provided by the VET development centre*. Melbourne, VIC: VET Development Centre.
- Billett, S., McKavanagh, C., Beven, F., Angus, L., Seddon, T., Gough, J., et al. (1999). *The CBT decade: Teaching for flexibility and adaptability*. Leabrook, SA: National Centre for Vocational Education Research.
- Bills, A. M., Giles, D., & Rogers, B. (2016). “Being in” and “feeling seen” in professional development as new teachers: The ontological layer (ing) of professional development practice. *Australian Journal of Teacher Education*, 41(2), 106–121.
- Bista, K. K., & Foster, C. (2011). Issues of international student retention in American higher education. *The International Journal of Research and Review*, 7(2), 1–10.
- Blackwell, R., & Blackmore, P. (2003). *Towards strategic staff development in higher education*. Philadelphia, PA: McGraw-Hill International.
- Braskamp, L. A. (2011). Fostering global perspective taking at American colleges and universities. *Journal of College and Character*, 12(1), 1–6.
- Brooman-Jones, S., Cunningham, G., Hanna, L., & Wilson, D. N. (2011). Embedding academic literacy – A case study in business at UTS: Insearch. *Journal of Academic Language and Learning*, 5(2), A1–A13.
- Bullock, A., Firmstone, V., Frame, J., & Thomas, H. (2010). Using dentistry as a case study to examine continuing education and its impact on practice. *Oxford Review of Education*, 36(1), 79–95.
- Cameron, R., & O’Hanlon-Rose, T. (2011). Global skills and mobility challenges and possibilities for VET: A cross-border cross-sectoral case study. *International Journal of Training Research*, 9(1–2), 134–151.
- Campana, J. (2012). *Professional development using informal learning networks: An empirical study in Australia’s digital content industry*. Paper presented at

- the value and voice of VET research for individuals, industry, community and the nation -Australian vocational education and training research association 15th annual conference Rydges Capital Hill, ACT.
- Cao, L., & Tran, L. T. (2015). Pathways from vocational education and associate degree to higher education: Chinese students in Australia. *Asia Pacific Journal of Education*, 35(2), 274–289.
- Carpenter, J. P. (2016). Unconference professional development: Edcamp participant perceptions and motivations for attendance. *Professional Development in Education*, 42(1), 78–99.
- Carpenter, J. P., & Linton, J. N. (2016). Edcamp unconferences: Educators' perspectives on an untraditional professional learning experience. *Teaching and Teacher Education*, 57, 97–108.
- Chappell, C. (2003). *Changing pedagogy: Issues for contemporary pedagogy*. Sydney, NSW: OVAL Research.
- Chappell, C., & Johnston, R. (2003). *Changing work: Changing roles for vocational education and training teachers and trainers*. Leabrook, SA: National Centre for Vocational Education Research.
- Charteris, J. (2015). Dialogic feedback as divergent assessment for learning: An ecological approach to teacher professional development. *Critical Studies in Education*, 57(3), 1–19.
- Chen, J.-Q., & McCray, J. (2012). A conceptual framework for teacher professional development: The whole teacher approach. *NHSA Dialog*, 15(1), 8–23.
- Clayton, B. (2009). *Practitioner experiences and expectations with the certificate IV in training and assessment (TAA40104): A discussion of the issues*. Discussion paper. Adelaide National Centre for Vocational Education Research (NCVER).
- Cort, P., Härkönen, A., & Volmari, K. (2004). *PROFF—Professionalisation of VET teachers for the future* (Vol. Panorama series 104). Office for Official Publications of the European Communities, Luxembourg: European Centre for the Development of Vocational Training (CEDEFOP).
- CPUR. (2012). *Immigration overshoot*. Melbourne, VIC: Centre for Population and Urban Research. Monash University.
- Cully, M. (2006). *Globalization and technical and vocational education and training in Australia*. Paper presented at the Asian Development Bank Institute workshop on workforce development.
- Dailey-Hebert, A., Mandernach, B. J., Donnelly-Sallee, E., & Norris, V. R. (2014). Expectations, motivations, and barriers to professional development: Perspectives from adjunct instructors teaching online. *The Journal of Faculty Development*, 28(1), 67–82.
- Darling-Hammond, L., Wei, R. C., Andree, A., Richardson, N., & Orphanos, S. (2009). *Professional learning in the learning profession*. Washington, DC: National Staff Development Council.

- Dawson, D., Mighty, J., & Britnell, J. (2010). Moving from the periphery to the center of the academy: Faculty developers as leaders of change. *New Directions for Teaching and Learning*, 2010(122), 69–78.
- Day, C., & Sachs, J. (2004). Professionalism, performativity and empowerment: Discourses in the politics, policies and purposes of continuing professional development. In C. Day & J. Sachs (Eds.), *International handbook on the continuing professional development of teachers* (pp. 3–32). Glasgow, UK: Bell & Bain.
- Day, C., & Sachs, J. (2005). *International handbook on the continuing professional development of teachers*. Maidenhead, UK: Open University Press.
- de Vries, S., Jansen, E. P., & van de Grift, W. J. (2013). Profiling teachers' continuing professional development and the relation with their beliefs about learning and teaching. *Teaching and Teacher Education*, 33, 78–89.
- Dempsey, K., & Tran, L. T. (2017). Internationalization with VET character: Key emerging issues. In L. T. Tran & K. Dempsey (Eds.), *Internationalization in vocational education and training: Transnational perspectives* (pp. 215–221). Dordrecht, The Netherlands: Springer.
- Desimone, L. M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational Researcher*, 38(3), 181–199.
- Desimone, L. M., & Garet, M. S. (2015). Best practices in teachers' professional development in the United States. *Psychology, Society and Education*, 7(3), 252–263.
- DFAT (Department of Foreign Affairs and Trade). (2013). *Living and working overseas*. Canberra, Australia: Department of Foreign Affairs and Trade.
- Dickie, M., Eccles, C., FitzGerald, I., McDonald, R., Cully, M., Blythe, A., et al. (2004). *Enhancing the capability of VET professionals project: Final report (incorporating data analysis and literature review)*. Brisbane, QLD: ANTA.
- Dierking, R. C., & Fox, R. F. (2013). "Changing the way I teach" building teacher knowledge, confidence, and autonomy. *Journal of Teacher Education*, 64(2), 129–144.
- Edwards, A. (2000). Looking at action research through the lenses of sociocultural psychology and activity theory. *Educational Action Research*, 8(1), 195–204.
- Edwards, A. (2011). Building common knowledge at the boundaries between professional practices: Relational agency and relational expertise in systems of distributed expertise. *International Journal of Educational Research*, 50(1), 33–39.
- Egetenmeyer, R., Rueffin, S., & Blachnio, A. (2011). *Internationalization and mobility in European vocational education and training. International report*. Mainz, Germany: peDOCS.
- Elliott, R. (2014). Faculty development curriculum: What informs it? *The Journal of Faculty Development*, 28(3), 35–46.

- Elsy, B. (1990). Teaching and learning. In M. K. Evans (Ed.), *The learning experiences of overseas students* (pp. 46–62). Buckingham, UK: Open University Press.
- Emert, H. A., & Pearson, D. L. (2007). Expanding the vision of international education: Collaboration, assessment, and intercultural development. *New Directions for Community Colleges*, 2007(138), 67–75.
- Eraut, M. (2004). Informal learning in the workplace. *Studies in Continuing Education*, 26(2), 247–273.
- Evans, L. (2011). The ‘shape’ of teacher professionalism in England: Professional standards, performance management, professional development and the changes proposed in the 2010 white paper. *British Educational Research Journal*, 37(5), 851–870.
- Fass-Holmes, B., & Vaughn, A. A. (2014). Are international undergraduates struggling academically. *Journal of International Students*, 4(1), 60–73.
- Frohman, R. G. (2012). Collaborative efforts work! Reflections on a two-year relationship between faculty of health and international student services-language and learning unit. *Journal of Academic Language and Learning*, 6(3), A48–A58.
- Gleeson, D., & James, D. (2007). The paradox of professionalism in English further education: A TLC project perspective. *Educational Review*, 59(4), 451–467.
- Good, J., & Shumack, K. (2013). If you can’t beat them, join them: Emphasizing writing instruction and online learning in faculty professional development. *The Journal of Faculty Development*, 27(2), 5–10.
- Green, W., & Whitsed, C. (2013). Reflections on an alternative approach to continuing professional learning for internationalization of the curriculum across disciplines. *Journal of Studies in International Education*, 17(2), 148–164.
- Guthrie, H. (2009). *Competence and competency-based training: What the literature says*. Adelaide, SA: National Centre for Vocational Education Research.
- Guthrie, H. (2010). *Professional development in the vocational education and training workforce*. Occasional paper. Adelaide, SA: National Centre for Vocational Education Research.
- Guthrie, H., & Clayton, B. (2010). *Building capability in vocational education and training providers: The TAFE cut*. Occasional paper. Adelaide, SA: National Centre for Vocational Education Research.
- Hall, R. (2011). International education in the VET sector. In D. David & B. Mackintosh (Eds.), *Making a difference: Australian international education* (pp. 256–263). Sydney, NSW: UNSW Press.
- Hardy, I., Rönnerman, K., Moksnes Furu, E., Salo, P., & Forsman, L. (2010). Professional development policy and politics across international contexts: From mutuality to measurability? *Pedagogy, Culture & Society*, 18(1), 81–92.
- Hargreaves, A., & Shirley, D. L. (2009). *The fourth way: The inspiring future for educational change*. Thousand Oaks, CA: Corwin Press.

- Harré, R., & van Langenhove, L. (1999). *Positioning theory: The moral context of intentional actions*. Great Britain, UK: Blackwell Publisher Ltd.
- Harris, R., Clayton, B., & Chappell, C. (2007). *Supporting vocational education and training providers in building capability for the future: Research overview*. Adelaide, SA: National Centre for Vocational Education Research.
- Harris, R., & Hodge, S. (2009). A quarter of a century of CBT: The vicissitudes of an idea. *International Journal of Training Research*, 7(2), 122–133.
- Harris, R., Simons, M., Hill, D., Smith, E., Pearce, R., Blakeley, J., et al. (2001). *The changing role of staff development for teachers and trainers in vocational education and training*. Adelaide, SA: National Centre for Vocational Education Research.
- Hawke, G. (2008). *Making decisions about workforce development in registered training organizations*. Adelaide, SA: National Centre for Vocational Education Research.
- Hellstén, M., & Prescott, A. (2004). Learning at university: The international student experience. *International Education Journal*, 5(3), 344–351.
- Hellstén, M., & Reid, M. (2008). Introduction: Researching international pedagogies. In M. Hellstén & A. Reid (Eds.), *Researching international pedagogies* (pp. 1–6). Dordrecht, The Netherlands: Springer.
- Herbert, S., & Rainford, M. (2014). Developing a model for continuous professional development by action research. *Professional Development in Education*, 40(2), 243–264.
- Ho, D., Lee, M., & Teng, Y. (2016). Exploring the relationship between school-level teacher qualifications and teachers' perceptions of school-based professional learning community practices. *Teaching and Teacher Education*, 54, 32–43.
- Hodge, S. (2010). Trainers and transformation: Facilitating the 'dark side' of vocational learning. *International Journal of Training Research*, 8(1), 53–62.
- Hodge, S. M. (2009, July 7–9). *Pedagogy matters: A research-based dilemma for Australian vocational education policy*. Paper presented at the 39th annual SCUTREA conference, University of Cambridge.
- Holden, P. (2013, January 25). PIE chat: Peter Holden, TAFE directors Australia. *The PIE News*. Retrieved from <http://thepienews.com/pie-chat/peter-holden-tafe-directors-australia>
- Holly, M. L. (1989). Teacher professional development: Perceptions and practices in the USA and England. In M. L. Holly & C. S. Mcloughlin (Eds.), *Perspectives on teacher professional development* (Vol. 11, pp. 173–203). London, UK: Falmer Press.
- Hopwood, N. (2010). A sociocultural view of doctoral students' relationships and agency. *Studies in Continuing Education*, 32(2), 103–117.
- Howlett, C., Arthur, J. M., & Ferreira, J. A. (2016). Good CoPs and bad CoPs: Facilitating reform in first-year assessment via a community of practice. *Higher Education Research & Development*, 35(4), 741–754.

- Huffman, J. B. (2011). Professional learning communities in the USA: Demystifying, creating, and sustaining. *International Journal of Learning*, 17(12), 321–336.
- ICEF Monitor. (2017). *Australian education exports approaching AUS\$29 billion*. Retrieved from <http://monitor.icef.com/2017/10/australian-education-exports-approaching-aus29-billion/>. On 25 Oct 2017.
- IEE. (2017). *Enrollment trends*. Retrieved from <https://www.ief.org/Research-and-Insights/Open-Doors/Data/International-Students/Enrollment-Trends>
- Jones, E., & Killick, D. (2013). Graduate attributes and the internationalized curriculum: Embedding a global outlook in disciplinary learning outcomes. *Journal of Studies in International Education*, 17(2), 165–182.
- Jones, R. L. (2006). Older people' talking as if they are not older people: Positioning theory as an explanation. *Journal of Aging Studies*, 20(1), 79–91.
- Kaleja, K., & Egetenmeyer, R. (2017). Internationalization in European vocational education and training. In L. T. Tran & K. Dempsey (Eds.), *Internationalization in vocational education and training* (pp. 63–76). Dordrecht, The Netherlands: Springer.
- Kearns, P., & Schofield, K. (1997). *Learning across frontiers: Report on the internationalization of staff development in vocational education and training*. Melbourne, VIC: Australian National Training Authority.
- Kennedy, A. (2005). Models of continuing professional development: A framework for analysis. *Journal of In-Service Education*, 31(2), 235–250.
- Kennedy, A. (2015). 'Useful' professional learning ... useful for whom? *Professional Development in Education*, 41(1), 1–4.
- Kennedy, M. M. (2016). How does professional development improve teaching? *Review of Educational Research*, 86(4), 945–980.
- Knight, J. (2004). Internationalization remodeled: Definition, approaches, and rationales. *Journal of Studies in International Education*, 8(1), 5–31.
- Knight, P., Tait, J., & Yorke, M. (2006). The professional learning of teachers in higher education. *Studies in Higher Education*, 31(03), 319–339.
- Knight, P., & Trowler, P. (2001). *Departmental leadership in higher education*. Buckingham, UK: McGraw-Hill International.
- Kyndt, E., Gijbels, D., Grosemans, I., & Donche, V. (2016). Teachers' everyday professional development: Mapping informal learning activities, antecedents, and learning outcomes. *Review of Educational Research*, 86(4), 1111–1150.
- Lacina, J. G. (2002). Preparing international students for a successful social experience in higher education. *New Directions for Higher Education*, 2002(117), 21–28.
- Le, T. T. T. (2015). *Being translational academics: Voices of insiders from an Australian research-intensive university*. Unpublished doctoral thesis, The University of Melbourne, Melbourne, VIC.
- Leask, B. (2005). *Competing rationales for and discourses of internationalisation: Implications for academic staff development*. Unpublished doctoral dissertation. Higher Education Research and Development Society of Australasia, Australia.

- Leask, B. (2009). Using formal and informal curricula to improve interactions between home and international students. *Journal of Studies in International Education*, 13(2), 205–221.
- Leask, B. (2011). *Good practice report: Learning and teaching across cultures*. Sydney, NSW: Australian Learning and Teaching Council.
- Leask, B. (2013). Internationalization of the curriculum and the disciplines current perspectives and directions for the future. *Journal of Studies in International Education*, 17(2), 99–102.
- Leask, B. (2015). *Internationalizing the curriculum*. New York, NY: Routledge.
- Leask, B., & Beelen, J. (2010). Enhancing the engagement of academic staff in international education in Europe and Australia: Background paper 2. In *IEAA-EAIE symposium: Advancing Australia-Europe engagement*. Hawthorn, VIC: International Education Association of Australia (IEAA).
- Leask, B., & Carroll, J. (2013). *Learning and teaching across cultures: Good practice principles and quick guides*. Melbourne, VIC: International Education Association of Australia.
- Lee, J. J., & Rice, C. (2007). Welcome to America? International student perceptions of discrimination. *Higher Education*, 53(3), 381–409.
- Leonard, S. N. (2015). Stepping outside: Collaborative inquiry-based teacher professional learning in a performative policy environment. *Professional Development in Education*, 41(1), 5–20.
- Liljedahl, P. (2014). Approaching professional learning: What teachers want. *The Mathematics Enthusiast ISSN 1551-3440*, 109–122.
- Liu, J. (2015). Globalizing indigenous psychology: An East Asian form of hierarchical relationalism with worldwide implications. *Journal for the Theory of Social Behaviour*, 45(1), 82–94.
- Lloyd, C., & Payne, J. (2012). Raising the quality of vocational teachers: Continuing professional development in England, Wales and Norway. *Research Papers in Education*, 27(1), 1–18.
- Louws, M. (2016). *Professional learning: What teachers want to learn*. Unpublished doctoral thesis, Leiden University, Leiden, The Netherlands.
- Macdonald, S., Schneider, B., & Kett, G. (2013). Scenarios for collaboration: Idiosyncratic and ad hoc. *Journal of Academic Language and Learning*, 7(2), A11–A19.
- MacLeod, R. (2014). *Vocational trainers' perspectives of their continuing professional learning*. Unpublished doctoral thesis, University of Newcastle, Australia.
- Marginson, S. (2007). Revisiting the definitions of 'internationalization' and 'globalization'. In S. Marginson & F. van Vught (Eds.), *Towards a cartography of higher education policy change* (pp. 213–219). Enschede, The Netherlands: CHEPS University of Twente.
- Marginson, S., Nyland, C., Sawir, E., & Forbes-Mewett, H. (2010). *International student security*. Cambridge, MA: Cambridge University Press.

- Marshall, A. M. (2014). Embedded professional development for teacher educators: An unintended 'consequence' of university co-teaching. *International Journal of University Teaching and Faculty Development*, 5(1), 17–30.
- Maurice-Takerei, L. (2015). *Constructing an identity. The work and world of polytechnic trade tutors in New Zealand*. Unpublished doctoral thesis, University of Auckland, Auckland, New Zealand.
- McGavin, E. (2015). *Risk in the VET practitioner's teaching experience and professional identity*. Unpublished doctoral thesis, Deakin University, Melbourne, VIC.
- McNamara, O., Jones, M., & Murray, J. (2014). Framing workplace learning. In O. McNamara, J. Murray, & M. Jones (Eds.), *Workplace learning in teacher education: International practice and policy* (pp. 1–27). Dordrecht, The Netherlands: Springer.
- Miles, J. (2013). *Teacher identity and transformation through critical pedagogy: Challenges and models of teaching teachers in vocational education and training (VET)*. New South Wales, Australia: AVETRA.
- Misra, P. K. (2011). VET teachers in Europe: Policies, practices and challenges. *Journal of Vocational Education & Training*, 63(1), 27–45.
- Mitchell, J., Chappell, C., Bateman, A., & Roy, S. (2006). *Quality is the key: Critical issues in teaching, learning and assessment in vocational education and training*. Adelaide, SA: National Centre for Vocational Education Research.
- Mitchell, J., Henry, J., & Young, S. (2001). *Work-based learning in the contemporary Australian VET sector: A re-appraisal*. New York, NY: ERIC Clearinghouse on Urban Education (ERIC No. ED456280).
- Mitchell, J., & Ward, J. (2010). *The JMA analytics model of VET capability development: A report on the national survey of vocational education and training (VET) practitioner skills, conducted October–November 2009*. Sydney, NSW: John Mitchell and Associates.
- Mitchell, R. (2013). What is professional development, how does it occur in individuals, and how may it be used by educational leaders and managers for the purpose of school improvement? *Professional Development in Education*, 39(3), 387–400.
- Mockler, N. (2013). Teacher professional learning in a neoliberal age: Audit, professionalism and identity. *Australian Journal of Teacher Education*, 38(10), 3.
- Montgomery, C., & McDowell, L. (2009). Social networks and the international student experience: An international community of practice? *Journal of Studies in International Education*, 13(4), 455–466.
- Moodie, G., & Wheelahan, L. (2012). Integration and fragmentation of post compulsory teacher education. *Journal of Vocational Education & Training*, 64(3), 317–331.
- Moran, L., & Ryan, Y. (2004). *Facilitating access to international markets for vocational education and training discussion paper*. Brisbane, QLD: Australian National Training Authority.

- Nakar, S. (2012). *The 'voice' of VET teachers: Teacher dilemmas and their implications for international students, teachers and VET institutions*. Paper presented at the Australian VET research association 15th annual conference, Canberra, Australia, ACT.
- Nakar, S. (2013). Understanding VET teachers' challenges in providing quality education to international students. *International Journal of Training Research*, 11(1), 79–88.
- NCVER (National Centre for Vocational Education Research). (2004). *The vocational education and training workforce: New roles and ways of working: At a glance*. Adelaide, SA: National Centre for Vocational Education Research.
- Netolicky, D. (2016a). Coaching for professional growth in one Australian school: "Oil in water". *International Journal of Mentoring and Coaching in Education*, 5(2), 66–86.
- Netolicky, D. (2016b). *Down the rabbit hole: Professional identities, professional learning, and change in one Australian school*. Unpublished doctoral thesis, Murdoch University, Western Australia.
- NVEAC. (2011). *Blue print 2011–2016 – Creating futures: Achieving potential through VET*. Canberra, Australia: Commonwealth of Australia.
- Obeng-Odoom, F. (2012). Far away from home: The housing question and international students in Australia. *Journal of Higher Education Policy and Management*, 34(2), 201–216.
- Oberhuemer, P. (2005). Conceptualising the early childhood pedagogue: Policy approaches and issues of professionalism. *European Early Childhood Education Research Journal*, 13(1), 5–16.
- OECD. (2016). *Education at a glance 2015*. Paris: OECD. Retrieved from http://www.keepeek.com/Digital-Asset-Management/oced/education/education-at-a-glance-2015_cag-2015-en#page7
- Opfer, V. D., & Pedder, D. (2011). Conceptualizing teacher professional learning. *Review of Educational Research*, 81(3), 376–407.
- Orlando, J., & Harrevel, B. (2014). Democracy, critique, and the presupposition of knowledge: Teachers as capable, resourceful theorists. *Asia-Pacific Journal of Teacher Education*, 42(4), 321–323.
- Owen, S. (2016). Professional learning communities: Building skills, reinvigorating the passion, and nurturing teacher wellbeing and "flourishing" within significantly innovative schooling contexts. *Educational Review*, 68(4), 403–419.
- Parsons, D. J., Hughes, J., Allinson, C., & Walsh, K. (2009). The training and development of VET teachers and trainers in Europe. In *Modernising vocational education and training, fourth report on vocational education and training research in Europe: Synthesis report* (Vol. 2, pp. 73–156). Luxembourg, Europe: Publications Office of the European Union.
- Pasura, R. (2014a). Neoliberal economic markets in vocational education and training: Shifts in perceptions and practices in private vocational education and training in Melbourne, Australia. *Globalization, Societies and Education*, 12(4), 564–582.

- Pasura, R. (2014b). Realities of private VET practice through VET teachers' lenses: Learning contexts for international students in private VET in Australia. *International Journal of Training Research*, 12(1), 29–44.
- Pasura, R. (2015). International students in the private VET sector in Melbourne, Australia: Rethinking their characteristics and aspirations outside the deficit model. *Journal of Vocational Education & Training*, 67(2), 203–218.
- Pham, L., & Tran, L. (2015). Understanding the symbolic capital of intercultural interactions: A case study of international students in Australia. *International Studies in Sociology of Education*, 25(3), 204–224.
- Piaget, J. (1952). *The child's conception of numbers* (translation). New York: Routledge.
- Proctor, D. J. (2016). *Academic staff and international engagement in Australian higher education*. Unpublished PhD dissertation. The University of Melbourne.
- Productivity Commission. (2011). *Vocational education and training workforce* (SSRN working paper series). Canberra, Australia: Commonwealth of Australia.
- Raby, R. L., Rhodes, G. M., & Biscarra, A. (2014). Community college study abroad: Implications for student success. *Community College Journal of Research and Practice*, 38(2–3), 174–183.
- Rafferty, P. D. (2013). Group work experiences: Domestic MBA student experiences and outcomes when working with international students. *Journal of Further and Higher Education*, 37(6), 737–749.
- Reynders, L. (2015). *Continuous professional development, it's all in the game*. Doctoral thesis, Open University, Datawyse, Universitaire Pers Maastricht.
- Rhodes, G. M., Raby, R. L., & Biscarra, A. (2013). Student outcomes from participating in California community college education abroad programs. *Education and Society*, 31(3), 23–40.
- Richter, D., Kunter, M., Klusmann, U., Lüdtke, O., & Baumert, J. (2011). Professional development across the teaching career: Teachers' uptake of formal and informal learning opportunities. *Teaching and Teacher Education*, 27(1), 116–126.
- Rizvi, F. (2004). Globalization and the dilemmas of Australian higher education. *ACCESS: Critical Perspectives on Communication, Cultural & Policy Studies*, 23(2), 33.
- Roberts, N. K., & Coplit, L. D. (2013). Future focus for professional development. *Teaching and Learning in Medicine*, 25 (sup1: Where we've been; Where we're going), S57–S61. <https://doi.org/10.1080/10401334.2013.842913>.
- Robertson, I. (2008). VET teachers' knowledge and expertise. *International Journal of Training Research*, 6(1), 1–22.
- Robertson, I. (2009, April 16–17). *TAFE teacher's knowledge bases: Analysis of the diploma in VET*. Paper presented at the AVETRA 12th annual conference Aligning Participants, Policy and Pedagogy: Traction and Tensions in VET Research, ACT.

- Rogoff, B. (2008). Observing sociocultural activity on three planes: Participatory appropriation, guided participation, and apprenticeship. In *Pedagogy and practice: Culture and identities* (pp. 58–74). London, UK: Sage.
- Ryan, J. (2000). *A guide to teaching international students*. Oxford, UK: Oxford Centre for Staff and Learning Development.
- Sachs, J., & Mockler, N. (2012). Performance cultures of teaching: Threat or opportunity? In C. Day (Ed.), *Routledge international handbook on teacher and school development* (pp. 33–43). Abingdon, UK: Routledge.
- Samuelowicz, K. (1987). Learning problems of overseas students: Two sides of a story. *Higher Education Research and Development*, 6(2), 121–133.
- Sanderson, G. (2011). Internationalization and teaching in higher education. *Higher Education Research & Development*, 30(5), 661–676.
- Saunders, R. (2012). Assessment of professional development for teachers in the vocational education and training sector: An examination of the concerns based adoption model. *Australian Journal of Education*, 56(2), 182–204.
- Sawir, E. (2005). Language difficulties of international students in Australia: The effects of prior learning experience. *International Education Journal*, 6(5), 567–580.
- Schofield, K., & McDonald, R. (2004). *Moving on: Report of the high level review of training packages*. Brisbane, QLD: Australian National Training Authority.
- Shulman, L. S., & Shulman, J. H. (2004). How and what teachers learn: A shifting perspective. *Journal of Curriculum Studies*, 36(2), 257–271.
- Simons, M., Harris, R., & Smith, E. (2006). *The certificate IV in assessment and workplace learning: Understanding learners and learning*. Adelaide, SA: National Centre for Vocational Education Research.
- Simons, M., & Smith, E. (2008). The understandings about learners and learning that are imparted in certificate IV level courses for VET teachers and trainers. *International Journal of Training Research*, 6(1), 23–43.
- Singh, M. (2005). Enabling transnational learning communities: Policies, pedagogies and politics of educational power. In P. Ninnes & M. Hellstén (Eds.), *Internationalizing higher education* (pp. 9–36). Dordrecht, The Netherlands: Springer.
- Skills Australia. (2010). *Australian workforce futures: A national workforce development strategy*. Canberra, Australia: Commonwealth of Australia.
- Smith, E. (2010). A review of twenty years of competency-based training in the Australian vocational education and training system. *International Journal of Training and Development*, 14(1), 54–64.
- Smith, E., & Grace, L. (2011). Vocational educators' qualifications: A pedagogical poor relation? *International Journal of Training Research*, 9(3), 204–217.
- Smith, E., & Keating, J. (2003). *From training reform to training packages*. Tuggerah Lake, NSW: Social Science Press Tuggerah Lakes.

- Smith, P., & Smith, S. (1999). *The internationalization of VET*. Adelaide, SA: National Centre for Vocational Education Research.
- Smylie, M. A. (1995). Teacher learning in the workplace: Implications for school reform. In T. R. Guskey & M. Huberman (Eds.), *Professional development in education: New paradigms and practices* (pp. 93–113). New York, NY: Teachers College Press.
- Stehlik, T., Simons, M., Kerkham, L., Pearce, R., & Gronold, J. (2003). *Getting connected: Professional development of contract and casual staff providing flexible learning-volume 1*. Adelaide, SA: National Centre for Vocational Education Research.
- Stewart, M. (2012). Understanding learning: Theories and critique. In L. H. D. Chalmers (Ed.), *University teaching in focus: A learning-centred approach* (pp. 3–20). Melbourne, VIC: ACER Press.
- Stohl, M. (2007). We have met the enemy and he is us: The role of the faculty in the internationalization of higher education in the coming decade. *Journal of Studies in International Education*, 11(3–4), 359–372.
- Stratilas, K. (2011). The evolving nature of support: A new horizon. *Journal of Academic Language and Learning*, 5(2), A44–A49.
- TAFE Directors Australia. (2011). *Strategic framework for international engagement by the Australian VET sector*. Retrieved from <http://www.tda.edu.au/resources/1401081.pdf>
- Teekens, H. (2003). The requirement to develop specific skills for teaching in an intercultural setting. *Journal of Studies in International Education*, 7(1), 108–119.
- Thomas, G. (2013). *How to do your research project: A guide for students in education and applied social sciences*. Thousand Oaks, CA: Sage.
- Thomson, K. (2015). Informal conversations about teaching and their relationship to a formal development program: Learning opportunities for novice and mid-career academics. *International Journal for Academic Development*, 20(2), 137–149.
- Timperley, H., & Alton-Lee, A. (2008). Reframing teacher professional learning: An alternative policy approach to strengthening valued outcomes for diverse learners. *Review of Research in Education*, 32(1), 328–369.
- Timperley, H., Wilson, A., Barrar, H., & Fung, I. (2008). *Teacher professional learning and development*. Wellington, New Zealand: New Zealand Ministry of Education.
- Trahar, S., & Hyland, F. (2011). Experiences and perceptions of internationalization in higher education in the UK. *Higher Education Research & Development*, 30(5), 623–633.
- Tran, L. T. (2010). Embracing prior professional experience in meaning making: Views from international students and academics. *Educational Review*, 62(2), 157–173.

- Tran, L. T. (2011). Committed, face-value, hybrid or mutual adaptation? The experiences of international students in Australian higher education. *Educational Review*, 63(1), 79–94.
- Tran, L. T. (2013a). Internationalization of vocational education and training: An adapting curve for teachers and learners. *Journal of Studies in International Education*, 17(4), 492–507.
- Tran, L. T. (2013b). *Teaching international students in vocational education: New pedagogical approaches*. Melbourne, VIC: ACER Press.
- Tran, L. T. (2016). Students' academic, intercultural and personal development in globalized education mobility. In *Reforming learning and teaching in Asia-Pacific universities: Influences of globalized processes in Japan, Hongkong and Australia* (pp. 95–113). Dordrecht, The Netherlands: Springer.
- Tran, L. T., & Dempsey, K. (2017). Internationalization in VET: An overview. In L. T. Tran & K. Dempsey (Eds.), *Internationalization in vocational education and training: Transnational perspectives* (pp. 1–15). Dordrecht, The Netherlands: Springer.
- Tran, L. T., & Le, T. T. T. (2017). Teacher professional development under the impact of internationalization in VET: Transnational perspectives. In L. T. Tran & K. Dempsey (Eds.), *Internationalization in vocational education and training* (pp. 77–94). Dordrecht, The Netherlands: Springer.
- Tran, L. T., & Nguyen, N. (2014). Teachers' professional identities in the 'contact zone': Contradictions and possibilities in the time of international student mobility. In R. Arber, J. Blackmore, & A. Vongalis-Macrow (Eds.), *Mobile teachers and curriculum in international schooling* (pp. 43–62). Rotterdam, The Netherlands: Sense Publishers.
- Tran, L. T., & Nguyen, N. T. (2013). Mediating teacher professional identity: The emergence of humanness and ethical identity. *International Journal of Training Research*, 11(3), 199–212.
- Tran, L. T., & Nguyen, N. T. (2015). Re-imagining teachers' identity and professionalism under the condition of international education. *Teachers and Teaching*, 21(8), 958–973.
- Tran, L. T., & Nyland, C. (2011). International vocational education and training – The migration and learning mix. *Australian Journal of Adult Learning*, 51(1), 8–31.
- Tran, L. T., & Nyland, C. (2013). Competency-based training, global skills mobility and the teaching of international students in vocational education and training. *Journal of Vocational Education and Training*, 65(1), 143–157.
- Tran, L. T., & Pham, L. (2016). International students in transnational mobility: Intercultural connectedness with domestic and international peers, institutions and the wider community. *Compare: A Journal of Comparative and International Education*, 46(4), 560–581.

- Tran, L. T., & Vu, T. T. P. (2016). 'I'm not like that, why treat me the same way?' The impact of stereotyping international students on their learning, employability and connectedness with the workplace. *The Australian Educational Researcher*, 43(2), 203–220.
- Trust, T. (2012). Professional learning networks designed for teacher learning. *Journal of Digital Learning in Teacher Education*, 28(4), 133–138.
- Trust, T. (2015). Deconstructing an online community of practice: Teachers' actions in the edmodo math subject community. *Journal of Digital Learning in Teacher Education*, 31(2), 73–81.
- Trust, T., & Horrocks, B. (2016). 'I never feel alone in my classroom': Teacher professional growth within a blended community of practice. *Professional Development in Education*, 43(4), 645–665.
- Trust, T., Krutka, D. G., & Carpenter, J. P. (2016). "Together we are better": Professional learning networks for teachers. *Computers & Education*, 102, 15–34.
- UKCISA. (2017). *International student statistics: UK higher education*. Retrieved from [https://institutions.ukcisa.org.uk/Info-for-universities-colleges-schools/Policy-research--statistics/Research--statistics/International-students-in-UK-HE/ - International-\(non-UK\)-students-in-UK-HE-in-2015-16](https://institutions.ukcisa.org.uk/Info-for-universities-colleges-schools/Policy-research--statistics/Research--statistics/International-students-in-UK-HE/ - International-(non-UK)-students-in-UK-HE-in-2015-16)
- Van Der Wende, M., Beerkens, E., & Teichler, U. (1999). Internationalization as a cause for innovation in higher education. In B. Jongbloed, P. Maassen, & G. Neave (Eds.), *From the eye of the storm* (pp. 65–93). Dordrecht, The Netherlands: Springer.
- Van Der Werf, E. (2012). Internationalisation strategies and the development of competent teaching staff. In J. Beelen & H. de Wit (Eds.), *Internationalisation revisited: New dimensions in the internationalisation of higher education*. Amsterdam, The Netherlands: Centre for Applied Research on Economics and Management (CAREM).
- Van Schalkwyk, S., Leibowitz, B., Herman, N., & Farmer, J. (2015). Reflections on professional learning: Choices, context and culture. *Studies in Educational Evaluation*, 46, 4–10.
- Walls, S. (2014). *Preparing to teach in TAFE: A curriculum inquiry into initial teacher education in the Victorian technical and further education system*. Unpublished doctoral thesis, University of Melbourne, Melbourne, VIC.
- Warhurst, R. P. (2008). 'Cigars on the flight-deck': New lecturers' participatory learning within workplace communities of practice. *Studies in Higher Education*, 33(4), 453–467.
- Watkins, D. (2000). Learning and teaching: A cross-cultural perspective. *School Leadership & Management*, 20(2), 161–173.
- Watkins, D. A., & Biggs, J. B. (2001). *Teaching the Chinese learner: Psychological and pedagogical perspectives*. Hong Kong, Hong Kong: Hongkong University Press.

- Webster-Wright, A. (2009). Reframing professional development through understanding authentic professional learning. *Review of Educational Research*, 79(2), 702–739.
- Wells, M. (2014). Elements of effective and sustainable professional learning. *Professional Development in Education*, 40(3), 488–504.
- Wheelahan, L. (2010). *Literature review: The quality of teaching in VET*. Melbourne, VIC: LH Martin Institute, the University of Melbourne.
- Wheelahan, L., & Moodie, G. (2011). *The quality of teaching in VET: Final report and recommendations*. Melbourne, VIC: Australian College of Educators.
- Williams, K. M. (2010). Examining education qualifications for Australian vocational education practitioners. *Journal of Vocational Education & Training*, 62(2), 183–194.

INDEX

A

The academic ‘Self’, 5, 12
Accountability, 6, 7, 9, 31
Accredited, 78
Accredited qualification, 80
Advancement of information and
 communication technology, 2
Agency, 7, 8, 13, 18, 19, 21, 97, 103,
 104, 111, 115–117, 123, 131,
 141, 142, 144, 146
Agentive, 8, 13, 53, 81, 102, 106, 107,
 122, 123, 141
Asia, 3, 13, 14, 39, 62–64, 124, 131
Asia literacy, 70
Asia relevant capabilities, 4, 13, 14,
 20, 54, 62
Assessors, 30, 34, 87
Audit culture, 6, 7
Australia, 2–4, 10, 11, 14–17, 32, 37,
 39, 41, 51–62, 64, 67, 85, 114,
 130, 136
Australia in the Asian Century, 4, 62
Australian Education International
 (AEI), 2, 3, 11, 136

Australian Research Council, 17
Australian VET Research Association
 (AVETRA), 15

B

Background conditions, 5, 19, 31
Behavioral theory, 34
Bottom-up initiative, 126, 128

C

Casualization of staff, 79, 90, 92–94,
 97, 130, 146
Casual staff, 21, 67, 93, 94, 124, 129,
 131, 137, 145
Centralized professional development,
 107
Certificate IV in Training and
 Assessment, 32, 80, 81, 85
Certified professional development
 programs, 78
Changed VET circumstances, 52, 111
Changing global and national labor, 2

- Changing student profile, 139, 145
 China, 114, 125
 Classroom observations, 102, 103
 Coaching, 81, 106
 Cognitive principles, 34, 35
 Collaborative learning, 103, 131
 Collective professional learning, 17
 Colombo Plan, 54
 Commercialization, 10, 35, 54, 78, 129
 Communities of practice, 21, 33, 53, 102, 105, 106, 112, 122, 140, 141
 Community college, 55
 Competency-based training, 10, 11, 14, 32, 35, 55, 56
 Competitiveness of a country, 2
 Competitive training market, 3, 30, 54
 Compliance, 4, 9, 10, 12, 16, 20, 30, 32, 33, 39, 52, 56, 71, 79, 82, 84, 87, 90, 96, 104, 138, 146
 Constructivist theory, 34, 35
 Context-specific, 107
 Contextualization of professional learning, 107
 Continuing professional development (CPD), 79, 106, 111, 136, 138, 144
 Conversations with colleagues, 102, 103, 106, 108
 Critical self-reflection, 144
 Cross-cultural expectations, 3
 Cross-cultural facilitator, 31, 36–43, 45
 Cultural backgrounds, 95, 109, 110, 124
 Cultural diversity, 68, 69, 88, 97, 110, 125, 139
 Cultural issues, 68, 124, 125
 Cultural, linguistic and knowledge repertoire, 70, 139
- D**
 Deficit model, 8, 41, 102
 Degrees, 64, 123
 Deliberate self-positioning, 19
 Democratic professionalism, 9–10
 Department-based professional learning, 107
 De-professionalization, 7
 Designated physical environments, 113, 116
 Developmental professional learning, 9
 Domestic students, 3, 13, 55, 70, 78, 143
 Dual professionalism, 30–33, 45, 79, 139
 Dual professional roles, 12, 31
- E**
 Edcamp unconferences, 102
 Educational partnerships, 11
 Educational reforms, 35, 36, 52, 54
 The education-migration nexus, 57, 144
 Engagement with Asia, 3, 5, 14, 62, 64
 England, *see* United Kingdom (UK), 2
 English instruction, 34
 English language competence, 37
 English language development, 38, 143
 English proficiency, 143
 English speaking countries, 2
 EU developments, 2
 European Community, 2
 Event-based professional development workshops, 16, 80
 Event focused, 52, 81
 Exchanges, 103–105
 Export of educational services, 54
 Exposure to international students, 67, 126
 External funding, 106

F

Face-to-face professional learning, 7, 78
 Forced self-positioning, 19–20
 Formal professional learning, 16, 20, 21, 77, 102–104, 108–110, 115, 122
 Formal training, 13, 31, 37, 43, 141
 Full-fee-paying international students, 3, 30

G

Global forces, 2
 Globalization, 1, 2, 55, 57, 68
 Globalized age, 55, 139
 Globalized labor market, 90, 96, 102
 Globalized workplace, 70, 88, 96
 Global outlooks, 55
 Global workforce mobility, 55
 Graduate employability, 57, 60

H

Higher education (HE), 1–7, 10–12, 15, 17, 30, 38, 41, 57, 68, 69, 78, 102, 115, 136
 Home countries, 2, 4, 11, 20, 54, 56–61, 64, 65, 143
 ‘How-to’ guide, 81, 123

I

ICT, 83–85, 90, 114
 Identity, 7, 30, 33, 34, 36, 43, 45, 53, 139
 Inclusive professional learning, 21, 124, 129–131, 145
 Individual disengagement, 7
 Individual learning needs, 7
 Individual professional learning, 9, 21, 102, 113, 114
 Industry currency, 16, 52, 71, 79, 87, 96, 113, 146

Industry demands, 2, 20, 54, 70, 104, 106, 139, 143
 Industry expert role, 53
 Industry knowledge, 35, 64, 80, 87
 Industry networks, 2
 Industry trainers, 30, 34
 Informal networking, 21, 103, 111, 116, 144, 146
 Informal professional learning, 16, 97, 102–113, 115–117, 139, 140, 146
 Innovation in teaching and learning practices, 52
 Institutional policies, 6
 Instrumental performativities, 116, 123
 Intentional professional learning, 78
 Intercultural capabilities, 55
 International classes, 62, 63, 70, 137, 139
 International classrooms, 63, 68, 69, 88, 104
 International competencies, 55
 International enrolment, 2, 10, 52, 84
 International influences, 30
 Internationalization, 1, 21, 30, 35, 36, 42, 45, 51, 82, 85, 86, 90, 97, 101, 129, 130, 135–138, 141, 142, 146
 Internationalization of the curriculum, 5, 12, 57, 61, 62
 Internationalized vocational education, 43, 45
 International mobility, 68
 International student enrolments, 2, 10, 52
 International students, 2–4, 10–12, 15–18, 20, 21, 30–32, 36–45, 52–61, 63, 64, 67–71, 78, 79, 82, 84–86, 88–90, 92, 93, 95–97, 102, 108, 110, 111, 114, 115, 124–127, 129–131, 136–146

International VET, 4, 11, 12, 14, 17,
20, 31, 38, 39, 56, 58, 71, 86,
90, 141, 144
Intrinsic motivations, 104, 144
Isolated initiatives, 117

K

Knowledge economy, 2, 3, 14, 55, 78
Korea, 63, 80, 109, 125

L

Labor markets, 2, 11, 14, 20, 21, 31,
54, 57–62, 69, 79, 82, 90, 96,
102, 140
Lack of teachers' interest, 79, 90, 94,
95, 97, 146
Language development, 38
Local teachers, 144

M

Managerial professionalism, 9
Mandatory professional learning, 87,
90
Market demands, 58
Market driven, 10
Mediator, 31, 43–45, 139, 143
Mentoring, 53, 103, 106, 126
Mentors, 30, 34, 80, 106, 145
Minimum score, 78
Minimum training requirements, 78

N

National capacity building, 3, 78
National Centre for Vocational
Education Research (NCVER),
15, 35, 136
National policies, 3–5, 14
National Training Framework, 2

National training system, 16, 79
Need-driven professional learning, 104
Neoliberal ideology, 35, 54, 136
Neoliberalism, 1, 31, 102
Neoliberal policy, 7
New Colombo Plan, 4, 14
Non-accredited, 78
Non-accredited professional
development, 106

O

OECD, 2, 80
Offshore campus, 3
Offshore delivery, 11
One-off workshop, 13, 53, 80, 81,
122, 141
Ongoing professional learning, 13, 16,
21, 33, 53, 78, 80, 81, 102, 106,
131, 145, 146
Online professional learning, 7, 84
Other positioning, 19, 40, 42, 61, 62

P

Paradoxes, 4, 10, 56, 140
Participatory agentic approach, 102,
122, 141, 142
Participatory paradigm, 13, 53, 81,
123, 142
Part-time staff, 16, 106
Pedagogical practices, 34, 35, 141
Pedagogies, 11, 14, 16, 32, 34, 38,
43, 52, 68, 69, 85, 88, 141–143,
145
Peer learning networks, 103, 104
Performative professional learning, 9
Permanent residency, 4, 52, 56
Personal motivations, 114, 117
Personal preferences, 7
Positioning theory, 4, 13, 18–20, 31
Private VET Sector, 10, 54

Professional boundaries, 113, 116
 Professional development, 7–9, 14, 16, 21, 32, 34, 41, 45, 52, 53, 65–67, 69, 77–88, 90, 92–97, 102, 104, 107, 109–111, 114–116, 122, 126, 137, 138, 140, 144, 145
 Professional development programs, 38, 40, 42, 55, 62, 78, 81, 102, 122, 138, 141
 Professional growth, 8, 102, 130, 145
 Professional landscape, 13, 20, 103, 116, 142, 146
 Professional learning, 1, 16, 17, 30, 31, 33, 35, 43, 45, 51, 77, 101–104, 106–111, 116, 117, 121, 136–141, 144–146
 Professional learning communities, 81, 87, 105
 Professional learning needs, 3, 5, 13–15, 17, 18, 20, 21, 43, 51, 91, 122, 124, 128, 130, 137, 139, 140, 144
 Professional learning networks, 102, 105, 122, 126
 Professional learning participation, 7, 87, 90–96
 Professional learning practices, 13, 14, 21, 52, 59, 77, 102, 113, 115, 124, 125, 140
 Professional learning workshop, 8, 80
 Professional practices, 8, 11, 36, 56, 81, 82, 102, 106, 108, 123, 136, 141, 144
 Professional responsibilities, 4, 11, 18, 20, 31, 35, 56, 71
 Professional roles, 12, 29, 52–54, 60, 61, 71, 79, 84, 87, 96, 108, 110, 112, 114, 122, 124, 139–141, 143

Q

Quality assurance, 12

R

Reciprocal professional learning, 21, 103, 107–111, 116, 117, 144, 146
 Recommendations, 5, 21, 69, 121, 144
 Registered Training Organization (RTO), 34
 Repositioning, 18, 20
 Research, 5, 10, 13, 17–19, 21, 31, 32, 39, 45, 53, 68–71, 81, 96, 103, 105, 111, 116, 117, 128, 131, 136, 138, 139, 141, 142, 144, 146
 Revenue, 54, 138

S

Safety advisors, 30, 34
 Self-directed professional learning, 21, 88, 103, 111–116, 124, 126, 128, 131, 144, 146
 Service export, 3
 Set of technical skills, 81, 123
 Short-term contract, 12, 93, 129
 Singapore, 80
 Situated workplace professional learning, 6, 104
 Skilled migration policy, 4, 10–12, 55
 Skills Australia, 13, 79
 Specialists, 29, 31, 33, 34, 40, 45, 115
 Specialized teacher training, 45
 Standards-based performance benchmark, 123
 Strategies of internationalization, 18, 36, 40, 111, 136
 Student learning experience and outcomes, 101, 136

Student mobility, 2, 4
 Supervised practicum, 80
 Support officers, 12
 Support structure, 66, 138, 140

T

Teacher autonomy, 6, 7, 104
 Teacher capacity building, 71, 104
 Teacher qualifications, 14, 15, 52, 80
 Teachers, 1–21, 29–45, 51, 77, 101–117, 121–131, 136–138
 Teachers as co-constructors of their own learning, 97, 123
 Teachers' capability, 4, 5, 79
 Teachers' work, 4, 33, 45, 122, 136, 138
 Teaching and learning, 5, 6, 10, 14, 18, 31–33, 35, 36, 41, 52, 55, 67–71, 77, 79–83, 85, 86, 88, 93, 94, 97, 105, 111, 114, 117, 121, 138, 142, 143, 145, 146
 Teaching competence, 31, 33, 45, 101, 139, 143
 Teaching experience, 67, 109, 126
 Teaching placement, 80
 Team teaching, 103
 Technical and Further Education Institutes (TAFE), 10, 15, 34, 54, 94, 95, 106, 138
 Technical top-down approach, 122
 Technological advances, 2
 Tertiary education, 2, 10, 14, 20, 42, 54, 57
 Time constraints, 79, 87, 90–92, 97, 128, 130, 146
 Top-down approach, 81, 122, 127, 131
 Traditional professional development, 52, 104
 Traditional 'technical' approach, 13, 53, 81, 141

Training packages, 4, 10, 11, 14, 32, 36, 52, 55, 56, 59, 69, 87, 92, 137, 143
 Transformational learning, 30
 Transmitting knowledge and skills, 35
 Transnational institutional partnerships, 2
 Transnational Perspectives, 55
 Transnational VET, 4, 139
 Transnational workforce mobility, 3, 4, 11, 70, 138
 TROPIC, 106
 Tuition fees, 36, 136

U

Unintentional professional learning, 78, 116
 United Kingdom (UK), 2, 15, 80, 103
 United States of America (USA), 2, 55, 103

V

Verifiers, 30, 34
 Vocational education and training (VET), 1, 29, 51–71, 77–97, 101, 122, 124–131, 135–146
 internationalization, 1, 30, 35, 36, 42, 45, 51, 82, 86–90, 101, 129, 136–138, 141, 142, 146
 policies, 4, 16, 31, 32, 52, 71
 practice, 4, 14–16, 18, 34, 36, 52, 78, 96, 136
 reforms, 10, 52, 54
 workforce development strategy, 13, 14, 70
 Vocational education policy, 4, 16, 31, 32, 52, 71
 Vocational educators, 30, 33, 34
 Vocational practices, 33, 45, 70, 80, 139, 143
 Vocational skills and knowledge, 38
 Voluntary professional learning, 78, 106

W

Workforce mobility, 2–4, 11, 52, 70,
138

Workplace advisors, 30, 34

Workplace culture, 111

Workplaces, 6, 10, 11, 32, 33,
35, 38, 55, 56, 84, 88, 96,
102, 104–107, 111, 113, 115,
116, 129, 136, 139, 143, 144,
146