Training and Skills Commission

Education

Workforce Insights

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Workforce Insights
has been developed to inform government skills planning and to support employers and individuals to make informed workforce and skill development decisions.
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About Workforce Insights

At the beginning of 2019, the South Australian government established eight Industry Skills Councils (ISCs) to strengthen industry’s voice in skills and workforce development, and to ensure that funding for skills and training is directly aligned to industry priorities.

Workforce Insights brings together advice from ISCs and their networks, labour market and training data and industry research to explore the latest trends in skills and workforce development. In developing these reports, the Training and Skills Commission has adopted an industry centred approach, so you can be sure the insights have been endorsed by industry leaders. The reports were developed prior to, and in the early stages of, the global outbreak of Coronavirus (COVID-19), and it is evident that significant disruption has since occurred – impacting both industry and the demand for a skilled workforce, as well as the ability of employers to commence and retain apprentices and trainees. The need for further consideration of the impacts relevant to each industry is noted, and work in this regard has commenced.

Workforce Insights has been developed to inform government skills planning and to support employers and individuals to make informed workforce and skill development decisions. Workforce Insights will continue to evolve and be updated as additional research is undertaken and new information becomes available.

Thank you to all those who supported the development of these industry-led, sector-driven documents. Individually and collectively your contribution to the skilling and development of South Australia’s current and future workforce has been immense.

For further information, tasc.sa.gov.au/workforce-insights
Education

The education sector comprises preschool and school education, tertiary (VET and higher education), and adult, community and other education.

The education sector employs around 67 300 people in South Australia.

Key findings

- Large workforce shortages are predicted in the preschool sub-sector, which is impacted by increasing numbers of childcare centres and increased demand for qualifications of staff.
- Vocational education and training (VET) qualifications account for approximately two-thirds of total qualification demand, illustrating the significant importance of vocational training.
- Despite the demand for VET qualifications forecasting a need for increased workforce capacity and quality, there is little data to indicate the depth and breadth of the current workforce.
- For universities, estimates show that by 2030 an additional 26 600 full-time teaching staff will be needed to meet growth demands nationally. This is pertinent to the South Australian Chief Scientist’s goals to connect research excellence with industry to promote innovation.
- Adult Community Education is a significant provider of education in South Australia to marginalised and disadvantaged cohorts.
Industry outlook

This education sector Workforce Insight seeks to identify the current and future workforce trends that will impact the sector’s ability to deliver quality and sufficient education to students and workers across their lifespan.

Due to the responsive nature of education, especially higher education, there is considerable work to be done to determine workforce needs, including state and Commonwealth policy, industry growth, global economic trends, local economic intention and demographic and regional challenges.

The enormous scope and impact of education means the development of a detailed Workforce Insights for all its subsectors will take some time. To begin, this ISC has focused on the vocational education and training (VET) subsector and its needs and intends to capture more detail on the needs of universities, schools and preschool education in later iterations. This is a unique opportunity for VET to analyse its own workforce needs. The Workforce Insights of other ISCs will enable a development of the subject matter, specific skill shortages and critical occupations.

Preschool and school education

This sub-sector comprises preschool education and the schooling sector, both public and private. In South Australia children can attend preschool from age four, a service offered by government kindergartens and through private providers such as Early Learning Centres and long day care centres. Children must commence school at age six and all children under 17 must either attend full-time schooling, training or work for at least 25 hours per week.¹

The importance of early education has become a focus and education standards and quality frameworks are demanding increasing qualification attainment and professionalism from those educating children. This has increased the demand for qualifications in the preschool workforce and, coupled with projected increases in childcare centres operating in South Australia, indicates a future shortage of childcare workers, centre managers, and early childhood educators.

Tertiary education

The higher education sub-sector comprises universities and vocational education and training providers.

University sector

Universities educate students for careers that will demand different skills and knowledge and contribute heavily to South Australia’s production of unique research. The development of a skilled higher-education sector requires that the State Government’s focus on developing innovation and research enterprises (e.g. through its Research, Commercialisation and Start-up Fund) is complemented by a highly skilled and opportunity-laden university research workforce.

In 2010, the Group of Eight (Go8) coalition of Australian universities estimated that nationally by 2030 an additional 26 600 full-time teaching staff [2 421 university lecturers and tutors] would be needed to meet growth demands, in addition to the 16 400 staff needed to replace retirements.

Challenges to attracting quality staff, while the sector faces changes to academic staffing structures, include:

- an increasingly competitive environment—global league table rankings push universities to pursue certain outcomes
- a casualised and fragmented workforce—job security is low, and the impending retirement of the ongoing academic workforce will increase insecure employment
- gig work is necessary for many academics commencing their career now
- young academics are taking short-term teaching-only roles, and there is little opportunity for career progression or planning (due to short term contracts based on ‘soft’ funding)
- workload and burnout—performance measures, workloads and the shift away from tenured positions create stress for academics; research suggests almost 40 per cent of academics under 30 are not committed to an academic career, and 13 to 18 per cent had immediate plans for departure.²

These challenges suggest it will be more difficult to attract people to work as academics and teachers, leaving South Australian universities without the size or quality of workforce they need.

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VET sector

The vocational education and training (VET) workforce builds Australia’s human capital and contributes to its economic prosperity by equipping workers with the skills industry needs. The VET workforce also contributes to social inclusion and civic participation. VET trainers and assessors are required to be ‘dual professionals’, having both industry currency and educational capabilities.³

VET qualifications account for approximately two-thirds of total qualification demand, illustrating the significant importance of vocational training.⁴ By 2025, approximately 61 per cent of workers will be expected to hold a Certificate IV level qualification or higher, while around half of all workers will be required to hold a Diploma or above.⁵

The South Australian Government’s international education growth plan requires a larger and more capable VET workforce. The Government’s aim is to double the contribution of international education to the local economy from the current $1.8 billion to $3 billion a year by 2030. This represents 50 000 international student enrolments, students who will expect high-quality training from experienced and expert South Australian VET trainers.⁶

Despite this, the sector has no workforce development plan and struggles to quantify its own capacity due to a lack of industry workforce insight. There is currently no regular reporting of workforce data for the private VET sector. The Australian Government’s Australian Skills Quality Authority (ASQA) does require some reporting by registered training organisations (RTOs), but it does not provide staffing detail that an industry workforce development plan would require. The National Centre for Vocational Education Research (NCVER) launched a survey in March 2019 that aimed ‘to obtain a more accurate number of trainers and assessors currently within the VET workforce’; results were expected to be published in late 2019. However, due to the sample size, the survey data may not be robust enough to provide a clear picture of the VET workforce in South Australia, let alone by region or subject matter.

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³ | Productivity Commission, 2011 Research report: Vocational Education and Training Workforce
⁴ | Training and Skills Commission, 2011 Skills for Future Jobs 2020 Series, p11
⁵ | Training and Skills Commission, 2011 Skills for Future Jobs 2020 Series
To determine skills demand and shortages within VET, better data is needed. NCVER has suggested several approaches to obtaining such data including:

- require reporting through ASQA on RTO staffing and skills needs
- a population level survey of all RTOs
- a sample-level survey of RTOs, controlled by industry, according to program delivery, location and size
- interviews with a sample of RTOs
- an analysis of job openings and attendance at professional development events.

These options are resource intensive and require the collaboration and cooperation of a large proportion of RTOs, associations and representative bodies.

**Industry insights on skills needs**

The national Education Industry Reference Committee’s 2018 Skills Forecast identifies several trends shaping current and future VET sector skills needs. These include:

- structural and workforce changes in the Australian economy—for example, automation and growth creates demand for more VET trainers and practitioners who can teach related skills in health, aged care, ICT and education
- VET qualifications will demand an emphasis on creativity, problem-solving skills and employability skills
- technological developments will demand greater digital literacy from all qualified VET trainers and practitioners, especially as more education is provided online
- vocational education reforms lead RTOs to focus resources on regulatory requirements and compliance rather than quality teaching
- the VET learner cohort is changing with more diverse learners. The international education market has grown over the last decade and is expected to continue growing, which demands specific skills to both recruit and teach international learners.7

The recent Continuing professional development for a diverse VET practitioner workforce report by Mark Tyler and Darryl Dymock explores issues such as the Certificate IV in Training and Assessment as the minimum qualification for VET practitioners. The report identifies several enduring issues for continuing professional development in VET, such as the increased diversity of the sector, the need for educators to provide both content knowledge and industry skills, and to participate in professional development for changes in practice to occur.

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Adult Community Education sector

The Adult Community Education (ACE) sector delivers non-accredited training and opportunity to individuals who cannot access training and education through school, VET or university pathways. One large provider is Community Centres SA, which in 2015–16 had more than 650 staff and volunteers. Two major contributions of this sector are the delivery of foundation skills, and helping those not in the labour force acquire the skills they need to enter training and employment. In 2015–16 more than 1 200 ACE participants went on to enrol in further training and 562 joined the workforce.8

In 2017 the Training and Skills Commission released a report on the value of the adult community education sector. This report highlighted the difficulty providers have operating in an unpredictable funding environment, making it difficult for providers to retain quality staff or make long-term plans. It suggested that the ACE workforce must equip itself to address ACE students’ increasingly complex needs, including barriers to learning and varied levels of education and learning abilities, that may demand significant support from tutors.

The volunteer ACE workforce is estimated to contribute an additional 20 per cent of funded costs. The South Australian Centre for Economic Studies (SACES) calculated the return on investment for ACE at 6.5 times the funds invested.9

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Skill shortages

Current shortages are presented in the table below. More detailed work is required to understand the types and locations of specific teaching skill shortages, such as the number of teachers in South Australia’s regions, or the availability of educators to provide skills in certain languages or STEM.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Region</th>
<th>Industry</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood (Pre-Primary School) Teachers</td>
<td>South Australia</td>
<td>Preschool and School Education</td>
<td>Occupation</td>
</tr>
<tr>
<td>Early Childhood Educator</td>
<td>South Australia</td>
<td>Early Education and Childcare</td>
<td>Occupation</td>
</tr>
<tr>
<td>English Language Teachers</td>
<td>South Australia</td>
<td>Tertiary Education</td>
<td>Occupation</td>
</tr>
<tr>
<td>Secondary School Teachers</td>
<td>South Australia</td>
<td>Preschool and School Education</td>
<td>Occupation</td>
</tr>
</tbody>
</table>
Future skill shortages

It is projected that the following occupations may have shortages in the future.

Industry representatives have advised that there is nuance to some of these shortages that needs to be fully explored, e.g. a shortage of VET trainers who can deliver training to school students has been identified—as this skill is not typically required for VET trainers it may require a targeted skills development intervention. Industry believes there is a need to update the ANZSCO codes to reflect the current work and occupations.

<table>
<thead>
<tr>
<th>ANZSCO</th>
<th>Occupation</th>
<th>Region</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>1341</td>
<td>Vocational Education Managers</td>
<td>South Australia</td>
<td>Occupation</td>
</tr>
<tr>
<td>1343</td>
<td>Childcare Centre Managers (including teaching and management expertise)</td>
<td>South Australia</td>
<td>Occupation</td>
</tr>
<tr>
<td>2411</td>
<td>Early Childhood Teachers</td>
<td>South Australia</td>
<td>Occupation</td>
</tr>
<tr>
<td>2421</td>
<td>University lecturers and tutors</td>
<td>South Australia</td>
<td>Occupation</td>
</tr>
<tr>
<td>2422</td>
<td>Vocational Education Teachers</td>
<td>South Australia</td>
<td>Occupation</td>
</tr>
<tr>
<td>4211</td>
<td>Child educators and carers</td>
<td>South Australia</td>
<td>Occupation</td>
</tr>
</tbody>
</table>
### Occupations and the required qualifications

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Teachers</td>
<td>Bachelor and approved post-graduate teacher education qualification or Bachelor teaching education</td>
</tr>
<tr>
<td>Child educators and carers</td>
<td>Diploma of Early Childhood Education</td>
</tr>
<tr>
<td>Childcare Centre Managers (including teaching and management expertise)</td>
<td>Diploma of Early Childhood Education and Advanced Diploma of Community Sector Management</td>
</tr>
<tr>
<td>School Principals</td>
<td>Master of Education</td>
</tr>
<tr>
<td>Vocational Education Teachers</td>
<td>Certificate IV in Training and Assessment and relevant vocational qualification</td>
</tr>
<tr>
<td>Vocational Education Managers</td>
<td>TAE50116 Diploma of Vocational Education and Training</td>
</tr>
<tr>
<td>University lecturers and tutors</td>
<td>Post graduate in area of expertise plus experience</td>
</tr>
</tbody>
</table>
Critical occupations

Critical occupations includes occupations or skills that have been identified from the national priority occupations list and through consultation with Industry Skills Council members. Across all these occupations, but especially in VET, it is vital that educators develop their knowledge to address digital, technology and automation changes and can impart this knowledge to students training for critical occupations.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Region</th>
<th>Industry</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actuaries, mathematicians and statisticians</td>
<td>South Australia</td>
<td>Tertiary Education</td>
<td>Occupation</td>
</tr>
<tr>
<td>Counsellors</td>
<td>South Australia</td>
<td>Preschool and School Education</td>
<td>Occupation</td>
</tr>
<tr>
<td>Digital and digital research trainers</td>
<td>South Australia</td>
<td>Tertiary Education</td>
<td>Occupation</td>
</tr>
<tr>
<td>Early childhood (pre-primary school) teachers</td>
<td>South Australia</td>
<td>Preschool and School Education</td>
<td>Occupation</td>
</tr>
<tr>
<td>Early childhood educator</td>
<td>South Australia</td>
<td>Preschool and School Education</td>
<td>Occupation</td>
</tr>
<tr>
<td>Education aides</td>
<td>South Australia</td>
<td>Preschool and School Education</td>
<td>Occupation</td>
</tr>
<tr>
<td>Foundation skills trainers</td>
<td>South Australia</td>
<td>Vocational training and education</td>
<td>Occupation</td>
</tr>
<tr>
<td>Information and Data Management Trainers</td>
<td>South Australia</td>
<td>Vocational training and education</td>
<td>Occupation</td>
</tr>
<tr>
<td>Librarians</td>
<td>South Australia</td>
<td>Tertiary Education</td>
<td>Occupation</td>
</tr>
<tr>
<td>Nurse educators and researchers</td>
<td>South Australia</td>
<td>Tertiary Education</td>
<td>Occupation</td>
</tr>
<tr>
<td>Other education managers including OSHC</td>
<td>South Australia</td>
<td>Preschool and School Education</td>
<td>Occupation</td>
</tr>
<tr>
<td>Primary school teachers</td>
<td>South Australia</td>
<td>Preschool and School Education</td>
<td>Occupation</td>
</tr>
<tr>
<td>Secondary school teachers</td>
<td>South Australia</td>
<td>Preschool and School Education</td>
<td>Occupation</td>
</tr>
</tbody>
</table>
**Occupation Region Industry Type**

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Region</th>
<th>Industry</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special care workers</td>
<td>South Australia</td>
<td>Preschool and School Education, Tertiary Education</td>
<td>Occupation</td>
</tr>
<tr>
<td>Special education teachers</td>
<td>South Australia</td>
<td>Preschool and School Education</td>
<td>Occupation</td>
</tr>
<tr>
<td>Vocational trainers and practitioners*</td>
<td>South Australia</td>
<td>Tertiary Education</td>
<td>Occupation</td>
</tr>
</tbody>
</table>

*VET trainers and practitioners have specific areas of demand including industry-specific technical skills, regional areas such as Whyalla, and higher-level skills for business agility, innovation and digital and flexible delivery.

**Preschool and school education**

An expected 2,000 additional early childhood (pre-primary school) teachers, child carers and childcare centre managers will be needed due to an anticipated increase in the number of childcare centres in South Australia. Industry calculates that meeting this need will require individuals completing about 1,000 more certificate III and 1,000 more diploma qualifications.

**Tertiary education**

The Department of Employment, Skills, Small and Family Business has predicted that education and training will be among the strongest-growing sectors over the next five years at 12 per cent,10 so VET trainers will be among those in demand.

The Training and Skills Commission’s own survey11 reveals the top priorities for VET qualifications. It should be noted that VET trainers need to hold an industry-specific qualification in addition to their training qualification.

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## Critical qualifications

<table>
<thead>
<tr>
<th>Qualification code</th>
<th>Qualification title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSK10113</td>
<td>Certificate I in Access to Vocational Pathways</td>
</tr>
<tr>
<td>FSK10213</td>
<td>Certificate I in Skills for Vocational Pathways</td>
</tr>
<tr>
<td>FSK20113</td>
<td>Certificate II in Skills for Work and Vocational Pathways</td>
</tr>
<tr>
<td>BSB30101</td>
<td>Certificate III in Business</td>
</tr>
<tr>
<td>CHC32015</td>
<td>Certificate III in Community Services</td>
</tr>
<tr>
<td>CHC30113</td>
<td>Certificate III in Early Childhood Education and Care</td>
</tr>
<tr>
<td>CHC33015</td>
<td>Certificate III in Individual Support</td>
</tr>
<tr>
<td>CHC40508</td>
<td>Certificate IV in Mental Health</td>
</tr>
<tr>
<td>TAE40110</td>
<td>Certificate IV in Training and Assessment</td>
</tr>
<tr>
<td>CHC50113</td>
<td>Diploma of Early Childhood Education and Care</td>
</tr>
<tr>
<td>BSB51915</td>
<td>Diploma of Leadership and Management</td>
</tr>
<tr>
<td>TAE50211</td>
<td>Diploma of Training Design and Development</td>
</tr>
<tr>
<td>TAE50111</td>
<td>Diploma of Vocational Education and Training</td>
</tr>
<tr>
<td>TAESS00009</td>
<td>Advance Assessor Skill Set</td>
</tr>
<tr>
<td>TAESS00011</td>
<td>Assessor Skill Set</td>
</tr>
<tr>
<td>TAESS00013</td>
<td>Enterprise Trainer – Mentoring Skill Set</td>
</tr>
<tr>
<td>TAESS00015</td>
<td>Enterprise Trainer and Assessor Skill Set</td>
</tr>
<tr>
<td>10695NAT</td>
<td>Certificate IV in TESOL</td>
</tr>
</tbody>
</table>
Recruitment

Recruitment to some sectors is hampered by image and perception and a lack of clear entry points—for example, for VET trainers—but for other sectors the barrier can be the requirement for a level of emotional intelligence that precludes recruiting young workers, such as in the funeral services industry.

Regional issues

Advice from Industry Skills Council members and research indicates that keeping their young people in local areas and attracting and retaining trainers and teachers is a priority in regional South Australia.

Plans and major projects

<table>
<thead>
<tr>
<th>Project</th>
<th>Status</th>
<th>Industry</th>
</tr>
</thead>
<tbody>
<tr>
<td>School infrastructure</td>
<td>In progress</td>
<td>Preschool and School Education</td>
</tr>
<tr>
<td>Childcare building projects (various)</td>
<td>In progress</td>
<td>Preschool and School Education</td>
</tr>
<tr>
<td>Upskilling the childcare sector with higher level traineeships</td>
<td>In progress</td>
<td>Preschool and School Education</td>
</tr>
</tbody>
</table>

School infrastructure

- Capital projects to improve school facilities across the state, support enrolment growth in government schools and transition Year 7 into high school.
- Glossop High School to bring together its two campuses and accommodate all year levels on the Berri campus, creating capacity for 800 Year 7 to 12 students.
- $361 million will be spent on building three new government schools, including a Year 7 to 12 secondary school in Whyalla, and birth to Year 12 schools in the Munno Para and Sellicks Beach/Aldinga regions, to be completed as public private partnerships.

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12  | Government of South Australia, Budget Paper 1: Budget Overview, 7, viewed October 2019  
https://statebudget.sa.gov.au/#Budget_Papers
Other school initiatives include:

- Package to improve facilities and meet projected enrolment at Roma Mitchell Secondary College, Port Augusta Secondary School, Nuriootpa High School, Mark Oliphant College, Eastern Fleurieu R-12 School, Playford International College, Seaview High School, Golden Grove High School, Heathfield High School and Mount Compass Area School
- Norwood Morialta High School to co-locate on the Parade Campus and expand to 1,700 places
- Unley High School to expand to 1,700 places while delivering its pre-existing master plan
- $29.2 million for Glenunga International High School to expand to 2,200 places 13
- $22 million in new funding to deliver priority projects at Blackwood High School, Craigmore High School, Golden Grove High School, Heathfield High School, Henley High School, Kapunda High School, Mount Compass Area School, Seaview High School and Wirreanda High School
- $18 million for Adelaide High School to expand to 1,800 places 14
- $13.8 million for Brighton Secondary School to expand to 1,800 places 15
- $10 million for capital works to upgrade and modernise the Gawler and District College B-12 16
- $10 million for capital works to upgrade and modernise the John Pirie Secondary School 17
- Fleet of flexible learning spaces that can be deployed across schools experiencing short-term enrolment spikes, increasing capacity across the system by 650 students. This includes classrooms and specialist learning areas such as science labs and art rooms.

Childcare building projects (various)

The childcare industry is expecting that as many as 119 new childcare facilities will be built in the next 18 months, creating a demand for 2,000 more child educators with approximately 1,000 Certificate III and 1,000 Diploma qualifications required 18

Upskilling the childcare sector with higher level traineeships

This Skilling South Australia project focuses on upskilling those with existing qualifications, with Child Care Services Training Australia delivering higher-apprenticeships to 15 workers across eight businesses, designed to move those with Certificate III qualifications into the Diploma space.

13 Government of South Australia, Budget Paper 4: Agency Statements, 169, viewed October 2019
https://statebudget.sa.gov.au/#Budget_Papers
14 Government of South Australia, Budget Paper 4: Agency Statements, 169, viewed October 2019
https://statebudget.sa.gov.au/#Budget_Papers
15 Ibid
16 Ibid
17 Ibid
Regulatory environment

The following regulations, legislation and industrial awards are impacting on skills development in the VET sector. More detail will be added to this section after further discussions with industry members and additional research.

Preschool and school education

Regulatory and standards requirements that demand higher levels of training and increased staffing ratios.

Tertiary education

- Standards for Registered Training Organisation 2015—ASQA
- Mandatory reporting
# ISC priorities

<table>
<thead>
<tr>
<th>ISC priority</th>
<th>Status</th>
<th>Responsibility</th>
<th>Industry</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAE Traineeship</td>
<td>In progress</td>
<td>ISC, Industry</td>
<td>Tertiary Education</td>
</tr>
<tr>
<td>Review industries’ training demand</td>
<td>In progress</td>
<td>ISC, RTOs</td>
<td></td>
</tr>
<tr>
<td>Promote VET for School Students pathways</td>
<td>In progress</td>
<td>ISC, RTOs, schools, industry</td>
<td>Tertiary Education</td>
</tr>
<tr>
<td>Promote engagement and agility in training development</td>
<td>In progress</td>
<td>RTOs, Industry, DIS</td>
<td>Tertiary Education</td>
</tr>
<tr>
<td>Career development in schools</td>
<td>Complete</td>
<td>ISC, Dept. for Ed, schools, industry</td>
<td>Tertiary Education</td>
</tr>
<tr>
<td>VET training attraction and retention</td>
<td>In progress</td>
<td>RTOs, ISC, DIS</td>
<td>Tertiary Education</td>
</tr>
<tr>
<td>Traineeships in childcare</td>
<td>In progress</td>
<td>Industry, ISC, DIS</td>
<td>Preschool and School Education</td>
</tr>
<tr>
<td>Foundation Skills</td>
<td>-</td>
<td>RTOs (Industry), DIS</td>
<td>Tertiary Education</td>
</tr>
<tr>
<td>Vocational nominal hours</td>
<td>In progress</td>
<td>ISC</td>
<td>Tertiary Education</td>
</tr>
<tr>
<td>Improve schools and higher education sub-sector insight</td>
<td>In progress</td>
<td>ISC, schools and universities</td>
<td>Tertiary Education and Preschool and School Education</td>
</tr>
</tbody>
</table>
TAE Traineeship

VET sector demand for the Diploma of Vocational Education and Training and Diploma of Training Design and Development qualifications presents an opportunity to implement a traineeship program by partnering interested RTOs with DIS and the Skilling South Australia team.

Review industries’ training demand

In considering the workforce challenges for the education sectors, the training and education demands of other sectors must be incorporated. Once the Workforce Insights for other ISCs are published, the Education ISC can begin to review and address the challenges highlighted.

Promote VET for School Students pathways

Work with the Department for Education and other ISCs to promote industry participation in the development and implementation of new resources, career advice activities and Flexible Industry Pathways in schools.

Promote engagement and agility in training development

The implementation of recommendations from the National Joyce Review will bring opportunities to streamline and increase the agility of the state-based systems.

Career development in schools

Work with the Department for Education in the implementation of the new VET for School Students policy to ensure industry input and collaboration on the delivery of career advice services to school students.

VET Trainer attraction

Commence discussion with Building Capability project team about how to best support training organisations to develop trainer talent, including coaching on attraction and retention strategies and balancing investment in talent development. Explore the possibility of a Skilling South Australia project to support experienced, skilled workers to become trainers. Review business mentoring programs to assess what is available for registered training organisations to build their workforce. Investigate how to promote VET Trainer as a primary career choice.
Traineesships in childcare

Work with ISC members to develop a Skilling South Australia project that offers traineeships to migrant childcare workers and promotes traineeships to childcare centres. Work with childcare industry representatives to advocate for changes that will allow the use of traineeships (currently prevented by a mandatory three-month probationary period), and finding a solution to the retention problem for early childhood teachers.

Foundation Skills

Examine opportunities to develop appropriately qualified specialist Foundation Skills VET trainers through Skilling South Australia. Review assessment and deliver of Foundation Skills training in South Australia and explore options for explicit instruction.

Vocational nominal hours

Await the outcomes of the National Joyce Review implementation and review how Training Package nominal hours are impacting funding and quality of teaching in VET.

Improve schools and higher education insight

Work on further developing insight into other education sub-sectors in Workforce Insights iteration two.
Better Skills
Better Work
Better State

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