**Towards responsive curriculum and pedagogic practices:**

**Addressing vocational education’s emerging challenges for adaptive outcomes**

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Changes in occupational and workplace performance requirements and increasingly dynamic working lives prompts fresh considerations about the goals for and processes of vocational education, albeit in schools or specialised institutions. This includes the kinds curriculum and pedagogic practices enacted and how vocational education students are positioned. Addressing these challenges, this presentation, initially, outlines some key changes that are requiring a reconfiguring the goals for vocational education. These include: i) a growing focus on job readiness as well as occupational preparation; ii) increasing requirement for conceptual and symbolic knowledge in contemporary work; iii) the importance of working interdependently (e.g. in teams); and iv) be adaptive and innovative. Sitting across these changes is the salience for vocational education graduates and students to become active and adaptive learners for their initial occupational preparation, and their ongoing development across lengthening working lives.

It is then proposed that models of vocational education curriculum are required that are responsive to these demands that emphases workplace or practice-based experiences. Broadly, these responses are those associated with provisions of activities and interactions in vocational education institutions and workplaces that are structured to assist the develop adaptive occupational capacities to support graduates’ transitions to initial employment and then adapt to changing work requirements across working life through informed principles and practices.

Beyond considerations about the sequencing, duration and means of integrating workplace or practice-based-based experiences are those about the selection and use of pedagogic practices. These practices variously augment, extend and integrate the experiences provided for vocational education students and engage them with them to develop adaptive capacities for emerging occupational and workplace performance requirements. Within these deliberations about augmenting experiences in education and workplace settings are those associated with developing students’ capacities to be active, effective and intentional learner-workers. That is, preparing students to be interdependent learners across their working lives.

In all, educational goals and processes here also need for developing adaptive capacities on the occupational plane (e.g. informed principals and practice) and active and intentional learning on the personal epistemological plane. It is these kinds of curriculum, pedagogic and personal concerns that may be effective in securing the kinds of emerging outcomes required for vocational education provisions whether in schools or colleges to be responsive to the emerging occupational and workplace requirements.

**Professor Stephen Billett**

Dr Stephen Billett is Professor of Adult and Vocational Education in the School of Education and Professional Studies at Griffith University, Brisbane, Australia and a National Teaching Fellow and Australian Research Council Future Fellow. After a career in garment manufacturing, he has worked as a vocational educator, educational administrator, teacher educator, professional development practitioner and policy developer in the Australian vocational education system and as a teacher and researcher at Griffith University. Since 1992, he has researched learning through and for work and has published widely in fields of learning of occupations, workplace learning, work and conceptual accounts of learning for vocational purposes. His sole authored books include *Learning through work: Strategies for effective practice (Allen and Unwin 2001); Work, change and workers (Springer 2006)* *Vocational Education* (Springer 2011) and *Mimetic learning at Work* (2014) and *Integrating Practice-based Learning in Higher Education Programs (Springer 2015)*. His edited books include *Work, Subjectivity and Learning (Springer, 2006) Emerging Perspectives of Work and Learning* (Sense 2008), *Learning through practice* (Springer 2010), *Promoting professional learning* (Springer 2011), *Experiences of school transitions* (Springer 2012), *Promoting, assessing, recognizing and certifying Lifelong* Learning (Springer 2014), *Francophone conceptions of Learning through practice* (Springer 2015), *Supporting learning across working life: Models, processes and practices* (Springer 2016) and *Enhancing Teaching and Learning in the Dutch Vocational Education* *System* (Springer 2017). He is the founding and Editor in Chief of Vocations and learning: Studies in vocational and professional education (Springer) and lead editor of the book series Professional and practice-based learning (Springer) the International *Handbook of Research in Professional and Practice-based Learning (2014)* with colleagues from Germany. He was a Fulbright Professional Scholar in 1999, awarded a 2009-2010 Australian Learning and Teaching Council National Teaching Fellowship that identified principles and practices to effectively integrate learning experiences in practice and academic settings. His four-year Australian Research Council Future Fellowship (2015-2018) on learning through practice identified a curriculum and pedagogy of practice, and his Office of Learning and Teaching Development national grant (2015-2018) examined higher education students’ post-practicum experiences. In August 2013, he was awarded an honorary doctorate by Jyvasksla University (Finland) for his contributions to educational science and elected Fellow of the Academy of Social Sciences of Australia in 2015. He currently leads research projects in Australia, Norway, Singapore and the Middle East, on learning across working life, confronting changes in working life, supporting adults learning across working life and the status and standing of occupations and provisions of tertiary education.