

Hospitality and Tourism VET in Schools: Teachers—The Missing Ingredient

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ABSTRACT. Students undertaking vocational education and training (VET) in school comprise a rapidly growing component of Australia's VET system, with numbers reaching in excess of 100,000 by the Year 2000, representing around 8% of Australia's vocational students (ANTA, 2002). The inclusion of VET in schools has meant changes to curricula, structures, industry partnerships—and changes in the specialisations of teachers. Finding suitably qualified teachers for classroom delivery of VET has become a pressing issue. The University of Queensland explored the need for a teacher education program for hospitality and tourism teachers, conducting an analysis of the demand for specialist VET teachers, a focus group involving key stakeholders to explore issues surrounding the provision of these teachers, and identified appropriate pathways for their education. This paper reports on the context and background of VET in schools, recommendations of the focus group and the development of a program by the university. *[Article copies available for a fee from The Haworth Document Delivery Service: 1-800-HAWORTH. E-mail address: <docdelivery@haworthpress.com> Website: <http://www.HaworthPress.com> © 2003 by The Haworth Press, Inc. All rights reserved.]*

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THE CONTEXT-TRANSFORMING SCHOOL EDUCATION

The decade of the 1980's was a period of profound change in the nature and purpose of secondary schools in Australia. This was largely the result of declining youth labour markets, combined with changes to student financial support. This is dramatically demonstrated by the national retention rate to Year 12, which rose from 35% in 1980 to 77% by 1992 (Fullarton, 2001). The purpose of senior secondary schooling up until this time had been to prepare students for entry into university. Clearly, with a much larger market than could, or perhaps should, be accommodated by the tertiary sector, this profound increase in retention rates led to a rethinking of the purpose and role of senior schooling. A range of alternate programs were introduced into schools, among them vocational education and training (VET) programs.

With changes to the curriculum offered by schools, a concomitant shift in the role of teachers' work emerged. The skills required to address the shift in the role and nature of teachers' work over the last decade has largely been absorbed by practising teachers 'after-hours,' as they re-skill for the changed demands of their jobs. Pre-service teacher preparation courses have been slow to respond to the changing needs of graduates.

In this climate of change in teachers' work, there is an expectation that teachers are and will be transformers of society as they prepare young people to deal with an ever evolving world—changes related to not only paid work, but also unpaid work, family, and the loss of societal boundaries (Maclean, 1999). Yet, while this transformative role of teachers has never been greater, their status has, in fact, declined over the past 30 years (Maclean, 1999). It is not surprising that a world-wide shortage of teachers is predicted, and is in fact already evident in many countries throughout the world, at least in part the result of the largely unsupported demands to reform the profession. Indeed, in Preston's national study of the supply and demand of teachers in Australia to the year 2004, it was found that there is a "variable but consistent trend across Australia towards a significant period of under-supply of appropriately qualified graduates" (1998, p. 1). Across all teaching disciplines, one of the most profound reasons for a shortfall of teachers is the shift away from teaching as a desirable job (Hargreaves, 1999). Teaching is seen publicly as not particularly complex or challenging, yet in reality, "teaching is becoming more demonstrably complex than it has ever been" (p. 1). Indeed, according to the Technical Paper for the New Basics (Education Queensland, 2000), "[M]any teachers are fatigued by waves of reform"

(p. 5), with teachers working in a constant “climate of change fatigue” (p. 104). This has taken a severe toll on the appeal of teaching as a potential career option. The introduction of vocational learning is one factor that has added to the growing complexity of teachers’ work—and its diminishing appeal as a career choice.

VET in Schools

In 1999 in Australia, a clear national policy emphasis for vocational education was established in the *Adelaide Declaration on National Goals for Schooling in the 21st Century*. The national goals included the following, with direct relevance to vocational education. All students should have:

- Participated in programs of vocational learning during the compulsory years and have had access to vocational education and training programs as part of their senior secondary studies;
- Access to the high quality education necessary to enable the completion of school education to Year 12 or its equivalent and that provides clear and recognised pathways to employment and further education and training (MCEETYA, 1999a).

The result is that VET courses are now integrated with Years 11/12 and TAFE (Colleges of Technical and Further Education) certificate courses (NCVER, 1999). The inclusion of vocational education in the secondary schooling sector is a direct consequence of the national training reform agenda initiated to facilitate economic, industrial and workplace reform. Pitman, Bell, and Fyfe, (1999, p. 10) note that “the ostensible political rationale . . . was the need to raise the skill levels and work standards in Australia.” As already noted, this agenda impacted across Australia in the late eighties and nineties. The shift in delivery of VET almost exclusively from TAFEs and universities to include the secondary school sector was a major part in the implementation phase of this reform in the mid-nineties and was in some part due to the “perceived failures of the TAFE assessment system” (Pitman et al., 1999). The increased penetration of VET in schools is due to the growing popularity of VET in schools in certain industry areas; the need to provide flexible pathways for students in their senior years of schooling; increased acceptance by industry of VET in schools; and better understanding by schools and industry of the relationship between school-based courses and VET programs.

Broadly speaking, vocational education and training in schools refers to courses and programs that comply with the national qualifications framework of the country and count for credit towards a school-leaving certificate. It includes programs incorporating structured workplace learning, as well as school-based vocational programs (Fullarton, 2001). At the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) meeting in April 1999, a clear definition of VET was agreed upon:

Throughout Australia, VET in Schools Programs are recognised as industry-specific entry level training programs which deliver competencies endorsed within the National Training Framework and provide credit towards a credential within the Australian Qualifications Framework. [They] are also accredited within senior secondary certificates and have industry recognition. (MCEETYA, 1999b)

Malley, Keating, Robinson and Hawke (2001) argue that the strengths of VET in Australian schools are:

- The existence of a recognised national agenda, linked to national qualification and skill frameworks;
- A national commitment to school-based vocational education;
- Implementation of significant organisational changes; and
- New delivery arrangements in schools.

However, they also note a considerable number of weaknesses, including (Malley et al., 2001): multiple objectives caused by the separation between Commonwealth and state governments; problematic applications of quality and benchmark concepts; limited entry-level vocational concepts and qualifications; vague data about participation and retention rates; funding and resourcing difficulties; lack of flexibility, limiting change and innovation; lack of appropriate performance measures; relatively low employer participation; and maintenance of the supply of vocational teachers.

It is evident from this list that the introduction and ongoing inclusion of VET programs in schools is not without difficulty. Policy initiatives to develop VET in schools have been developed at a macro-level, yet the implementation of this policy in schools has been difficult. In part, this is due to the traditional structure of schools and the perceived role of the teacher, which has acted as a real constraint

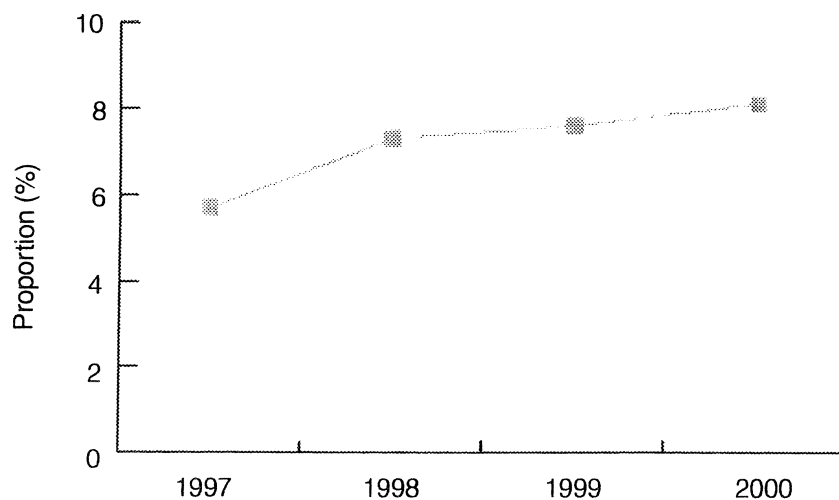
upon the introduction of VET initiatives. There are also attitudinal problems with schools reluctant to divert resources from traditional academic subject areas to the VET area; and an academic elitism in some circles (Fullarton, 2001).

Nevertheless, the growth in numbers of students undertaking VET in schools is recognised as an important and rapidly growing component of Australia's VET system. The number of secondary schools providing VET programs increased from 1,440 in 1997 (70% of secondary schools) to an estimated 1,840 (87%) in 1999 (Malley et al., 2001). In the Year 2000 there were over 100,000 school students enrolled in VET courses, representing almost 8% of the total VET numbers. Figure 1 demonstrates the growth in VET numbers in schools over the four-year period, 1997-2000.

VET Students

There is an increasing understanding of the students in schools who are likely to engage in VET programs. According to NCVET (1998), secondary school students who undertake a VET course are most likely to be: 15 to 19 years old (88%); reside in a capital city (60%); have completed either Year 10 or Year 11 as their highest school level (72%); live in New South Wales or Queensland (71%); undertake their VET course on a part-time basis (93%); and undertake courses classified under the major Australian Qualification Framework awards (70%).

FIGURE 1. VET Numbers in Schools, 1997-2000



Source: Malley et al. (2001)

Many of these characteristics are confirmed by Fullarton (2001), who reported findings from a more recent and extensive study of over 13,000 VET school students. They found that characteristically: Participation rates were highest among those students in the lowest achievement quartile, with 37% of students participating in vocational education and training while at school compared to 14% of those students in the highest achievement quartile;

- Participation rates were lower among those students whose family background is from a non-English speaking country (18 % compared to 24%);
- Of the students whose parents had only completed secondary school, 25% participated in vocational programs, compared to 14% of those with tertiary educated parents;
- Of those students whose parents were in professional occupations, 15% participated in vocational education, compared to 27% of those whose parents were employed in manual occupations;
- Participation rates were slightly higher in rural areas than in metropolitan areas (26% compared to 21%);
- The highest level of participation in vocational programs was found in Queensland (41%) and the lowest level in Victoria (12%);
- Participation rates were higher among those with lower levels of engagement and satisfaction with school;
- Participation was more likely amongst those students who saw school as providing them with an opportunity to learn things that would be useful in adult life, however it was less likely amongst those students who saw themselves as successful at schools.

It appears that VET courses of study are addressing the needs of particular cohorts of school students. It is predicted that the proportion of students in schools enrolling in VET programs will stabilise at some 36-40% of Years 11 and 12 enrollments, averaged across the three school sectors (government, independent, Catholic), unless there are significant changes to the current delivery arrangements (Malley et al., 2001). On this basis, there will be 150,000 to 200,000 VET in school enrollments throughout Australia over the 2000 to 2010 period (Malley et al., 2001).

VET in Schools in Queensland

In Queensland, increasing numbers of secondary school students are choosing to complete VET as part of their senior, post-compulsory

study. In the year 2000, a record number of over 21,000 students, representing more than 55% of Year 12 students, studied at least one VET module across their senior years (QBSSSS, 2002). This constitutes a significant increase from 41% the year before. Queensland is recognised in national forums as taking a leading role in Australia in the convergence of vocational and general education, and of meaningful provision of recognised VET in post-compulsory school education (Crane, 1999). This is not surprising given its popularity as a curriculum choice by students. This has required considerable expenditure for the provision of both human and physical resources to equip schools to offer courses; and to-date, mirroring of this investment has not necessarily occurred in other states and territories around Australia. Indeed, Pitman et al. (1999, p. 12) note that at the end of almost a decade of reform there is “considerable diversity in the practices for implementing VET across Australia.”

The Queensland Board of Senior Secondary School Studies (QBSSSS) was assigned responsibility for managing VET programs in the secondary school sector in 1996. The Board is responsible for the development and approval of curriculum suitable for senior schooling (Years 11 and 12), including that of vocational education syllabuses; and under delegation from VETEC to carry out accreditation, recognition and registration functions for vocational education programs (Queensland Government, 1999).

According to the QBSSSS (2002), the major objectives of VET in Queensland schools include:

- Delivering subjects that have recognised and valuable outcomes;
- Meeting the curriculum needs and interests of young people and making school learning experiences more relevant to their lives and aspirations;
- Enhancing the career and employment opportunities for young people by maximising post-school education, training and employment pathways;
- Helping to prepare young people for employment and the world of work more broadly;
- Raising the profile of VET within post-compulsory schooling and thereby increasing the likely uptake of more advanced VET programs after secondary school;
- Recoding student achievement in recognised VET programs on the Senior Certificate as the major record of student achievement in post-compulsory schooling in Queensland;

- Continuing the role of the Queensland Board of Senior Secondary School Studies in course development and recognition of VET programs in post-compulsory school curriculum;
- Maximising the efficient and effective use of public resources allocated to these programs;
- Contributing to the future skills base of Queenslanders, and enhancing the competitiveness of Queensland business and industry.

Most of the VET studies undertaken by school students are embedded in Subject Area Specifications (SAS's) for Board-registered subjects. SAS's do not contribute to the calculation of scores for tertiary entrance. In 1999, about 285 schools were teaching SAS's to more than 14,500 students in Year 11 and 10,000 students in Year 12. Smaller numbers undertake VET through Board subjects, 'stand-alone' VET and VET embedded in Board-developed SAS's (QBSSSS, 2002). For all Board-developed subjects, Curriculum Advisory Committees (CAC's) recommend qualifications from national training packages for embedding in selected Board subjects and SAS's. CAC's are chaired by Industry Training Advisory Body (ITAB) nominees and have members who are from industry, TAFE and schools, and include parents (QBSSSS, 2002).

VET Hospitality and Tourism in Schools in Queensland

Of the VET subjects studied in Queensland, tourism and hospitality are the most popular subject choices with more than 6,000 of around 38,000 Year 12 students studying a tourism or hospitality subject (QBSSSS, 2000). This is consistent with Australian trends. According to Malley et al. (2001), two industry areas account for 44% of school enrollments in VET in Australia: tourism and hospitality account for 24% and business and clerical account for 20%.

The following tables demonstrate the demand and rapidity of uptake of VET subjects in the fields of tourism and hospitality in Queensland schools. Table 1 indicates the popularity of the hospitality field, with over 11,000 students (from a total of approximately 80,000 for the combined Years 11 and 12 cohort) enrolled. Hospitality Studies became available for general implementation for the first time in 2002 and is expected to increase dramatically as a student choice (data not yet available).

Table 2 encapsulates the rapidity of the uptake of hospitality and tourism subjects in Queensland secondary schools. For the initial

TABLE 1. Year 2000 Year 11 and 12 Student Enrollments in Hospitality and Tourism Subjects

Senior Subjects	No. schools offering the subject	No. students (Years 11 and 12 combined)
Hospitality Studies*	25	1,098
Hospitality Practices SAS	266	10,613
Tourism SAS	182	3,544

* Hospitality Studies is currently in trial/pilot phase meaning that only selected schools can offer it. As a Board subject, it is used for calculation of tertiary entrance.

Source: QBSSSS (2002)

TABLE 2. Number of Students and Schools Offering Hospitality and Tourism Subjects with Embedded Modules, 1998-2001 (Year 12 Only)

Year	Hospitality Studies		Hospitality Practices SAS's		Tourism SAS's	
	No. Students	No. Schools	No. Students	No. Schools	No. Students	No. Schools
2001	536	31	4,893	333	1,150	78
2000	515	24	5,044	295	1,510	79
1999	394	16	4,519	264	1,280	65
1998	413	15	3,258	203	1,019	53

Source: QBSSSS (2002)

three-year period, there is a constant increase in the number of schools offering both tourism and hospitality subjects, and concomitantly, the number of students enrolled. In the last year, as predicted, enrollment numbers are beginning to stabilise.

VET Hospitality and Tourism Teachers in Secondary Schools in Queensland

Given the accelerated rate of implementation and uptake of VET subjects in the post-compulsory secondary school sector, there are a number of issues concerning its effective delivery (Pendergast & Cooper, 2001). These issues include physical resource requirements to meet industry standards; administrative issues such as flexibility in

timetabling; and the major issue: the availability of appropriately qualified teachers to deliver it (Malley et al., 2001; Pendergast, Reynolds, & Crane, 2000). This is particularly challenging in rural areas, where VET education is more popular as a curriculum choice (Fullarton, 2001). As Malley et al. (2001, p. 99) have noted, the ongoing provision of teachers for VET subjects is a major threat to program continuity, noting that:

... there is a shortage of teachers with the skills to initiate and develop effective school-industry programs. State education authorities and teacher training institutions will need to pay particular attention to appropriate training and professional development strategies if vocational education programs with school-industry links are to be sustained.

The particular difficulty in the provision of VET teachers is that they must meet both Queensland Board of Teacher Registration requirements (see http://www.btr.qld.edu.au/req_html for details) and human resource industry experience and training standards. For example, to teach Hospitality Studies to Certificate Level 1, teachers are required to hold a four-year education degree (or equivalent) for registration as a teacher; to possess competencies to a minimum of Certificate Level 1 themselves; have a minimum of three years recent relevant industry experience, and annually maintain this experience with 16 hours of industry placement, along with attendance at two major conferences, in order to meet industry human resource requirements (QBSSSS, 2001). Given the national and international climate of teacher shortage, the additional demands for teaching in VET programs means that teachers are difficult to find. Teacher qualifications and experience are a vexed issue—it is argued that in order to teach VET effectively what is required is a blend of teaching qualifications and relevant industry qualifications. However, many industry practitioners argue that what is missing from this mix is the fact that in order to teach VET in schools, teachers should have a minimum level of industry experience (Morrison & Service, 1998; Walker, Gregson, & Frantz, 1996). The question therefore arises as to the length, relevance and recency of industry experience required to teach hospitality and tourism in schools. Yet, it is difficult for teachers to obtain recent and relevant work experience in the hospitality or tourism sector while already engaged full-time as a classroom teacher, and tensions have arisen between the industry, tertiary teachers and school-teachers.

Currently, teachers of hospitality and tourism in secondary schools are unlikely to be specialised in these disciplinary fields, with home economics teachers usually delivering hospitality courses, and tourism typically being taught by geography or business education teachers. This has necessitated practising teachers gaining mandatory industry training and experience in addition to their teaching qualifications (Morrison & Service, 1998). Registered teachers are expected to fast track the vocational learning curve to gain industry credentials and the necessary hours of recent and relevant industry experience in their own time and at their own expense. Typically, experienced teachers have undertaken additional training, and undergraduate home economics teachers currently complete industry modules as an additional activity outside the scope of their degree course.

The problem of extensive, recent and relevant work experience has led to the development of alternatives to the onerous nature of work experience—such as frequent, but short term industry secondments, attendance at industry functions, site visits, conferences and events and the use of industry-based mentors—for innovative approaches to gaining industry experience. However, evaluations of these alternatives indicate that:

. . . the success of the program was achieved at a high cost, in terms of financial and administration costs to schools . . . personal costs to the teachers involved (time, stress, and intrusion on other professional and personal commitments), and disruption to other classes, school timetabling, and other professional development activities. (Stuart & Associates, 1998, p. 8)

Nonetheless, the issue remains a vexed one and creates considerable problems for teachers in terms of funding, time, accessing the industry and organising industry experience. Professional institutes have attempted to assist home economics, geography and business teachers to upgrade to meet the VET requirements. For example, the *Journal of the Home Economics Institute of Australia*—the journal of the peak national professional institute for home economics teachers—in 1999 dedicated a full issue of the quarterly journal to vocational education issues and initiatives and has featured articles related to VET teaching since the mid nineties, outlining the processes and providing information for its members regarding appropriate courses of action for gaining eligibility to teach VET. One of the major topics of discussion in the journal articles, not surprisingly, concerns industry training and experience require-

ments for home economics teachers to deliver hospitality competencies. Interestingly, an article by Morrison and Service (1998) reports on inconsistencies in the standards of teaching and assessment in the non-school hospitality delivery sector, concluding that industry experience does not assure uniformity of training standards.

Teaching VET Hospitality and Tourism

The question of whether there are unique pedagogical issues for teachers of VET programs adds another dimension to the debate on the need for specialised teacher education programs. One avenue of difference is that VET subjects require a shift from criterion-based assessment to competency-based assessment, or a combination of both. This creates the need for specialised knowledge and application of assessment models, as traditionally teachers are prepared for a criterion-based model for senior classes in Queensland.

Furthermore, the pedagogical practices utilised by teachers of VET subjects appear to focus on practical skill development, while integrating and minimising theory. In a study of VET teachers by Anderson (2000), the majority of teachers believed that initial vocational education students learn best through hands-on experiences. Teachers emphasised the importance of teaching vocational content by practical means. Indeed, the key findings of Anderson's (2000, p. xi) study centre on the importance of "further improving the practical learning component of vocational courses, particularly through carefully selected practical experiences" and that "initial and pre-service education for teachers . . . has the potential to assist the development of skills which will facilitate the processes of learning" in vocational contexts. Teaching in vocational contexts poses particular challenges to teachers to ensure that the practical components of the courses are integrated with theory. Anderson (2000) confirms this, with research findings revealing that 75% of teachers have changed their vocational teaching approach in recent years: the largest change being the need to be more practical, but to teach theory as well.

The dilemma then is in providing teachers to deliver VET programs who meet dual system requirements, along with a teaching repertoire incorporating an appropriate blend of practical and theoretical pedagogical practices, and complimentary assessment schemas. Morrison and Service conclude that an effective approach to this dilemma, at least for the hospitality realm, in the long term is to "offer a hospitality specialism coupled with hospitality industry placement within a teaching de-

gree” (1998, p. 39). Furthermore, students graduating from school and seeking careers as hospitality or tourism teachers have had difficulty in achieving their goal, since appropriate pathways have been poorly defined. Practising teachers have also had difficulty locating appropriate postgraduate courses for in-service professional development beyond skill development offered by TAFE institutions and other training authorities.

TRANSFORMING TEACHER EDUCATION FOR VET HOSPITALITY AND TOURISM

In response to the unique demands of teaching VET programs and the evident popularity of the courses in schools, the School of Tourism and Leisure Management and the School of Education at The University of Queensland conducted a focus group to explore ideas for the potential development of undergraduate and postgraduate courses in Tourism and Hospitality teacher education.

Focus Group—Purpose and Participants

The focus group provided an opportunity for practising VET in-school teachers to offer advice to the University as part of the course development process. A two-hour focus group was conducted in May 2001, comprising six university staff (in facilitation roles); five VET hospitality and five VET tourism school teachers. Focus group participants were presented with an overview of the current situation regarding hospitality and tourism in the secondary school sector, including data revealing declining teacher availability to meet increasing demands.

All focus group participants were selected because they were experienced VET teachers, and most held curriculum development roles. The pathways followed by these teachers leading to their involvement in hospitality or tourism teaching were:

1. Qualified, registered teachers who commenced teaching hospitality/tourism either by request of their school or upon their own initiative. They typically completed industry human resources requirements in their own time and at their own expense. This is required to be maintained annually (8 teachers); OR

2. Industry professionals who entered teaching with experience, and completion of an education qualification (2 teachers).

Focus Group—Methods and Results

Participants were asked to discuss a number of questions, the responses to which are presented in the sections following. Focus group members were asked to generate an exhaustive list of teaching issues that currently exist in the delivery of hospitality and tourism education in Queensland schools. Their extensive responses included issues which have been categorised as: teacher shortages; the education system; professional development; the relevant industry; and student perceptions of the field. Each category of issues had a number of sub-elements. Table 3 presents these results.

Participants were asked if they consider there is a need for specialist hospitality and tourism teacher education to be offered by the tertiary sector. There was unanimous agreement for both hospitality and tourism sectors. It was agreed that courses to prepare teachers for these courses need to have three facets: academic rigour; skills and certification for the relevant industry; and industry experience.

Several potential models for teacher education were considered, the most ideal selected by the focus group being a four-year dual degree with hospitality or tourism and an education focus. The dual degree involves studying two degrees at the same time. The education component (duration 2 years) focuses on developing professional skills and attitudes, curriculum processes, practise teaching experience while the business component (duration 2 years) provides the context base in hospitality or tourism, in combination with business. Graduates of the dual degree would be qualified to teach business office management and hospitality or tourism. Focus group participants identified the following advantages of the model: it includes 200 hours industry experience; many students would enter the program of study with Certificates and industry experience so may get advanced standing; graduates would be qualified for both industry and education; it would be likely to attract high calibre students; it could link with other institutions to offer electives in related fields (e.g., home economics or geography); a traineeship might be included; the potential for employability of graduates will be increased. However, several potential disadvantages were also noted: the industry experience isn't built in as a block of time (e.g., six months); and graduates would be best suited to teach in senior schools as they would be specialist busi-

TABLE 3. Issues in the Delivery of School VET Hospitality and Tourism

Category	Issues
Teacher shortage	<ul style="list-style-type: none"> • There is a shortage of teachers in both hospitality and tourism, described by the focus group participants as 'major' for both hospitality and tourism; • The shortage is due to the lack of suitably qualified teachers; • There is a lack of appropriate teacher education courses to prepare hospitality and tourism teachers; • Industry trained and experienced people are available, but they lack education qualifications; • Changes to staff within a school results in loss of expertise from that school, hence teachers are not funded to undergo necessary training; • Supply (temporary) teachers are not provided with any support for professional development so are generally under-skilled; • Home Economics trained teachers are not equipped to teach hospitality on completion of their undergraduate program, even though they are expected to do so.
Systemic	<ul style="list-style-type: none"> • The education system does not recognise industry experience and remunerate appropriately; • Meeting human resource requirements—mainly conducted in teachers' own time, raises industrial issues, and there is a lack of remuneration for participation.
Professional development	<ul style="list-style-type: none"> • Industry based professional development opportunities available to teachers often lack pedagogically sound approaches; • There is a need for training in competency based assessment, which is a vocational measure, as opposed to criterion based assessment which teachers are generally confident using; • There is a need for a balance between industry experience and academic educational requirements.
Industry	<ul style="list-style-type: none"> • Training authorities have not placed their faith in secondary teachers and there is a sense that VET teachers are not valued and respected as professionals by industry; • There is a need for prolonged industry experience in order to gain experience in competency based assessment techniques; • There are discrepancies between the demands and requirements of various industry Certificates.
Student perceptions	<ul style="list-style-type: none"> • Students are often misled to believe hospitality and tourism are easy options.

ness and tourism or hospitality teachers—this may decrease their employability.

While focus group participants supported the pre-service teacher education model, they rejected a proposed Masters level program for the in-service professional development of current teachers. The reasons

for this rejection included: no financial incentive as there is no pay increase at the end of the study; expensive and time consuming; teachers are already committed to professional development to maintain their currency for human resource requirements for hospitality and tourism teaching; there must be a benefit and incentive for teachers to undertake Masters programs, which currently does not exist. Instead, teachers suggested that intensive weekend courses and refresher courses would better meet the needs of currently employed teachers.

As a result of the focus group, and informed by the literature in the field reinforcing the need for specialist hospitality and tourism VET teachers, the dual degree was developed and marketed for the Year 2002 tertiary intake.

RELEVANCE TO OTHER REGIONS

In the hospitality and tourism sector, The American Express Travel and Tourism program is probably the best known of the VET in schools initiatives, dating from its introduction in 1986 in the inner-city boroughs of New York. It has subsequently expanded to Europe, Asia, Latin America and Southern Africa. In the US for example, schools have embraced the VET concept through the medium of travel and tourism academies, based upon the American Express model. Here, students are prepared for work in the sector by a variety of means that can include:

- Engaging in a focused program of internships with local employers;
- Job shadowing;
- Taking field trips;
- Having guest speakers; and
- Taking dedicated travel and tourism courses designed by professional educators working with industry specialists (see, for example, Springfield High School, Illinois at www.shs.springfield.k12.il.us).

However, this model does not meet the needs of all. The development of pre- and in-service teacher education programs for hospitality and tourism in Queensland, such as that developed by The University of Queensland, may be useful for others to consider. Craig-Smith (1998) reveals the phenomenal growth in the number and range of degree programs in hospitality and tourism in Australia over 20 years, citing the

growth in tourism programs from 2 in 1977 to 44 in 1997, attributing this to factors such as the expansion of the tourism and hospitality industry, the changing focus of tertiary education, and contemporary issues in Australian society. The focus on VET education and the need for registered teachers with hospitality and/or tourism expertise—we predict—is a factor that will lead to further, specific program development. Given that this VET focus is not confined to Australia, it is likely that tertiary institutions in other regions will also need to consider approaches to address this new and growing demand.

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