MELBOURNE: LEADING INNOVATING CONNECTING
Melbourne and regional Victoria are a perfect blend of economic strength and dynamism, with a lifestyle that is envied around the world. Talented people, a world-class education system, supportive government and superior infrastructure make the state of Victoria a global leader in research, education and vocational training.

Victoria’s research centres, universities and vocational training providers partner with industry, governments, non-government organisations (NGOs) and other educational institutions around the world.

They offer extensive opportunities for partnerships and program collaborations, including joint research initiatives, research and development services, licensing of materials, tailored curriculum development, joint program delivery, staff/student exchange, consultancy services and customised employee development programs.

For more information about Victoria’s research, higher education and vocational training capabilities, contact your region’s Victorian Government Business Office at: invest.vic.gov.au/offices.
The State of Victoria has a world-class, integrated education system. Victoria spends 36 per cent (some A$82 billion) of its gross state product on education and training.

Increasingly, Victoria is providing other nations with the same expertise that has made its education system one of the best in the world.

Victoria’s expertise in education delivery spans early childhood development, primary and secondary school education, vocational education and training (VET), higher education, adult and community education, and education services for specialised needs and contexts, including people with learning disabilities and people from disadvantaged backgrounds.

This is supported by innovative research, pedagogical development and teacher training to ensure continual, high-quality lifelong learning.

**TEACHER TRAINING**

Victoria’s pre-service teacher training and ongoing professional development for early childhood, primary and secondary teachers reflects the latest research in teacher education, ensuring Victoria’s teachers are effectively prepared and supported to deliver a world-class education.

Melbourne boasts two of the world’s top six universities for education — the University of Melbourne (ranked third) and Monash University (ranked sixth) — as evaluated by the QS World University Rankings by Subject, reflecting the international reputation and depth of their programs and research.

Melbourne’s universities and research institutes offer bachelor, master and PhD level programs in teaching, education policy, education evaluation, higher education and education leadership. They also provide high-level research, advice and consultancy services to governments and agencies around the world to assist them in meeting their own educational requirements.

**VOCATIONAL EDUCATION AND TRAINING**

Victoria’s VET system is internationally recognised as one of the best in the world, most notably for its responsiveness to industry needs and its flexibility of delivery.

Victoria has more than 1,100 public and private VET providers, including Victoria’s 14 publicly owned technical and further education (TAFE) institutes and four dual-sector universities, which collectively deliver vocational education and training in around 100 separate TAFE institute campuses located across Victoria. They also deliver training in the workplace, off-the-job, online and through other methods.

Victorian VET providers currently deliver education in countries including India, China, Vietnam, Sri Lanka, the Philippines, Korea, Thailand and Indonesia. They also offer a range of training and consulting services to companies, governments and other educational institutions internationally, including:

- Training needs assessments
- Development and delivery of training
- Train the trainer
- Curriculum and standards development
- Curriculum licensing
- Qualifications frameworks.

**EDUCATION RESEARCH**

Victorian research centres have been recognised internationally and awarded major contracts for services such as designing and undertaking large-scale evaluations of educational programs, policies and initiatives. Research strengths include:

- Early childhood development
- Theoretical perspectives on primary and secondary education
- Vocational education and training in global and workplace settings
- Curriculum and pedagogy
- Teacher education and professional development
- Schooling and social equity: inclusive education for gifted and disadvantaged learners
- Governance, policy and educational leadership.

**MELBOURNE BOASTS TWO OF THE WORLD’S TOP SIX UNIVERSITIES FOR EDUCATION – THE UNIVERSITY OF MELBOURNE (RANKED THIRD) AND MONASH UNIVERSITY (RANKED SIXTH)**
The following is a selection of Victoria's many specialised education research centres:

The University of Melbourne's Centre for Research on Education Systems is internationally renowned and has a successful track record in designing and undertaking large-scale evaluations of educational programs, policies and initiatives. Recent research by the Centre has included an exploration of the impact of schooling on young people's integration into social and economic life in major cities across Europe, North America and the Asia-Pacific region.

The University of Melbourne's Youth Research Centre has undertaken a range of research projects in conjunction with UNICEF including school and community violence prevention education in Papua Province, Indonesia and projects to advance adolescent health, development and participation in Indonesia, Nepal and Bhutan.

Monash University's Centre for the Economics of Education and Training undertakes research training consultancies focusing on the economics and finance of education and training for government authorities in Australia and internationally.

Monash University's Centre for Work and Learning Studies is focusing research on the impacts of global change on communities and the challenges it presents to adults working and learning in diverse learning spaces and adult education settings.

Deakin University's Centre for Research in Educational Futures and Innovation is conducting internationally significant research in areas including improving student engagement in learning, rural and regional education, and professional learning, practice and ethics.

RMIT University's Centre for Business Education Research plays a pivotal role in driving global business design and innovation by nurturing new forms of collaborative research engagement with key business, government and community stakeholders to provide evidence-based curriculum to meet future needs.

Victoria University's Work-Based Education Research Centre investigates how learning takes place in, through and for the workplace. Among its projects the Centre has developed a VET quality assurance framework for 16 countries across the East Asia region.

EARLY CHILDHOOD DEVELOPMENT AND OTHER SETTINGS

The concepts of pathways and lifelong learning are central principles in the organisation of Victoria's education system.

Providing children with the optimal educational grounding in early childhood is the foundation for a high quality birth-to-adult education system.

Victoria's education system provides extensive support for maximising the learning and developmental opportunities of early childhood education.

This support ranges from high quality training for childcare workers through Victoria's VET institutes, to innovative research at Victoria's universities to constantly improve program standards, quality and effectiveness in a range of contexts.

The Melbourne Graduate School of Education and the Australian Scholarships Group recently completed a five-year research project to investigate factors concerning preschool children, their family and educational settings that are positively associated with the development of strong literacy outcomes and will guard against literacy failure in later years.

Social equity is another emphasis of Victoria's education system. Victoria’s VET institutes, universities and research centres provide specialised training, curriculum development and research to improve access to education and opportunities for people in situations of disadvantage. This includes specialised teaching strategies for people with learning disabilities, developing pathways for further education for people with interrupted education, assisting students from non-English speaking backgrounds, adult and community education programs, and curriculum development for developing nations.
UPGRADING VOCATIONAL TEACHING SKILLS IN AFRICA

Chisholm Institute has been delivering Technical Vocational Education and Training (TVET) reform and teacher skill development programs, which are having a direct impact on the vocational education and training systems in Africa.

Over the past three years, 53 teachers and 75 government and institutional leaders representing 10 groups from 25 African countries have participated in specially designed programs, each undertaken over a six month period.

The programs were designed to improve leadership and quality in TVET and ensure it is relevant to industry.

One program, the Africa TVET Reform program, used Australian and South African TVET systems as a context for developing strategies for influencing change and development within the participants’ home countries.

The second program, the Africa Teacher Skills Upgrade program, involved participants visiting Australia, Mauritius and South Africa in order to research and practice vocational training and assessment methodologies in countries at different stages of TVET system development.

A key focus of this program was to develop the capability of vocational teachers to work with industry as a prime partner and to be able to transfer that capability to other teachers within their organisations and countries.

Participants in the programs created realistic return to work plans and the majority were visited in their workplaces by Chisholm specialists some months after the course to discuss achievements, challenges and ongoing strategies.

Following the training, participants have implemented these work plans and achieved a number of positive outcomes across Africa. These include the introduction of an outreach basic employability skills training program for vocational teachers in Tanzania and the development and implementation of Equipment Standards for Automotive Workshops in TVET institutes in Kenya.

Chisholm is committed to TVET Reform in Africa and other countries as a means of supporting economic development and the employment of communities. Involvement in Africa was, and continues to be, possible for Chisholm through funding received from the Australian Government Department of Foreign Affairs and Trade.

PARTICIPANTS HAVE IMPLEMENTED THESE WORK PLANS AND ACHIEVED A NUMBER OF POSITIVE OUTCOMES ACROSS AFRICA.
AN INTERNATIONAL EDUCATION RESEARCH PARTNERSHIP

The University of Melbourne’s Graduate School of Education is playing a key role in a new partnership between Australia and the Philippines that aims to raise the quality of education in the Philippines.

Launched in May 2013, the Assessment Curriculum and Technology Research Centre (ACTRC) is a partnership of the University of the Philippines’ College of Education and the University of Melbourne’s Assessment Research Centre. ACTRC is undertaking research and evaluation activities in the areas of assessment, curriculum and technology as they relate to the implementation of the Philippine National Government’s Kindergarten to Grade 12 Program.

The Assessment Curriculum and Technology Research Centre, located in the University of the Philippines’ College of Education building in Diliman, Quezon City, was established with Php150 million (A$3.4 million) support from the Australian Aid program.

“The University of Melbourne and its Graduate School of Education is proud to be associated with this major initiative to inform the Philippines’ education and research communities. The Centre will provide an opportunity to put into practice evidence-based research outcomes through its collaborative activities with the Philippines Department of Education,” said Professor Field Rickards, Dean of the Graduate School of Education of the University of Melbourne, on the launch of the Centre.

University of the Philippines’ College of Education Dean Dr Rosario Alonzo said, “The establishment of the Assessment, Curriculum and Technology Research Centre will enable the University of the Philippines to contribute not only to the implementation of a major reform program such as the Kindergarten to Grade 12, but also to the professional development of the University faculty, especially of the College of Education. This is crucial to the University’s fulfillment of its mandate as a research university.”

The Centre is running several projects including the three-year Longitudinal Study of Learning Achievement of Students in the Autonomous Region in Muslim Mindanao (ARMM), also funded by the Australian Government. The study is designed to track and analyse the learning achievement of students in Alternative Delivery Model schools in rural and remote areas of the ARMM. The major objective is to understand how learning achievement unfolds in very different contexts with the intention of informing curriculum design, classroom practices, assessment processes and teacher professional development at the national level and especially in ARMM.

The project team is currently developing activities to identify how students under the Alternative Delivery Model progress through the Philippines curriculum, and the extent to which this progression may be similar to their peers in the Department of Education ARMM schools. The team ran a pilot study in September and October 2013 that conducted literacy and numeracy assessments of 500 kindergarten and Grade One students across Maguindanao, Lanao del Sur and Tawi-Tawi.

The results of this pilot study are informing the development of the first major research data collection in July 2014 which will involve close to 400 schools across the ARMM.

CASE STUDY
Researchers are exploring the feasibility of using a virtual environment to enable teachers in isolated areas to access professional learning.

Researchers at the University of Melbourne are designing, developing and trialling a proof-of-concept virtual environment as a new model of delivery of professional learning for teachers. The research team is creating a virtual environment where participants can observe and explore teacher and student thinking, through observation of a classroom containing scripted interactions between teacher and student avatars.

The interdisciplinary research project is a collaboration between the University of Melbourne’s Graduate School of Education, Department of Computing and Information Systems and Institute for a Broadband-Enabled Society.

Many teachers are currently unable to access professional learning due to distance from metropolitan areas and difficulty of release from classes at appropriate times. High-speed broadband provides the opportunity to rethink approaches for professional learning of teachers, increasing access to educational services for teachers living in remote, rural and outer suburban areas.

The proof-of-concept virtual environment uses innovative features to deepen participants’ understanding of issues associated with the teaching and learning of a particular topic, in this case mathematics. In the virtual environment, participants can view an individual student’s work; hear the ‘thinking’ of a particular student to provide insight into their understanding; listen to a justification from the teacher for their choices; complete tasks to demonstrate understanding of student thinking, and ask an expert for more information.

The research will determine the effectiveness of the virtual environment for professional learning by teachers, including the ability to highlight pedagogical issues involved in teaching mathematics and the appeal of the environment for participants. The virtual environment incorporates extensive, well-researched resources to support effective teaching and provides previously unavailable opportunities for participants to be immersed in a range of classroom situations.

The technology has the capacity to support topics across a wide range of subject areas for both pre-service and in-service teachers, and to enable in-school and at-home professional learning.

More information: broadband.unimelb.edu.au
Increasing Thai Workforce Competitiveness

Victoria University’s Work-based Education Research Centre is working in partnership with the Thailand Professional Qualifications Institute to research and design a standards-based qualification framework for Thailand.

Thailand has a workforce of 39 million people but only an estimated 10 million have secondary or tertiary education qualifications.

The Thailand Professional Qualifications Institute, a public body established in 2011, is seeking to increase the competitiveness of the country’s workforce internationally by establishing a professional qualification system that will recognise skilled workers. This will also give Thailand a competitive edge in preparation for the planned economic integration of ASEAN member states in 2015.

The Institute has partnered with Victoria University’s Work-based Education Research Centre (WERC) which is renowned for its contribution to knowledge and policy development in vocational education. The Centre will work closely with the Thailand Professional Qualifications Institute on collaborative research, development and publication activities of mutual benefit associated with qualification frameworks, quality assurance frameworks and occupational standards within technical, vocational education and training (TVET) systems.

Associate Professor Shelley Gillis, Deputy Director, WERC says the partnership will help the Thailand Professional Qualifications Institute to build their capacity to establish an elaborate credential system to recognise uncredentialed workers in Thailand.

“Thirty million people in the Thai workforce possess the skills of their credentialed counterparts but lack the official paperwork,” Associate Professor Gillis said.

“The Thailand Professional Qualifications Institute believes this is an essential step in helping Thailand transition into a knowledge-based economy and society.

“We are proud to assist them in establishing a professional qualification system, knowing the value our qualification system adds to the Australian economy.”

This partnership involves sharing its workforce development expertise with the Thailand Professional Qualifications Institute.

“By recognising their uncredentialed workforce, Thailand gives its human capital a competitive edge, which will promote sustainable economic growth for years to come,” says Associate Professor Gillis.

“By recognising their uncredentialed workforce, Thailand gives its human capital a competitive edge, which will promote sustainable economic growth for years to come.”

Associate Professor Shelley Gillis, Deputy Director of the Work-based Education Research Centre
CAPABILITY STATEMENTS
Key areas of expertise

- Certificate IV in Training and Assessment
- Ascet Tech provides professional development seminars and consulting for Technical and Vocational Education and Training (TVET) professionals and providers

Research/program delivery capabilities

Ascet works with the TVET sector to provide innovative solutions for their training needs, such as developing diagnostics for workforce training needs, e-learning capability and teacher training best practice.

Ascet connects to offshore providers of regulated technical training and offshore companies who need skills development to develop their TVET workforce.
ASCET INSTITUTE OF TECHNOLOGY

Ascet Tech is a place where dedicated instructors, with successful professional careers in their chosen fields, work side-by-side with students in industry settings. Ascet Tech’s outstanding team, recruited from business and industry, provides students with the benefit of their extensive knowledge and real-world experience.

Ascet Tech was originally founded to provide an opportunity to those who might not otherwise have access to vocational education and it still performs this function today. Ascet programs respond to industry requirements and are aligned with the high-tech workforce needs of tomorrow.

Ascet Tech’s offerings encompass pre-professional, professional and technical programs that respond to regional economic needs and provide access to vocational education for all who seek achievement of career and economic goals through education.

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Key areas of expertise

- Vocational Teachers’ Training
- Education Leadership and Management Program
- TVET Strengthening Capacity Building
- Consultancy Services and advice on TVET reforms and systems
- Ability to deliver vocational teachers’ training program in other languages: Mandarin, Cantonese, Spanish, French and Bahasa Indonesia

Research/program delivery capabilities

Box Hill Institute (BHI) has an outstanding track record in teacher training and is highly experienced in undertaking large-scale teacher training and TVET institutional strengthening projects both locally and internationally.

Below is a list of selected projects and partnerships showcasing BHI’s experience in this area:

- Box Hill College Kuwait
- Ministry of Education, Indonesia
- DUOC University, Chile
- Australian Leadership Award Fellowship programs – Australian Aid
- Venetian Macao Resort Hotel, Macau
- Hotel Lisboa, Macau
- Saudi Technical Vocational Training Corporation
- Australian Pacific Technical College
- Vanuatu TVET Sector Strengthening Program Phase 3 – Australian Aid.
BOX HILL INSTITUTE

Box Hill Institute (BHI) is a leading Victorian vocational and higher education provider known for its collaborative and creative approach to education in Australia and overseas.

BHI has a dedicated teaching faculty, which provides customised, individualised and innovative vocational teacher training programs within the institute and externally to a wide range of clients to meet their specific needs.

BHI is highly experienced in undertaking large-scale teacher training and technical and vocational education and training (TVET) institutional strengthening projects both locally and internationally. Over 12,000 teachers have been trained by BHI in the last twelve years.

Box Hill Institute has been the recipient of many awards and achievements including the International Training Provider of the Year at the Australian Training Awards 2013.

World Best Practice

BHI is committed to the continuous development of its teaching staff and adopts world-class innovative best practice in teacher training. It has implemented a virtual Teaching and Learning College. This College has a number of features, including online teacher induction programs, Professional Development (PD) Calendar, recording attendances at teaching and learning workshops, online evaluations and hyperlinks/relevant information for teachers. Box Hill Institute has also successfully completed the development of online content to support the delivery of the Training and Assessment Certificate IV program.

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Key areas of expertise

- Primary Education
- Secondary Education
- Early Childhood Education
- Mathematics Education
- Literacy Education
- Educational Leadership
- Religious Education
- Wellbeing and Inclusive Education

Research/program delivery capabilities

ACU’s overarching education research theme is Quality, Equity and Diversity in Education. Researchers investigate equity and access in relation to curriculum, pedagogy, and teacher professional learning across the lifespan with a particular interest in disadvantaged groups and the role of educational leaders.

This lens has been applied to mathematics education, science education, literacy, educational leadership, teacher professional learning, indigenous education and religious education.

In 2014, research concentrations will be represented through three research entities:

- Australian Research Institute for Learning Sciences
- La Salle Academy for Religious Education
- Centre for Teacher Quality and Leadership.
AUSTRALIAN CATHOLIC UNIVERSITY

With over 150 years of educational heritage, the Australian Catholic University (ACU) offers students high quality and internationally recognised qualifications. Its focus on community engagement and practical skill development ensures ACU graduates are ready to make a real difference in the world.

With well-established links to businesses, hospitals, schools, churches and welfare agencies, courses include practical work opportunities designed to prepare students for employment and leadership positions in the global economy.

ACU has strong research in the area of education, which is concerned with quality, equity and diversity in education, with emphases on leadership, numeracy, literacy, Indigenous and religious education.

It offers courses related to Education and Development at both undergraduate and postgraduate levels.

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Key areas of expertise

- Education and Training
- Curriculum/Course Development
- Assessment
- Recognition of Prior Learning
- Resource Development
- Train the Trainer
- Skills Upgrade
- Action Learning
- Online Training Programs
- Program Reviews
- Professional Development
- Mentoring
- Enrolment Systems
- Policy
- Education Leadership
- Management

Research/program delivery capabilities

Chisholm has a strong focus on educating trainers and developing education-related programs that meet the specific needs of clients and learners.

Chisholm’s innovative learning methodologies, course designs, learning resources and online training technologies are designed to create a highly skilled workforce that will support strong performance in the global economy. These also support the training of education leaders who will guide education policy and delivery into the future.

The institute’s professional and highly qualified staff have expertise in the delivery of a full range of programs within Australia and overseas. Many of its international education projects have been delivered on behalf of national aid agencies. Examples of recent customised training include:

- A long-standing relationship with Chongqing Industry Polytechnic College in China, involving delivery of fellowship programs, management training and mentoring, teacher training and working with local industry
CHISHOLM INSTITUTE

Chisholm is a highly successful Registered Training Organisation that delivers training and consultancy services to industry, business, government and community organisations across Australia and internationally.

Chisholm works with international organisations and educational establishments – in Australia and internationally – supplying skills and knowledge in collaborative education and training development projects.

With the latest facilities and technologies, Chisholm can deliver our programs flexibly – full-time, part-time, online or a mix. The institute has systems in place to recognise prior learning and customise training to suit any requirements.

Skills development ranges from train-the-trainer through to educational policy, management and governance.

- A program for key senior technical vocational education and training representatives from Ethiopia to give a comprehensive understanding of the Australian training system
- A six-week train-the-trainer trade skill development program for 18 Ethiopian trainers
- Skills upgrade programs for teachers from 24 African countries
- A mentoring program to develop capacity of instructors for Indonesian Training Centres
- Teacher training for the China Electricity Council and their 10 vocational colleges
- Leadership and management development programs for education managers in Bangladesh
- Hosting of five vice-presidents from training institutes in China in a program to demonstrate capability.

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Key areas of expertise

- Early Childhood Education
- Health and Physical Education
- Primary and Secondary Teaching
- Arts Education
- Mathematics Education
- Humanities Education
- Science and Environmental Education
- Teaching English to Speakers of Other Languages
- Teaching Languages Other Than English
- Special Needs Education
- Pedagogy and Curriculum
- Educational Leadership and Administration
- Applied Learning and Professional Education and Training

Research/program delivery capabilities

The School of Education provides a wide range of course programs and has a vibrant research culture. It is aligned with Deakin University’s Strategic Research Centre, the Centre for Research in Educational Futures and Innovation (CreFI).

The CreFI’s researchers are committed to theoretically-informed and practice-oriented research that informs educational policy and practice. CreFI aims to be known not only for the excellence of its research but also its philosophical direction that acknowledges the necessary links between knowledge production, social change, and equitable learning outcomes.

Research programs include: science, mathematics, environmental and health education for sustainable communities; pedagogy, cultures and professional engagement; and governance, policy and educational leadership in local and global contexts. Interdisciplinary themes include: Rural and Regional Education and Communities; Internationalisation, Inclusivity and Knowledge Work; and Professional Learning, Practice and Ethics.
DEAKIN UNIVERSITY

Deakin University is one of Australia’s largest and fastest growing universities, providing learning, teaching and research opportunities across multiple campuses and innovative use of online technology through Cloud Deakin. World university rankings evidence Deakin’s well established reputation for excellent teaching, innovative course delivery, high level student satisfaction and world-class research aligned to industry and community needs.

The School of Education provides early childhood, primary and secondary teacher education, educational leadership, and adult, vocational and applied learning education. It is involved in strategic research projects and the provision of professional development programs for various government education agencies and departments.

Deakin University offers relevant courses at both undergraduate and postgraduate levels, including PhDs.

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Key areas of expertise

- Automotive learning resource development for the Automotive Retail, Service and Repair Training Package
- Development of print, multimedia and online resources for areas including aerospace, engineering and security; fashion, textiles and retail; and occupational health and safety
- Teaching and learning material development for the National TAFE Teacher Training and Assessment program
- Design and delivery of technical and English language teacher training programs offshore

Research/program delivery capabilities

Kangan Institute has extensive experience in collaborating with international partners to deliver Australian accredited programs, either in full or as customised short courses made up of individual skills sets. Kangan’s capabilities also include providing consultancy services to education providers and organisations nationally and internationally.

Kangan’s education and development training programs are designed to increase participants’ capabilities in designing, delivering and assessing English language and vocational courses. Programs focus on the following outcomes:

- Achieve new and advanced knowledge in the particular subjects and courses
- Improve teaching and learning skills
- Enhance professional knowledge and experience in: student assessment, developing course content, curriculum, teaching and learning resources and materials, assessment systems and tools, teaching methodologies and the Australian competency-based VET system.
Training initiatives have included:

- A three-year Basic Education Project for 89 secondary school teachers (mathematics, science and English) for the Directorate of Islamic Schools Development, Ministry of Religious Affairs, Indonesia
- Certificate IV in Workplace Training and Assessment for teachers at Beijing Furen Foreign Studies University, China
- An eight-month teacher training course for Vanuatu community colleges
- Certificate IV in Training and Assessment for various colleges in Chongqing, Nantong and Nanjing, China
- Diploma of Training and Assessment for two vocational and higher education institutions in Papua New Guinea
- Delivery of Certificate IV in Training and Assessment to 100 selected teachers in Taiwan through the Bureau of Employment and Vocational Training and TAFE Directors Australia.

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KANGAN INSTITUTE
As one of Australia’s largest government technical and further education (TAFE) institutes and a major training provider for the automotive, aviation, fashion and health industries, Kangan Institute has been delivering vocational education and training services internationally for over 15 years.

Kangan develops and delivers onshore training projects, offshore programs, and aid-funded projects as well as providing specialist offshore consulting and training.

Kangan Institute has an outstanding track record in curriculum development as well as design and delivery of vocational and English language teacher training programs. Training initiatives have been successfully implemented in vocational and educational training (VET) institutes and organisations across several countries including China, Malaysia, Taiwan, Papua New Guinea, Vanuatu and Indonesia.
Key areas of expertise

Research clusters and strengths include:

- Adult Learning
- Applied Linguistics and Teaching English to Speakers of Other Languages
- Cross-cultural Communication
- Educational Leadership and Management
- e-learning Pedagogies
- Information and Communications Technology
- Experiential and Holistic Education
- Innovative Curriculum and Effective Classrooms
- Mathematics and Science Education
- Outdoor and Environmental Education
- Vocational Education and Training

Research/program delivery capabilities

Research in Education at La Trobe University is characterised by its multidisciplinary reach and real-world application. Many of our research graduates return to professional practice in key appointments for educational leadership and management, and also as expert practitioners making immediate and important contributions to education. Research programs are supported on all campuses of the Faculty of Education’s operations.

Expertise within the Faculty extends to research mentoring and supervision to international students from dozens of countries. These student-led projects represent how education is leveraged to make a difference both in Australia and in the students’ home countries. La Trobe’s researchers in Education are also contributing to the creation of new knowledge that facilitates economic and environmental sustainability alongside capacity building in education to confront issues such as the security of people, food and water in developing economies.
LA TROBE UNIVERSITY

The Faculty of Education at La Trobe University has a strong team of highly successful senior researchers and early to mid-career researchers. The Faculty is recognised as a leader in the education of teachers and other educational and outdoor educational professionals. An active community of learners, it is dedicated to teaching and scholarship that encourages the development and application of knowledge and ideas through research, teaching and outreach activities.

La Trobe University is above world standard in Linguistics and is at world standard in Specialist Studies in Education.

Research in Education at La Trobe University connects with dimensions of leadership and management that inform and influence policy and governance in developed economies. The interdisciplinary capacity of educational research is an important element to its work.

Coursework and pre-service teacher education programs are delivered in a variety of modes, including face-to-face, blended and fully online. Each program has a differing range of options and campus-based offerings.

latrobe.edu.au/education/areas-of-study

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Key areas of expertise

- Higher, vocational and post-compulsory education – focusing on global and workplace learning, this strength embraces studies within the economics of education and training, as well as cross-cultural and gender studies
- Early childhood, primary and secondary education – theoretical perspectives and the knowledge base of practitioners
- Curriculum and pedagogy – mathematics, science, languages and literacy education; curriculum is considered through lenses of gender, culture, and community
- Teacher education, teacher education practices, professional learning of teachers, teacher identity, and teacher career choice; related work deals with school and organisational leadership
- Social contexts of schooling – embracing inclusive education, giftedness, but also considering disadvantage and marginalised students such as refugees, and students at risk in need of counselling and other psychological assessment and interventions

Research/program delivery capabilities

The Faculty of Education has significant intellectual and infrastructure capacity to assist with research and policy-related outcomes spanning multiple areas of inquiry. It has expertise in a range of methodological approaches including qualitative and quantitative research, with a particular focus on action-based research and a number of researchers involved in longitudinal studies.

The Faculty also has years of experience managing large-scale research projects for national and international clients and collaborating with research partners and multiple stakeholders to deliver research with impact and relevance. Senior academic staff also contribute to national and state advisory panels, boards and committees providing advice and direction that informs government policy and educational initiatives.

The Faculty of Education has conducted original and customised research and educational services for, and in collaboration with, a number of government and non-government organisations and educational institutions.
MONASH UNIVERSITY

Monash University has become the largest university in Australia, renowned for its outstanding teaching, transformative research, international reach and extensive alumni network. Monash is a global university possessing the ambition and ability to address momentous global challenges. Monash has campuses in Australia, Malaysia and South Africa and major partnerships with universities in China, India and the United Kingdom.

Monash University’s Faculty of Education has a national and international reputation for excellence in teaching and research. It offers a diverse and innovative curriculum that responds to international and local community needs, producing graduates who lead professional practice, public debate and policy, and community action around the world.

Under the leadership of Professor John Loughran, the Faculty is focused on learning and development in people of all ages, and internationally recognised for its originality, rigour and impartiality.

Current Australian government partners include the Victorian Department of Education and Early Childhood Development, the Victorian Department of State Development, Business and Innovation, the federal Department of Education, and the Australian Aid program through the Department of Foreign Affairs and Trade.

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Key areas of expertise

- Early Years
- Tertiary Studies
- Teacher Training for Australian Vocational Education and Training at Certificate and Diploma level
- Train the Trainer

Research/program delivery capabilities

NMIT has expertise in the delivery of a broadly-based teacher training program for teaching in early childhood and initial primary school teaching in Australia.

It has extensive experience in the delivery of Certificate IV in Training and Assessment in Melbourne and offshore in China, Malaysia and Korea.

NMIT has a history of delivery of customised courses of teacher training, with discipline specialisation, in Melbourne to clients from across Asia.
NMIT

NMIT delivers supportive education programs for early childhood and primary teaching and for vocational trainers.

NMIT also delivers training for vocational teachers and trainers that enable them to work within an environment based on Australia’s competency-based training and assessment model.

NMIT has a long history of training and train-the-trainer programs in Asia.

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Key areas of expertise

**College of Design and Social Context**
- Adult and Vocational Education and Training
- Careers Education and Development
- Early Childhood Teaching
- Education – Primary
- Education – Secondary
- Educational Leadership Management
- English as a Second Language
- Further Education
- Primary Education and Disability Studies
- Primary and Early Childhood Education
- Teacher Education
- Training and Assessment
- Training Design and Development
- Victorian Certificate of Education
- Transition
- Work Education

**College of Science, Engineering and Health**
- Applied Science – Physical Education
- Science – International Sports Technology

**College of Business**
- Business Education
Research/program delivery capabilities

Expertise in Education and Development at RMIT is mainly located in the School of Education, within the College of Design and Social Context. The School is a dynamic and vibrant educational community with significant strength in research in areas related to learning and teaching, early childhood education, primary education, secondary education and transition, vocational education and training, and educational leadership management.

A key focus is sustainable and social inclusive education for the future and RMIT’s experienced researchers work in the applied education areas of educational technology, teaching methods and curriculum design.

The School of Education’s Consultancy and Development Unit provides opportunities for the School and RMIT to meet the growing needs of individuals and organisations in the areas of research, evaluation, professional development and consultancy. The Unit has access to the School’s staff, as well as a wide range of experts who have worked with the Unit over the last 15 years. It is highly regarded as a centre of excellence in pedagogy, environmental education, school leadership, research and evaluation, and student wellbeing.

The College of Science, Engineering and Health’s research strengths in this area include physical education and international sports technology.

RMIT’s Centre for Business Education Research in the College of Business combines empirical and theoretical research into the new knowledge pedagogies, educational techniques, and technologies to inspire and encourage graduate engagement with industry.

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Key areas of expertise
- Education
- Educational Psychology
- Teaching

Research/program delivery capabilities

Key University of Melbourne initiatives in education and development research include:

Mathematics and Technology

Learning mathematics with technology: the teaching of mathematics has been substantially influenced by the advent of mathematically-able software such as dynamic geometry and graphing and CAS calculators. In multi-faceted projects, the University of Melbourne is investigating new opportunities to improve the teaching and learning of difficult topics, particularly algebra, through changed curriculum, assessment and teaching.

education.unimelb.edu.au
The University of Melbourne is a public-spirited institution that makes distinctive contributions to society in research, learning and teaching, and engagement.

Ranked number one in Australia and 34 in the world for the quality of its research, the University of Melbourne harnesses interdisciplinary research to solve some of the most difficult problems facing our world.

Research across education and development is both discipline-focused and multidisciplinary in nature and includes collaborations with universities, governments, industry and communities worldwide to further developments cooperatively.

Students interested in careers in education and development may undertake relevant bachelor, masters level and research degrees across arts and education.

**Young Learners**

The Young Learners project: the personal and community benefits of achieving high levels of literacy are widely recognised, as are the costs of low achievement. However, some students leave school-education systems without achieving adequate levels, thereby limiting both their employment and lifestyle options. This project, a collaboration between the University of Melbourne and the Australian Scholarships Group, gives attention to the preschool years in which there is potential to develop skills within young children that will guard against future literacy failure.

[education.unimelb.edu.au](http://education.unimelb.edu.au)

**Social Equity**

Supporting sustainable educational partnerships to advance social equity: this multidisciplinary project at the University of Melbourne addresses sociocultural barriers to equity of participation and outcomes in school and tertiary studies in Indigenous communities. Connecting with a remote Indigenous school, the project seeks to draw out new insights into capacity building, and the role partnerships play in supporting Indigenous education, identifying mutual benefits and outcomes.

[socialequity.unimelb.edu.au](http://socialequity.unimelb.edu.au)

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Key areas of expertise

- Early Childhood Education
- Primary Education
- Secondary Education
- Physical Education

Research/program delivery capabilities

Staff at the College of Education at Victoria University participate in research projects that investigate improving educational engagement, access and performance across diverse groups and communities. The College has two research units:

The Victoria Institute for Education, Diversity and Lifelong Learning works to improve the learning outcomes for students from diverse, low socio-economic, or under-represented backgrounds.

The Work-based Education Research Centre investigates how learning takes place in, through and for the workplace.

In 2013, Victoria University established the Mitchell Institute for Health and Education Policy, which will work with researchers, governments, analysts and communities to improve the connection between evidence-based social research and public policy reform on health education.
Learning partnerships in a wide range of community settings drive Victoria University’s learning and teaching programs, and research and development initiatives. The University’s strong educational partnerships with local schools ensure its education students develop their face-to-face teaching skills in the environment they will work in following graduation. The Bachelor of Education students receive 120 days of school and classroom experience during their four-year course – well in excess of the 80 days required by the Victorian Institute of Teaching. Victoria University is the only university in Victoria to have two partnerships with the School Centres for Teaching Excellence, whereby the University’s pre-service teachers participate in year-long placements supported by teams of teacher mentors.

Courses in Teaching English to Speakers of Other Languages (TESOL) range from a graduate certificate and diploma to masters. Victoria University has delivered the Master of TESOL at Hanoi University for over 13 years.

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The Melbourne: Research, Education and Training series profiles the capabilities of Victorian education providers across 13 sectors:

- Advanced Manufacturing
- Agriculture and Food Security
- Business, Governance and Finance
- Clean Energy
- Creative Industries
- Education and Development
- Health and Communities
- ICT
- Infrastructure and Urban Design
- Mining
- Tourism and Hospitality
- Transport
- Water Management

For more information on Melbourne’s research, education and training capabilities contact your local Victorian Government Business Office at: invest.vic.gov.au/offices

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