DOCUMENT RESUME

ABSTRACT
                A study focused on development of a sound methodology
with which Australian Technical and Further Education (TAFE)
authorities, institutions, and staff could evaluate continuing staff
development programs and activities. The methodology developed was
college-based, focused upon the college staff development program,
and considered the staff development responsibilities of general
staff, senior staff, and college program organizers. This approach
was consistent with a collaborative model for management of staff
development. Whenever appropiate, the evaluation methodology sought
information from two or more categories of staff to provide different
perspectives on the various issues pertinent to the evaluation of
staff development. These issues related to the background factors,
processes, and outcomes. A questionnaire approach was used for
gathering relevant information; where appropriate, the questionnaire
included parallel forms of questions for each of the three categories
of staff. Modifications were made to methods and measures such that
the methodology could be suitable for evaluating specific staff
development activities. (YLB)

THE EVALUATION OF STAFF DEVELOPMENT IN TECHNICAL AND FURTHER EDUCATION

A Summary of the Reports

by

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and

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1980

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This report presents a summary of a study undertaken by the Australian Council
for Educational Research and commissioned by The Technical and Further
Education Council. In the preliminary brief there were five objectives
specified for the study. These were:

1   to develop a general methodological framework for the continuing
     eva'uation of TAFE staff development programs;

2   to obtain a worthwhile assessment of the effectiveness of a selected
     number of staff development programs financed by Commonwealth grants,
     in terms of their impact on the individuals, institutions and
     authorities concerned;

3   to determine the degree to which overall needs and demands for
     particular forms of staff development activity are being met by the
     programs mounted with Commonwealth grants; to consider this question
     also in relation to the total provision of such activities;

4   to identify significant new developments in the provision of staff
     development programs in TAFE, and to evaluate the relative effective-
     ness of different modes of delivery of similar forms of program
     (e.g. college-based versus centralized);

5   to identify major problems and factors which could guide the future
     development of staff development activities in TAFE.

In its deliberations the Advisory Committee (consisting of representatives
of the Victorian Technical Schools Division, the South Australian Department
of Further Education, and the Australian Technical and Further Education
Council as well as individuals with particular expertise in the area) agreed
with TAFEC that the major purpose of the study was to construct a methodological
framework with which the TAFE system could evaluate staff development
programs. It was considered that this would allow the subsidiary aims 2-5 to
be ultimately realized. The recognition of the first objective as a major
purpose indicates the depth of concern about the lack of evaluative procedures
for staff development operating in the TAFE system at that time.

In brief, the major aim of the study was to develop a sound methodology
with which TAFE authorities, institutions and staff could evaluate staff
development programs and activities. In the generation of this model data
concerning current practices in staff development were collected, which in turn
drew attention to those issues most important for the future development of
staff development in Technical and Further Education.

Two reports were produced at the conclusion of the study. The first
report deals with the development of the evaluative methodology. The title

of that report is The Evaluation of Staff Development in Technical and Further Education: A Proposed Methodology (Fordham and Ainley, 1980) and appears in the ACER Research Monograph Series. The second report presents results and related analyses following the trial phase of the study. The title of this second report is Issues in Staff Development for Australian Technical and Further Education (Fordham and Ainley, 1980) and has been printed by ACER for limited distribution.

Many people contributed throughout this study. The members of the Advisory Committee contributed constructive criticisms and helpful suggestions. In particular, they spent a great deal of time in reading and commenting upon drafts of the reports. The members of the Advisory Committee were Mr S. Bourke, Mr I. Hamilton, Mr D. Kuhl, Mr J. Mitchell, Mr W. Purdue, Mr A. Stuart and Professor R. Tisher.

Mr I Hamilton, Mr D. Kuhl and Mr J. Mitchell helped establish and maintain contacts with TAFE colleges and TAFE authorities in Victoria and South Australia. They also helped us obtain access to official records and documents concerned with staff development in those States.

The Principals and Heads of Schools or Departments in the colleges which we visited gave up a great deal of their valuable time to assist in the study, and to discuss wider issues of staff development. Senior Lecturers (Staff Development) and Education Services Officers in those colleges enthusiastically helped with the project and often contributed valuable insights. Many participated by completing questionnaires and being involved in interviews and discussions.

Mrs W. Boyce, Mrs J. Clarke and Mrs M. Corless typed the final manuscripts of the reports. Other members of the ACER typing and printing staff contributed to the preparation of questionnaires and drafts. We are grateful for their valuable help.

Adrian Fordham
John Ainley

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THE EVALUATION OF STAFF DEVELOPMENT IN
TECHNICAL AND FURTHER EDUCATION

This study was concerned with the continuing professional development of
staff in technical and further education. In particular it focussed upon
the development of strategies and measures for the evaluation of college
staff development programs. Possible modifications to the methodology such
that it would be suitable for the evaluation of State TAFE staff development
programs and specific staff development activities were also examined.

A trial of the methodology proposed for both the evaluation of college
staff development programs and specific staff development activities was
carried out in colleges of the South Australian Department of Further
Education and the Victorian Technical Schools Division. Information
collected during the trial drew attention to issues pertinent to future
directions of staff development in Australian technical and further
education. However in no way could the trial of the proposed evaluative
methodology be construed as an evaluation of either TAFE system's staff
development program.

Background to the Study

The rationale of the Kangan Report was founded upon a set of educational ideas
which are directly related to the role of the teacher and carry implications
for both the initial preparation of teachers and their continuing professional
development. These include:

- The idea that provision should be made for the lifelong education of
  people;
- The idea that education systems should be responsive to both social
  changes and changes in knowledge;
- The recognition that the basis for the authority of educators had
  altered.

Changing community expectations of the nature of education, rapid and
extensive changes in technology and a reduction in the growth of the
teaching force have wide-ranging implications for the educational needs of
TAFE staff. Teachers in particular are expected not only to keep abreast
of modern developments in their disciplines but also to adopt new and
often radically different approaches to their work.

The Technical and Further Education Council has argued that a high priority be placed upon the continuing professional development of TAFE staff and, by means of special purpose recurrent grants, has made available funds for staff development to the State TAFE authorities. This has resulted in a greater interest shown by teachers in activities designed for such broad ranging purposes as updating technical knowledge, introduction of new teaching practices, personal growth and organizational development. However the TAFE Council has become increasingly aware of the lack of program evaluation that characterizes much staff development activity. At a time when initiatives are being taken in the funding arrangements for these programs, in the types of programs being offered, and in the regulations that affect staff attendance, it seems appropriate that research into suitable procedures for evaluation should be undertaken.

The Management of Staff Development in TAFE

Responsibility for the management of staff development is a central issue in the successful implementation of any program dealing with the acquisition of new skills, understanding and values concerned with technical and further education. As might be expected people hold differing views as to who should be responsible for the continuing development of staff. Consequently different approaches to the management of staff development are characteristic of different sections and levels of the TAFE system across Australia. Generally these different approaches reflect differences in the priorities held for staff development programs. Such priorities are dependent, in part, upon the breadth of definition of staff development accepted by those responsible for the programs. Some policy-makers and educators define staff development narrowly, and others define it more broadly.

The narrow understanding of staff development emphasizes that skills acquired during staff development activities should relate to quite specific duties of the staff member. These duties could be teaching, administration or some other function. Appropriate staff development activities would most likely be directed towards the acquisition of particular competencies thought by educational specialists to define staff members' roles. The effectiveness of these activities would be demonstrated by their direct impact upon job performance.

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The broader definition of staff development considers not only specific skills related to staff members' current duties but also includes the preparation of staff for future roles within, or even outside, the system. This understanding of staff development is further broadened by the inclusion of both professional (work-defined) and personal growth as legitimate areas of concern. Central to this broader notion of staff development is the belief that successful teaching, for example, stems from the teacher's desire for self-fulfilment in addition to the mastery of a set of teaching competencies. Some of the benefits derived from a program with these intents will directly relate to classroom or office performance; others will not.

Recently there has been a further extension of the definition of staff development to include not only the continuing development of individual staff but also that of the system and, in particular, the college. This has resulted from a growing concern that many of the factors preventing institutions attaining maximum effectiveness are specifically associated with organizational processes inherent in the institution. Among the organizational processes that have received attention have been forms of decision-making, communication patterns and general responsiveness to changing circumstance. As a result satisfying organizational needs and facilitating organizational growth as a whole is now considered by many educators and senior personnel as being a legitimate purpose of any staff development program. This purpose itself is more commonly referred to as one of organizational or college development rather than staff development.

Staff development can serve a variety of purposes. Similarly there is a variety of approaches to the management of a staff development program. These approaches are based on whether staff development is conceived as fulfilling goals prescribed by the institution and State authority or those of the individual.

In the first instance, the continuing professional development of individual staff members is seen in relation to the overall educational plan of the institution or system. Appropriate staff development activities are then designed on the basis of what the system or institution believes to be of greatest need for it to maximize its effectiveness. This managerial model has been described as an 'institutional management' model of staff development. Alternatively, staff development activities may be designed to meet the felt needs of the individual staff members. Central to this approach is the notion that staff are 'professionals', and consequently

must be responsible for their own continuing development. This has been referred to as a 'staff autonomy' approach to the management of staff development. Both managerial strategies have potential limitations. The first may limit the professional autonomy of staff whilst the latter may reduce the integrity of the institution as a whole. Attempts have been made to reconcile these difficulties by constructing managerial strategies that are sensitive to both the needs and interests of individual staff members and the overall needs of the institution or system. An important feature of these approaches to the management of staff development is a recognition of the different staff development responsibilities of senior staff and general staff and an expected collaboration between each. This collaboration has two main purposes. The first is to discuss what each sees as the major needs of the staff and the college as an organization. The second is to plan a program that will meet the staff and organizational needs which have been identified. This represents a third approach to the management of staff development which can be described as a collaborative managerial model.

Figure 1 illustrates the collaborative model for the management of staff development. Staff members and senior management assess the needs of the institution and staff. Following discussion of these perceived needs, agreement upon the relative priorities attached to each is reached. Staff then participate in staff development activities pertinent to those areas of
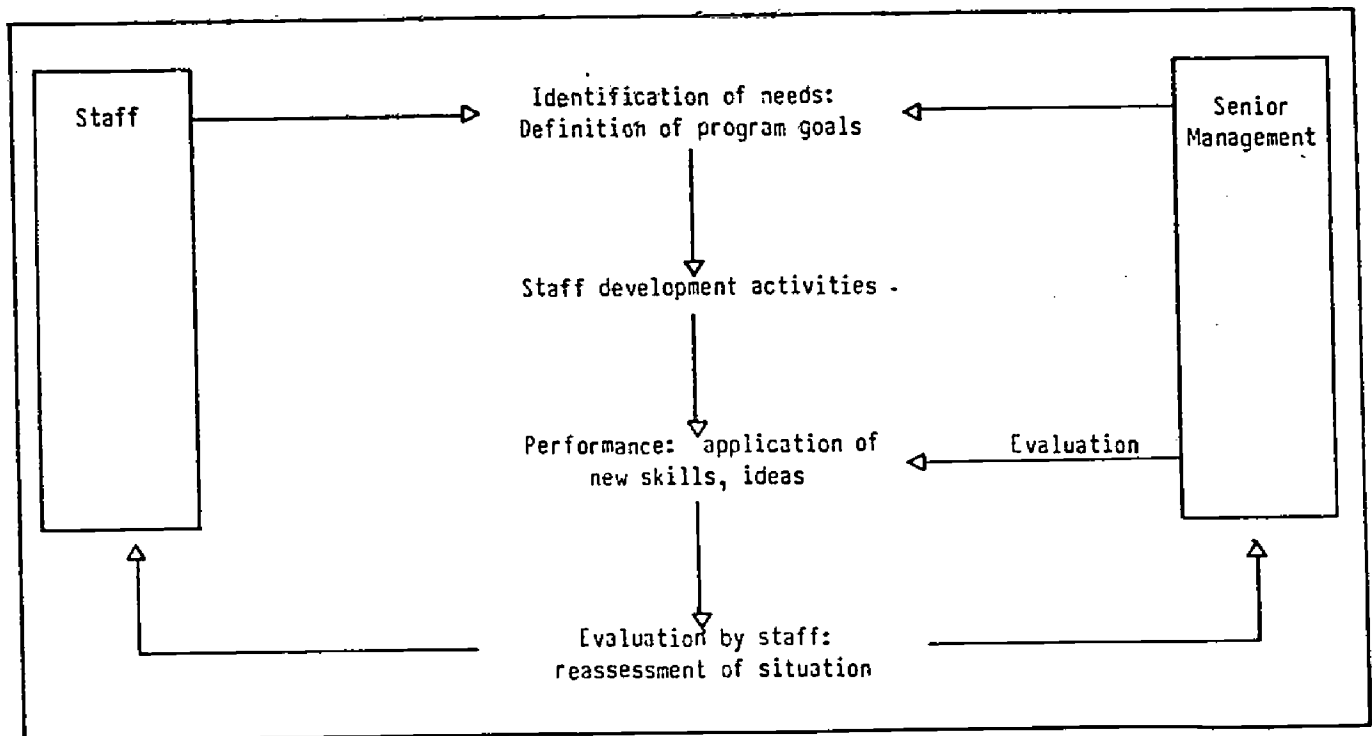
Figure 1   The Collaborative Model of Staff Development

staff development felt most important. While these activities are organized by agencies external to the college, both staff and senior management have the opportunity to influence the types of activities offered. Evaluation of program outcomes is the responsibility of staff participating in the program as well as that of senior management. Judgments made about the effectiveness of the program, or a staff member's attendance at a particular activity, result from joint appraisal rather than from benefits or deficiencies perceived by either participants or senior management. The collaborative approach to the management of staff development seems the most relevant to the present situation in Australian technical and further education, where staff possess considerable autonomy and senior management is formally responsible for the management of the staff development program.

This study indicated that most TAFE colleges in the sample had adopted a management model for staff development that was similar to the staff autonomy model. Responsibility for continuing professional development was considered to be largely that of the individual staff member. While many colleges incorporated some aspects of a collaborative management model, it was rare for colleges to have fully adopted the model. No college demonstrated an institutional management approach to staff development.

A methodology for the evaluation of staff development must be consistent with the approaches to its management which are prevalent in the TAFE system. However an important limitation of the staff autonomy model is that the responsibility for establishing evaluative criteria and implementing evaluation rests solely with the individual staff member. This raises difficulties concerning the evaluation of college and system staff development programs. It was felt that a more appropriate managerial model on which to develop the evaluation methodology was the collaborative model, a model which, while not being fully adopted by colleges, was considered by many staff to provide a sound and alternative basis for the management of staff development.

The strategy adopted for the collection of information relevant to the evaluation of college staff development programs focused upon the staff development responsibilities held by staff. In particular it suggested that information be sought from three categories of staff:

1   general staff, both teaching and non-teaching, who have responsibilities
     for their own continuing development;

2   heads of section who are responsible for their own continuing develop-
     ment and that of colleagues within their section;

3   college program organizers such as staff development committees who
     are responsible for the operation of the overall college staff
     development program.

Evaluation reports were developed which were suitable for the
collection of evaluative data from each of these groups. Wherever appropriate,
parallel items seeking information about particular elements were included
in each evaluation report. This enabled the perceptions of different
categories of staff about various aspects of the staff development program
to be compared, and thereby facilitate communication about the program within
the college. Figure 2 presents an overview of the proposed evaluative strategy.

The Evaluation of Staff Development

What are the various aspects of the staff development program which are
central to its evaluation? After visiting a large number of TAFE institutions
and consulting with staff representing each of the three groups just mentioned,
it became clear that staff were concerned with the following types of issues:

- factors which affect attendance at staff development activities,
- the identification of staff needs and those of the organization,
- the types of activities available, both formal and informal in kind,
- long-term and short-term outcomes of the program.

A strategy for the evaluation of a staff development program needs both to be
congruent with the management of staff development in the college and to
include the consideration of a wide range of issues which staff feel pertinent
to the program. These issues can be described within three general categories:
background factors, processes and outcomes.

Background Factors

Background factors consist of a number of major elements which relate to
system, college and staff characteristics. Policies of staff development,
system and college organizational procedures and the responsibilities of
staff are important considerations in an evaluation since they may influence
staff participation in the program and the introduction of ideas gained
from it to the work situation. In addition staff needs influence attendance
at activities and determine, together with organizational needs, the
relevance of staff development programs.

COLLEGE EVALUATION REPORT

Staff Development Committee's evaluation of:
(i) background factors
(ii) processes
(iii) outcomes
as they relate to the college

HEAD OF SECTION EVALUATION REPORT

Head of Section's evaluation of:
(i) background factors
(ii) processes
(iii) outcomes
as they relate to the section

HEAD OF SECTION EVALUATION REPORT

Head of Section's evaluation of:
(i) background factors
(ii) processes
(iii) outcomes
as they relate to the section

TEACHER EVALUATION REPORT*

Teacher's evaluation of:
(i) background factors
(ii) processes
(iii) outcomes
as they relate to an
individual teacher

TEACHER EVALUATION REPORT

Teacher's evaluation of:
(i) background factors
(ii) processes
(iii) outcomes
as they relate to an
individual teacher

TEACHER EVALUATION REPORT

Teacher's evaluation of:
(i) background factors
(ii) processes
(iii) outcomes
as they relate to an
individual teacher

TEACHER EVALUATION REPORT

Teacher's evaluation of:
(i) background factors
(ii) processes
(iii) outcomes
as they relate to an
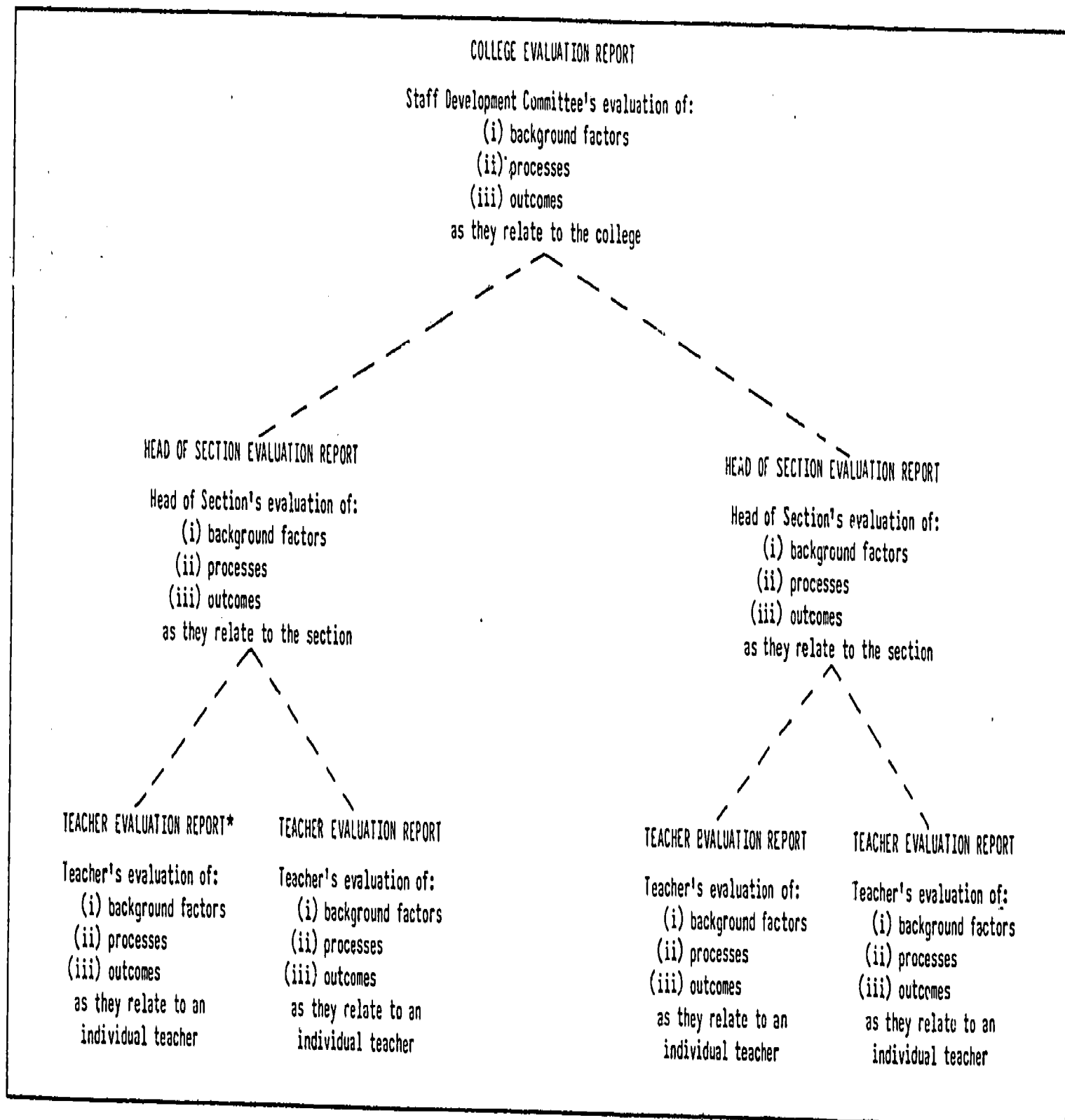individual teacher

Figure 2   College-based Evaluation of Staff Development - An Overview

* An evaluative report for a non-teaching staff member would also be appropriate.

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The Needs of TAFE Staff

The study examined the most important staff development needs of three categories of staff: teachers, senior staff and staff development officers. This was done in the following way. Possible areas of expertise required for each of these groups to be effective in their job were identified: In the case of teachers twelve areas of expertise were proposed as being relevant to the job of teaching. These included knowledge of basic subject matter, skills associated with planning and conducting instruction, skills in counselling students and a knowledge of elementary administrative procedures. Ten areas of expertise were considered relevant to senior staff and twelve to staff development officers. Two questions were of interest:

(a) How important were each of these areas of expertise for teachers, senior staff and staff development officers to be effective in their job?

(b) To what extent did each of these groups of staff require assistance in further developing the areas of expertise listed?

Information from the first question provided a profile of the desirable skills and understandings of the three categories of TAFE staff. The second question was more closely associated with estimating staff development needs. When taken together they suggested the most important areas of concern for a staff development program.

There would appear to be a variety of important staff development needs within the sample of TAFE colleges. Possibly the most important need for full-time teachers is a more up-to-date knowledge of recent developments in their area of specialization. This need was widespread. Four other areas of need among full-time teachers worthy of particular note were skills in curriculum development, understanding the nature of TAFE, counselling skills, and a knowledge of elementary administrative procedures. However it must be emphasized that there were substantial groups of full-time teachers who indicated that the further acquisition of knowledge and skills in basic subject matter and teaching practice was essential. The major areas of need for part-time teachers appeared to be in basic teaching skills associated with the planning and conduct of instruction. Skills in educational leadership, staff, financial and extra-institutional management as well as a greater understanding of the nature of TAFE were the primary concerns of senior staff in the present sample. Finally the major need identified among staff development officers was increased skill in planning and conducting staff development activities.

TAFE Organizational Needs

A set of organizational processes relevant to sections and colleges in TAFE was developed. Seven of the organizational processes related to the functioning of a section and included communication between section staff, specification of section objectives and continuing evaluation of the effectiveness of the section. Nine organizational processes were concerned with the functioning of a college. For example, sensitivity of the college to the concerns of the students, parents and community and the continuing development of college structures in response to changing demands were considered important processes likely to affect the effectiveness of the college.

The trial of the proposed methodology suggested that there were several organizational processes which required further development. In particular the following processes were most frequently mentioned in this regard: the development of new college structures and staff roles, clearer specification of educational objectives, effective communication between colleges and between colleges and the State TAFE authority and the utilization of resources external to the college.

Factors Restricting Attendance at Activities

Three sets of factors may restrict a staff member's participation in the staff development program. These are: system-wide policies, college policies and staff characteristics.

There were three areas of system-wide policy which were considered relevant to staff participation in the program. The first was funding. The extent to which funds were allocated by the State TAFE authority to specialist-staff salaries, used for the development and presentation of courses, or directed to colleges to mount college-initiated programs appeared an important background consideration in a program evaluation. Colleges which received only a small allocation of staff development funds felt that such lack of funding, for travel and registration costs incurred by staff, was a severe limitation upon staff attendance at activities.

Secondly, there are system-wide regulations that affect staff attendance at particular staff development activities. Common examples stated by staff were those regulations which govern participation in industrial leave schemes and attendance at interstate conferences, especially during vacation times.

Thirdly, there are policy decisions that are only indirectly associated with the staff development program but which may affect staff participation. These system-wide characteristics include the present form of initial teacher preparation, the provision of replacement staff to cover absences, the criteria on which the promotion and salary structure within a system is based, the amount of support offered by each Department's staff development unit and the types of centrally-initiated activities provided. Of these the most important appears to be the lack of provision for staff replacement while staff are attending activities, particularly those of longer duration.

Four college background factors were identified as possibly influencing the effectiveness of the program within the college. These were the location of the college, the size and type of the college and college staff development policies. For example, the proximity of colleges to relevant industrial and commercial enterprises was frequently mentioned by staff of both systems. This factor is relevant to the ability of staff to participate in short-term observational visits, as a means of keeping up to date in their specialist fields. Without the opportunity for such a close liaison, staff would be dependent on more formal and necessarily less frequent industrial experience.

The number of staff in a college and particularly the number of staff working in the same area is a necessary consideration in understanding the operation of a staff development program in a college. Sections or departments with a large group of staff are better able to cover their colleagues' absences. During the trial difficulty of staff replacement was the most frequently mentioned factor by both senior staff and full-time teachers. Staff have responsibilities which may restrict their participation in a staff development program. These responsibilities may relate to their work where, for example, teachers may not wish to break the continuity of their teaching program to attend activities. This responsibility may be heightened during those times when students are attending college on 'block-release' from their employer. Alternatively, the unwillingness or inability of staff to participate in the program may result from their domestic/personal life. This would appear to be the case with part-time teachers. The sample of part-time teachers clearly indicated that the most restricting factors for them were personal and domestic responsibilities.

Factors Affecting Application of Skills and Ideas to Classroom Practice

Staff may gain increased knowledge and level of skills after attending staff development activities. Some factors will assist the staff member in applying newly gained ideas and skills in the workplace. Other factors will restrict that application. These factors can be grouped into four main categories: the provision of physical resources, interest and support from colleagues and specialist staff, the relevance of activities to current or future work and finally the administrative practices of the college.

The trial indicated that there were several college characteristics which limited the overall effectiveness of the program. Four factors appeared to restrict the application of skills gained from activities to classroom and workshop practices. Of these the most restrictive was an insufficient amount of time to carefully plan for curriculum changes. The remaining three factors frequently mentioned as restricting the introduction of new ideas were insufficient college resources, inflexibility of timetabling arrangements and general staff indifference to curriculum change. There appeared to be few sources of assistance available to staff which might facilitate the application of ideas into the classroom and workshop. In general staff depended upon the support of their teaching colleagues rather than other possible agencies.

The Background Factors - A Summary

Figure 3 summarizes the set of background factors that were proposed for the evaluation of a staff development program. There were five major categories of these factors of which three relate to the college, viz college influence upon both staff participation in the program and the introduction of new ideas gained from activities and, finally, college organizational processes which may themselves be the focus of further development. The remaining two categories of background factors concern the TAFE system and staff within the colleges.

Background factors contribute to the operation of the staff development program in several ways. Firstly, staff and organizational needs determine the relevance of existing programs and influence the growth of future programs. College and system-wide policies of staff development as well as staff responsibilities influence staff participation in the program. Finally, staff, college and system characteristics affect the introduction of ideas and skills gained from attendance at activities into the classroom and workshop situations.

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| System characteristics      | Policies of staff development                     |
|                             |   including  funding arrangements                 |
|                             |              attendance regulations               |
|                             |                                                   |
|                             | General systemwide factors                        |
|                             |   including  initial teacher preparation          |
|                             |              relieving staff                      |
|                             |                                                   |
| College characteristics I   | Location                                          |
|                             | Size and type                                     |
|                             | Policies of staff development                     |
|                             |                                                   |
| College characteristics II  | Provision of physical resources                   |
|                             | Collegial interest and support                    |
|                             | Relevance to college curricula                    |
|                             | General administrative practices                  |
|                             |                                                   |
| College characteristics III | College/section needs                             |
|                             |   including  perception of problems               |
|                             |              resource utilization                 |
|                             |              organizational responsiveness        |
|                             |              evaluation of goals                  |
|                             |                                                   |
| Staff characteristics       | Needs of teaching staff                           |
|                             | Needs of support staff                            |
|                             | Needs of senior management                        |
|                             | Work-related responsibilities                     |
|                             | Domestic/personal responsibilities                |
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Figure 3   Background Factors of the Staff Development Program

The Processes of the Staff Development Program

There are four groups of processes relevant to a staff development program.
Two are directed towards policy formulation at the college and system levels.
Another set of processes concern the individual staff development activities
which constitute the staff development program for a particular State
technical and further education system.   Finally, there is the overall
program which results from the integration of its constituent activities
and which itself is a process variable.   The first two may be referred to
as policy formulating processes and the latter two as staff development
processes.

1   Policy Formulating Processes

In the study considerable attention was given to policy formulating processes
at the system and college levels.   An OECD report suggested there are

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potentially seven managerial tasks or processes which may lead to policy form-
ulation in each of seven areas relevant to staff development. These policies
relate to system and college background characteristics and the managerial
tasks are the processes by which these policies are generated. The seven
managerial tasks are as follows, although some may not be directly relevant to
the college situation:

- The formulation of aims
- The provision of financial, co-ordinating and decision-making resources
  and arrangements
- The specification of broad program content
- The formulation of an accreditation policy
- The evaluation of progress and outcomes of policy
- The dissemination of findings throughout the system
- The promotion of ongoing research into system needs

These therefore constitute the first two groups of processes that may
operate in a staff development program. They may apply at either the college
or system level. Even at the system level they may refer to the State
Technical and Further Education Department or the Federal Technical and
Further Education Council.

During the trial the management of staff development at both the State
authority and the college level was examined. There was evidence that
system-wide management of staff development in Australian technical and
further education involved each of the seven managerial tasks listed, except
for the formulation of an accreditation policy based upon program participation.
By contrast, in the management of college staff development programs there
was little provision for systematic attention to be given to these managerial
tasks.

2 Staff Development Processes

The strategies for staff development are extremely wide-ranging. Some of
these strategies are formal, e.g. seminars, short courses, induction
courses; others are less formal, e.g. consultancy with specialist staff
Throughout the study the staff development program was meant to include all
planned activities directed towards improving current job performance,
preparation for specific progression within the system and the provision
of an extensive base of knowledge to assist in adjustment to changing
circumstances.

Four characteristics of staff development activities appeared particularly
important:

(a) <u>The major purpose of the activity</u>:

Technical or Specialist Area (content specific to current work or to future work).

Teaching Practices (emphasis on knowledge of specific teaching methods, use of audio-visual equipment, etc.).

Curriculum Development and Evaluation (the developing and evaluating of new courses, materials or methods).

Management and Organization (management theory and practice, TAFE systems, finance, team skills, forward planning).

School and College Development (clarification of goals of schools and ways of achieving them, etc.).

Sundry (including first aid and safety procedures, teacher's personal development).

(b) <u>Principal organizer of activity</u>:

College, including individual staff member

State TAFE authority

Industry

Educational Institution

Professional Association

(c) <u>Type of strategy</u>:

Films and printed materials

Lectures, short courses, long courses

Meetings, seminars, conferences

Workshops

College and industrial visits

Consultancy

College or section development

(d) <u>Participants in the activity</u>:

Specialist area (metalwork, catering, clerical, administration etc.)

Classification (assistant teacher, senior teacher, principal, registrar etc.)

Staff who participated in the trial generally attended staff development activities of short-duration, such as seminars, which were close to the college where they taught and which were directed towards improving skills and knowledge in their area of specialization. Fewer of them attended activities concerned with teaching practice. The emphasis placed upon improving specialist skills and knowledge corresponded to the major staff development need identified during the trial - an increased knowledge of modern developments in industry and commerce.

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Policy Formulating Processes	the formulation of aims
	the provision of financial, co-ordinating and
- at the System level	decision making resources and arrangements
- at the College level	the specification of broad program content
	the formulation of an accreditation policy*
	the evaluation of progress and outcomes of policy
	the dissemination of findings throughout the
	system
	the promotion of ongoing research into system needs*
Staff Development Processes	Films and printed materials
	Lectures, short-, long-courses
	Meetings, seminars, conferences
	Workshops
	College, industrial visits
	Consultancy
	College (organizational) development
	Overall staff development program

* not applicable at the college level

Figure 4   The Processes of a Staff Development Program

The key processes of a staff development program have been summarized in Figure 4.

Outcomes of the Staff Development Program

Some outcomes of a staff development program may be evident at the conclusion of an activity, while others may not become evident until some time later. It seemed appropriate to consider three types of outcomes which may accrue from a staff development activity: immediate, intermediate and long-term. Immediate outcomes comprise those which have developed by the end of the activity, intermediate outcomes appear up to a year later, and long-term outcomes after more than a year has elapsed. In addition some outcomes will be of benefit to the individual staff member, others to the college as an institution and some benefit the system as a whole.

Teachers, ancillary staff, college senior management and State TAFE authority personnel will probably value many of these outcomes quite differently. What is extremely important for one staff member may not be for another. Therefore it is important not only to obtain estimates of the

effectiveness of a program (or activity) in relation to the outcomes, but also important to examine the priorities attached to each. A further consideration in judging the effectiveness of a staff development program is the reliability of the estimates provided. In summary an analysis of the outcomes of a college staff development program must consider:

- The estimates of effects on possible outcomes
- The reliability of those estimates
- The priorities attached to possible outcomes

In the study three sets of possible outcomes were identified which were specific to the individual staff member, college or system. The first set comprised eight outcomes which were directly associated with the individual. Typical of these outcomes were increased job performance and increased adaptability to change. The second set, while being related to the first, focussed upon the college as an organization and comprised 11 possible outcomes. This set included two broad categories of potential benefits to the college. The first related to the overall organization of the college, was quite general in nature and focussed upon particular organizational processes that are pertinent to an effective TAFE institution. An example of this category of outcomes was an increased ability to predict future needs of industry and commerce. The second major group of college benefits were more specific and referred to particular functions within the college. The following outcomes appeared to fit this category:

(a) The widespread introduction of modern teaching practices throughout the college;
(b) The effective utilization of library and audio-visual resources in the college.

The third set of possible outcomes was more system-oriented and generally long-term in nature, appearing possibly five years later and resulting from a number of activities or the entire program, rather than any specific activity. The balanced development of the TAFE system within a State or across Australia would be one such benefit; increased credibility of the TAFE system as a component of the post-secondary system is another.

Participation in the program produced a number of outcomes. The general opinion of teachers, senior staff and college program organizers in the sample was that the program made staff more aware of the future needs of industry and commerce. This might be expected, in the longer term, to lead to a greater ability of TAFE colleges to anticipate the needs of

Possible benefits for the individual staff member

1 An increased confidence in dealing with both students and teachers.

2 A recognition by colleagues in other colleges of a staff member's contribution to technical and further education.

3 An understanding of the current nature of employment in industry and commerce.

4 An improvement in individual performance in those areas which are part of normal work, e.g. teaching, typing.

5 Better utilization of leisure-time activities as a result of a richer development of skills and knowledge not directly related to current work.

6 The provision of a firm foundation of relevant knowledge concerning career opportunities on which to base future decisions.

7 Preparation for the responsibilities of future positions in the organization a staff member might assume on promotion.

8 Increased adaptability of the staff member to an organization found in a society undergoing rapid technological change.

Possible benefits to the college as an institution

1 A fostering of professional contact between teaching and non-teaching staff.

2 The development of a co-operative approach, involving all levels of the staff, in reaching the goals of the college.

3 A stronger commitment by all staff, both teaching and non-teaching, to the educational goals of the college.

4 The development of a work environment where staff are satisfied with their job.

5 A more accurate prediction of possible future needs of the community which the college serves.

6 An increased understanding by all staff of the total work of the college.

7 A wider introduction of modern teaching techniques across the college.

8 The development of new college curricula in response to modern business and industrial practices.

9 More effective utilization of library and audio visual resources in the college by both staff and students.

10 An increased efficiency of both secretarial and office services.

11 More effective use of vocational and personal counselling services offered by the college.

Possible benefits to the TAFE system

1 Clearer perception by TAFE authorities of the concerns and views about policy held by staff members.

2 Provision of a research basis for the development of policy by TAFE authorities (e.g. through reports of interstate and overseas trips).

3 Fostering the exchange of information about courses between TAFE colleges throughout Australia and thereby facilitating the balanced development of the TAFE system.

4 Improved consultative contribution of TAFE staff to outside organizations, e.g. business and government bodies.

5 Raising the credibility of TAFE as a component of post secondary education.

6 Improving the contribution of TAFE authorities to courses of teacher preparation.

Figure 5   A Selection of Possible Outcomes (both long-term and short-term) of a Staff Development Program

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the community which they serve. There were a number of other outcomes which were frequently mentioned. These included improved teaching performance, increased job satisfaction, increased confidence of staff when dealing with students and changes to course content. However quite substantial differences in the perceptions of teachers, heads of section and college program organizers concerning program effectiveness suggested that greater discussion between each of these groups is important.

It was also important to consider those high priority outcomes upon which the staff development program appeared to have little impact. Possibly the most important outcome in this category was 'increased adaptability of staff members'. During the preliminary phase of the study many senior staff were concerned that teachers lacked the adaptability in skills and attitude to cope with changing demands placed upon TAFE colleges. There was only slight evidence produced during either the preliminary phase or the trial to indicate that the staff development program was having a substantial effect upon increasing the adaptability of staff to changing circumstances. It is important to note that this outcome is a longer-term outcome and would probably become apparent after a considerable period of time. An assessment of program effectiveness at one point of time may not be sufficiently sensitive.

In Conclusion

The major purpose of the study was to produce a methodology suitable for the evaluation of staff development in Australian technical and further education. The resultant methodology was college-based, focussed upon the college staff development program and considered the staff development responsibilities of general staff, senior staff and college program organizers. A collaborative model for the management of staff development is consistent with this approach.

An important feature of the evaluation methodology was its breadth. Whenever appropriate, information was sought from two or more categories of staff which provided different perspectives on the various issues pertinent to the evaluation of staff development. These issues related to background factors, processes and outcomes. A questionnaire approach was used for the gathering of relevant information with, where appropriate, parallel forms of questions for each of the three categories of staff. This enabled the views of general staff, heads of section and college program

organizers to be brought together and discussed.

Modifications were made to the methods and measures such that the methodology would be suitable for evaluating specific staff development activities. These activities included centrally-initiated seminars and workshops, interstate conferences, overseas study programs, industrial leave and organizational development activities.

There were important differences between TAFE systems and colleges which became apparent during the course of the study. These differences were dependent upon the management of the staff development program at either the system or college levels and both staff and college characteristics. Any evaluation of staff development in Australian technical and further education must remain sensitive to these differences.

SUGGESTED FURTHER READINGS

The first report for the study describes in detail the development of the methodology for the evaluation of staff development in TAFE. This report is:

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