



2025 Year in Review

VET DEVELOPMENT
CENTRE LIMITED



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The VET Development Centre acknowledges the Wurundjeri people as the Traditional Owners on whose Country our office is based. We recognise and respect the cultural heritage of Aboriginal and Torres Strait Islander peoples and pay our respect to their Elders past, present and emerging.

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Overview of the Day



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About VDC

What we do

The VET Development Centre (VDC) was established in 2005 by the Victorian Government to promote the development and raise the professional standing of people working in the Vocational Education and Training (VET) Sector. The organisation celebrated its twentieth anniversary in 2025.

The VDC provides continuous professional learning to all teaching and non-teaching staff in the VET Sector across Australia. This is achieved through the design and delivery of an extensive range of webinars, workshops and thought leader events, self-paced learning, as well as Victorian Government funded continuing professional learning activities to the Victorian VET workforce. The Victorian Skills Authority (VSA) was established in 2021 and oversees VDC in promoting professional development for training practitioners in these programs.

VDC provides learning in the form of online, in-person and hybrid workshops, webinars, self-paced modules, free thought leadership seminars and an annual national conference.

Since its inception in 2005, the VDC has evolved to become one of Australia's leading providers of professional learning for VET educators, trainers, lecturers and other VET professionals. Our training programs have been independently evaluated by the Australian Council for Educational Research. All program content is mapped against the VET Practitioner Capability Framework (IBSA 2013) for educators at all stages of their careers. There is no membership fee to utilise the VDC's services, however, there can be a small fee for enrolment in individual training events.

Since 2012 the VDC has provided 4,900+ programs and events to over 119,000 attendees.

Governance

The VDC is a public company limited by guarantee, with the Victorian Minister for Skills and TAFE as the sole member. The VDC is governed by an experienced Board of Directors appointed for their specialist expertise in VET, workforce development and corporate governance.

Our Vision

The VDC is the Centre of Excellence for Continuing Professional Learning to the VET Workforce.

Our vision is to become the leading organisation for all VET professional learning programs for Government and training providers. With best practice training facilities and online platforms in place to expand our in-person and online reach, plus a continuously revitalised program focused on building quality through practice excellence and innovation, we are confident in our contribution to building the capability of the VET workforce.

Our Values

// **Ethics and Integrity, Respect and Collaboration** through our strongly collaborative approach and trusted relationships.

// **Passion, Innovation and a Customer focus** through our relentless efforts to understand the specific needs of providers and to be a partner in their success.

// **Life-long learning and Quality** by continuously seeking out best practice methodologies and engaging more and more in strategic collaborations with providers and agencies to build the knowledge base that can then be shared across the sector.

Our 2025 Goals and Success Indicators

To achieve the vision of a centre of excellence guided by our values, as part of the VDC three year strategic plan we identified the following goals and success indicators for 2025 -2027:

What We Do

We develop and raise the professional standing of people working in the VET sector through our commitment to quality professional development and life-long learning.

Our Goals

Leading VDC	Enabling VDC	Customer-focused VDC	Thriving VDC
Recognised leader of continuing professional learning & thought leadership for the VET sector workforce.	Enable the implementation of Victorian Government quality priorities for VET.	Enable VET providers & VET professionals to equip & inspire the delivery of quality learning outcomes.	Drive growth through exploration of new business opportunities.

Our Success Indicators

Leading VDC	Enabling VDC	Customer-focused VDC	Thriving VDC
Major provider of professional learning & thought leadership for VET teachers, administrative & specialist staff. Raising the status of and recognition of VET practitioner career development. Evidenced by: // Positive participant and client engagement // Broader range of programs to a wider audience // Research based policy advice & activities	Programs, activities and advice to support and strengthen the Victorian Skills Authority initiatives. Evidenced by: // Positive Ministerial, Victorian Skills Authority and Departmental feedback // Positive participant surveys, client feedback and independent evaluations.	Innovative, flexible and responsive professional learning programs and activities. Establish active professional networks for VET practitioners and other staff. Continued high satisfaction ratings from participants and clients.	Demonstrated workplace culture best practices. Diversified funding across Victorian Government and fee for service revenue sources. Strong brand recognition that is highly regarded throughout the VET sector. Investment in best practice organisational enablers.*

* ORGANISATIONAL ENABLERS are the skills and knowledge, the tools and resources, and the culture of the organisation that will enable it to achieve strategy.

Annual Priorities

To reach these goals, we develop an annual set of priorities which, for the 2025 calendar year, were as follows:

Our 2025 Priorities

Leading VDC	Enabling VDC	Customer-focused VDC	Thriving VDC
➤ Provide quality professional learning programs to reflect workforce development needs. ➤ Diversify professional learning offering across introductory, intermediate and advanced levels of content. ➤ Expand self-paced learning modules and online blended learning. ➤ Consolidate Victorian, national and international strategic collaborations. ➤ Seek research partnerships and collaborations in Skills and TAFE workforce development.	➤ Seek reinstatement of independent evaluation for government funded programs. ➤ Address appropriate workforce development initiatives for Skills and TAFE outlined in the Victorian Skills Plan and National Skills Agreement. ➤ Achieve agreed outcomes of the Common Funding Agreement to the Victorian Skills Authority's satisfaction. ➤ Provide robust advice to Government on VET workforce development.	➤ Support best practice facilitation. ➤ Explore regional delivery for Victorian Government funded programs. ➤ Explore Victorian, national, international program delivery. ➤ Introduce best practice Generative AI teaching practices. ➤ Increase profile and offering of the VDC VET alumni.	➤ Seek sustainable level of core funding from Victorian Government for next Common Funding Agreement. ➤ Maintain corporate governance & fiscal responsibility for the entity. ➤ Introduce best practice Generative AI workplace practices. ➤ Consolidate strong Victorian market presence whilst maintaining national and international program reach. ➤ Diversify revenue streams through investment, as well as the promotion of VDC facilities room hire, learning management system VDC-Learn programs, customised training offerings.

Organisational Structure

VDC is governed by a Board of Directors appointed for their specialist skills and expertise in Vocational Education and Training, professional development and organisational governance.

VDC staff are supported by specialist consultants and teaching professionals for specific activities as required.



Chair's Message



It is with pleasure that I present the VET Development Centre (VDC) 2025 Annual Report.

This year marked a significant milestone—twenty years of the VDC supporting and strengthening the capability of the VET workforce. Throughout 2025, the Board and the organisation remained steadfast in advancing our vision to be recognised as a centre of excellence for continuing professional learning. The activity and engagement showcased in this report demonstrate that this vision is not aspirational—it is being realised.

Engagement across in-person, online and self-paced learning continued at exceptional levels. More than 350 events were delivered to over 11,000 participants, supported by an outstanding 95% satisfaction rating. This level of participation reflects the VDC's ability to anticipate and respond to the evolving needs of VET educators in Victoria, across Australia and internationally.

Our thought leadership symposiums were standout moments in the year. They explored the opportunities and challenges presented by generative AI and the emerging potential of vocational degrees. I was pleased to contribute to these discussions and to engage directly with participants who are shaping the future of vocational education.

The VDC's international footprint also continued to grow. New partnerships in Vietnam included delivering an Australia Awards Fellowship program on behalf of the Department of Foreign Affairs and Trade, as well as completing a digital readiness initiative. These programs highlight the VDC's expanding role in supporting global capability development.

We remain grateful for the ongoing support of the Hon. Gayle Tierney MP, Minister for Skills and TAFE, whose commitment to government-funded programs under the Victorian Skills Plan has enabled the VDC to deliver targeted professional learning for TAFE, Learn Local and Skills First providers. Our collaboration with the Victorian Skills Authority, Skills and TAFE, DJSIR and the ACFE Board continues to strengthen the capability of the teaching workforce across the state.

The strength of the VDC lies in the cohesion and dedication of its people. I acknowledge CEO Martin Powell for his innovative and energetic leadership, and thank the Directors, Board Secretary and the entire VDC team for their commitment during another year of significant change and opportunity for the VET sector.

A handwritten signature in black ink, appearing to read 'C. Robertson', with a long, sweeping horizontal line extending to the right.

Christine Robertson
Chairperson

CEO Message



Throughout 2025 VDC embraced innovation and explored new opportunities to provide professional learning themes for the teaching workforce, with a new focus on Generative Artificial Intelligence, teacher and student wellbeing and sustainability.

The momentum of the diversity and range of programs continued 160,000 engagements in the VDC-Learn platform (learning management system) achieved for self-paced learning, and over 11,000 registering for professional learning in Victoria and across Australia. VDC delivered and supported over 350 sessions. Victorian Skills Authority (VSA) funded Workforce Development Grants, the launch of the VDC's own teaching fellowship and new thought leadership symposiums provided further variety for training providers to explore.

Many partnerships thrived in 2025 where VDC supported in-kind participants through professional learning and hosting services, exemplified by the Illuminate Forum collaboration between the VDC, ISS Institute and the VSA.

I had the privilege of attending the JVET Conference in Oxford England and further engagement with the Education and Training Foundation UK, WorldSkills UK and the University of Greenwich, London with whom the VDC has secured a memorandum of understanding for further collaboration. VDC also successfully delivered regional workshops at Bendigo TAFE for a VSA funded professional learning program.

The VET National Teaching & Learning Conference was held at the Melbourne Convention & Exhibition Centre for the third consecutive year focusing on the journey from competence to excellence, consolidating the venue and event as a significant professional learning experience on the Australian VET calendar, with record attendance and enthusiasm and engagement to match. VDC also continued its sponsorship and contribution to judging the Teacher / Trainer of the Year Award at the Victorian Training Awards.

For the third consecutive year the organisation provided training internationally, delivering two programs in Vietnam and hosting participants in Australia.

I had the pleasure of participating in the celebration of the contribution and achievements of educators, teachers and trainers in the VET sector on several occasions, including as master of ceremonies for the annual free online seminar on World Teachers' Day.

I would like to thank and congratulate the VDC team for their dedication and focus during 2025 and the VDC Board Directors for their ongoing commitment, guidance and oversight.

Martin Powell
Chief Executive Officer

2025 Year in Review

2025 Highlights

95%

average satisfaction rating for attendees surveyed at VDC programs

11,500+

registrations for all VDC programs, events and services

164,000

engagements through VDC-Learn (self-paced learning)

350

events hosted by VDC

2,100+

registrations for in-kind events and services for the VET Sector

3,100

TAFE participants in Victorian Government and VDC PD sessions

400+

attendance at the VET National Teaching & Learning Conference

2x

International Professional Learning Programs delivered for Vietnam

The VDC Teaching Fellowship for Vocational Education & Training



Professional Learning

The VDC provides continuous professional learning (non-accredited training) for the VET workforce through an extensive range of online and in-person webinars, half and full day workshops, self-paced learning and special events such as thought leader seminars, conferences and other functions.

To describe the level of content being presented in training, the VDC utilises Professional Learning Categories for its webinars and workshops as well as elements of the Victorian Government funded professional development programs. VDC professional learning is aligned to the VET Practitioner Capability Framework (IBSA 2013).

The framework defines the broad capabilities required for a range of job roles in the VET sector. It provides a common language for the knowledge, skills, behaviours and attitudes that practitioners will display if they are performing well in their roles. The final framework consists of: (1) three levels that reflect the expertise and responsibility required of VET practitioners; (2) four domains describing the specialist skills required of VET practitioners; and (3) six skill areas that address more generic work skills required for VET practitioner job roles.

The level descriptions are described as:

▲ Introductory (New to the topic)

Professional Learning aimed at practitioners that have a broad theoretical knowledge and practical experience of training and assessment. They operate independently and seek guidance when necessary.

● Intermediate (Build on your existing Knowledge)

Professional Learning aimed at practitioners that have specialised theoretical knowledge and practical experience of training and assessment. They employ a wide range of teaching and assessment methods and provide guidance and support to practitioners.

■ Advanced

Professional Learning aimed at practitioners that have in-depth knowledge and established skills to shape a team's training and assessment practice. They inspire others, lead change processes and provide specialist advice and support.

All training is aligned to the level descriptions and four domains being Teaching, Assessments, Systems and Compliance, and Industry & Community Collaboration domains and related capabilities as prescribed in the Framework.

"This was a fantastic opportunity to learn about not only culture and collaboration, but also new methods to apply to teaching and workplace communication."

2025 PARTICIPANT

"Everyone learns differently, at their own pace and with consideration of needs. This session was great at underpinning and reinforcing teaching practice."

KEY TAKEAWAY - 2025 PARTICIPANT

VET Practitioner Capability Framework (IBSA 2013)



In 2025, the VDC recieved over 11,500 registrations for 350 events. This level of initial interest and engagement in VDC professional learning sessions and related events services reflects the consolidation of the organisation's position as a leading provider of professional learning services and facilities.

The acceptance of the VDC Learning Management System VDC-Learn for self-paced learning as another form of interaction with professional learning was reflected by the achievement of over 161,000 engagements for the webinar recordings and self-paced learning modules (eLearns).

The VDC Professional Learning program attracted over 4,700 registrants to the sessions, being a mix of fee for service and free thought leader events, with a third of registrants attracted from outside Victoria.

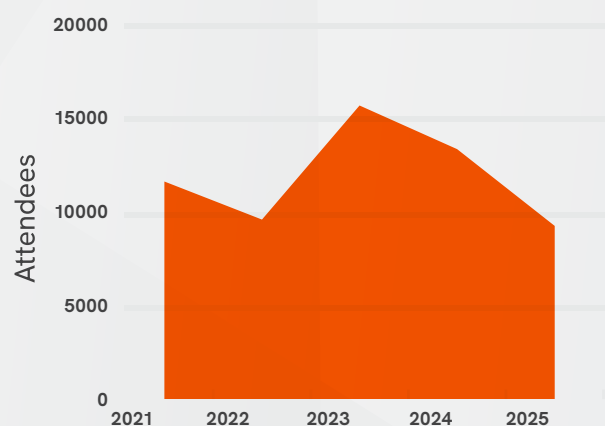
It was exciting to witness the in-person activity at the VDC training facilities with over 2000 participants attending professional learning and other events at VDC compared to 1,800 during 2024. In addition, VDC was able to support in-kind sessions and events for a range of VET sector and related institutions providing access to over 2,100 registrants to in-person, hybrid and virtual events.

Over 9,000 participants attended sessions at the time of delivery, with further self-paced participation achieved through webinar recordings and VDC-Learn interactions. The reduction in participants is consistent with the reduced level of events held in 2025, with the **average attendance remaining at 32 participants in 2024 and 2025.**

The activity represented in the graph below depicts attendance at all professional learning programs delivered including:

- > VDC Professional Learning Programs
- > Victorian government funded professional learning programs
- > Professional Learning Solutions (customised training)
- > International Programs
- > In-kind webinar and venue hosting services
- > Major VDC events
- > Room hire

Attendees at VDC activities 2021 to 2025



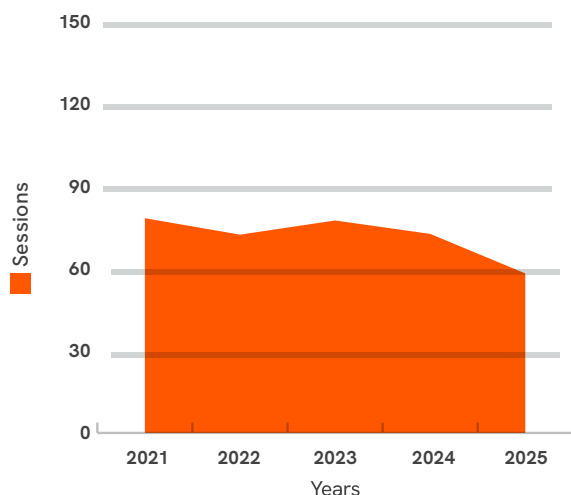




VDC Professional Learning Program

The VDC Professional Learning Program comprises of sessions that attendees pay a fee to participate and is open to anyone. There is no membership fee required to access this (or any other VDC) program and fees are equal to or lower than those offered by comparable member based professional learning organisations. The program also includes free thought leader seminars and the VDC's annual World Teachers' Day event. In-person, virtual and hybrid workshops, national webinars, seminars and the in-person conference to the sector were offered around the following key themes:

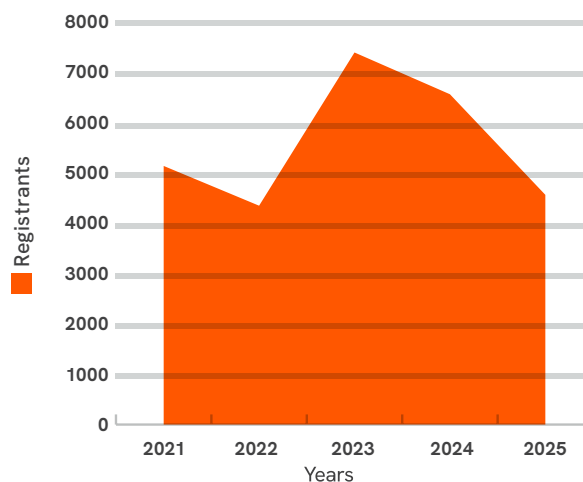
- Teaching & Learning Strategies
- Quality, Compliance & Auditing
- Assessment Essentials
- Mapping & Validation
- Industry Engagement
- Generative AI
- Sustainability
- Wellbeing
- Inclusiveness
- Cultural Awareness
- Leadership & Management



The Program achieved a total of 4,719 registrations from 60 virtual and in-person sessions. This compares to 6,711 registrations from 73 sessions in 2024.

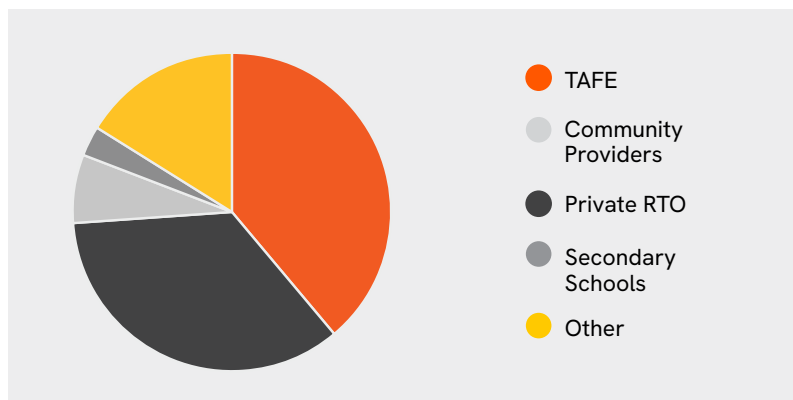
The average registrations per session was maintained at 78 for 2025 compared to 91 in 2024. This can be explained by fewer free national Thought Leadership Series events. However, the free national **VDC Thought Leadership Series** continued to achieve the outstanding engagement, including reach outside of Victoria. The national online sessions have provided a broad range of educators and stakeholders across Victoria and Australia with a quality professional learning experience. VDC experienced a significant increase in registrations from outside Victoria for the fee for service component of this program, with over 1,500 registrations generated.

The largest single session for the year was a free Thought Leaders session held in June "Thought Leadership: Making Learning Stick: Strategies for Engaging & Effective Training" which attracted close to 1,000 registrants. To celebrate the contribution and achievements of educators, teachers and trainers in the VET sector, VDC presented its annual free **World Teachers' Day online seminar** with the theme "Building Sustainability into Training & Operations". The session attracted close to 700 registrations.



Since 2016, TAFE attendees have consistently maintained a one third share of attendees in the VDC Professional Learning Program. In 2025 this increased with TAFE employees representing 39% of registrations, while private provider organisations consisted of 35% of attendees and other VET related professionals from industry, government or unknown made up 16%. Community Providers remained consistent at 7% of registrants. Specific Learn Local programs and other government funded training initiatives, which are discussed further in this report, demonstrate further participation by TAFE and Learn Local providers (Community Providers) in these settings.

ORGANISATION	2021	2022	2023	2024	2025
TAFE	2,005	1,489	2,505	2,164	1,832
Private RTOs / Other*	2,571	2,244	2,683/1,520	2,678 / 1,214	1643 / 762
Community Providers	476	454	580	475	334
Secondary School	87	200	65	180	148
TOTALS	5,139	4,387	7,353	6,711	4,719



*Other consists of Industry, University, Government, and unknown

**"One of the best
and most relevant
sessions to my
work that I have
attended with VDC."**

2025 PARTICIPANT

VDC-Learn



VDC-Learn provides on-demand professional learning for the vocational education and training (VET) workforce through two flexible formats: self-paced eLearns and enhanced webinar recordings. This dual approach enables participants to select learning options that best suit their preferences and learning styles. eLearns allow participants to engage with content at their own pace and complete quizzes to consolidate understanding, while webinar recordings offer an accessible option for those who prefer to listen to and view expert presentations.

Launched in March 2023, VDC-Learn is a contemporary and innovative addition to VDC's professional learning offerings. Built on a Moodle-based Learning Management System and fully integrated with the VDC website and registration system, the platform hosts 29 self-paced eLearns and 52 enhanced webinar recordings. During the year, the free deafConnectEd eLearn attracted 180 registrations, VSA-funded eLearns recorded 302 registrations, and ACFE-funded webinars attracted 168 registrations. Funded eLearns and webinar recordings accounted for a total of 650 registrations, while 739 fee-for-service registrations were recorded, resulting in close to 1,400 registrations overall for 2025, compared with 2,000 for 2024, and 1,450 in 2023. Certificates of completion are issued for all completed self-paced learning modules.

VDC-Learn attracted over 164,000 engagements for 52 webinar recordings and 29 eLearns. This includes engagements from commercial sales along with interaction from the government funded program and free support for deafConnectEd.

Australian VET Sustainability Fellowship for Vocational Education & Training



Lisa Piller (left), Katrina Jojkity (ISSI) & Sandra Ball (VDC)

Working in partnership with the International Specialised Skills Institute (ISS Institute), the VDC established the Australian VET Sustainability Fellowship for Vocational Education & Training in 2023. The Fellowship program focuses on developing opportunities for the VET sector to support sustainable practices and innovation to generate long term social and environmental benefits. A \$15,000 travel fellowship provides the opportunity to travel abroad to research new skills and best practice in areas such as clean and alternative energy, upcycling, recycling, innovative technologies and sustainable processes and procedures, and then disseminate the findings to the Australian VET sector upon return.

As the 2024 Australian VET Sustainability Fellow, Lisa Piller undertook a five week international study tour during 2025 visiting South and Southeast Asia, the EU and the UK to examine leading circular textile ecosystems and their relevance to Australia. Her Fellowship Report, *Circular by Design: Global stories for a regenerative textile future*, draws on global case studies to identify four enablers of a regenerative textile system: circular design and transparency, keeping clothing in use for longer, workforce capability and skills development, and place-based collaboration between industry, education and community. The report presents practical recommendations to support Australia's transition to a circular textile

economy, including strengthening eco-design and labelling standards, investing in local repair and recycling infrastructure, embedding circular skills in vocational education, and supporting small and micro-enterprises—underpinned by a call to “scale out, not scale up” through locally grounded, community led solutions.

VDC VET Alumni

Based on an Australian Council for Educational Research independent evaluation recommendation from 2022, to maximise impact on professional practice through facilitated opportunities for reflection and sharing of best practice, the VDC established an Alumni called the VDC VET Practitioners Network. It consists of the VDC Teaching Fellowship participants, VSA Workforce Development Grant recipients and Vietnamese and Bhutanese program participants. There is no fee associated with this membership and VDC envisages that the Alumni will remain a valued participant in VDC VET Professional Learning programs throughout their career. In addition, by joining the VDC VET Alumni, it will provide a unique opportunity to continue to network with peers at exclusive events as well as receive invitations to VDC professional learning. The Alumni also provides mentoring opportunities for new fellows and grant recipients.

International Programs — Vietnam

2025 saw two further international delivery opportunities for VDC, following the two successful international programs in Vietnam through the Australia Awards Programs in 2023 and 2024 on behalf of the Australian Department of Foreign Affairs and Trade (DFAT).

Australia Awards Fellowship - Embedding Social Inclusion in Vocational Colleges in Vietnam

VDC successfully tendered to fund 15 fellowships in this DFAT Australia Awards program, which was initiated during the October visit to Vietnam in 2023.

A partnership with a Vietnamese based organisation was a criterion for being awarded the program, which the Vietnamese Department of Vocational and Continuing Education and Training DVCET formally agreed to. The VDC led Social Inclusion Fellowship Program targeted personnel in senior management roles at Vocational Education Colleges in Vietnam and DVCET and provided the following professional learning opportunities for fellows in Australia:



- Inclusive leadership.
- The Gender Equity strategy and action plans used in vocational colleges in Australia.
- Disability Action plans used in VET.
- Creating a culture of social inclusion in education and training.
- The role VET has in Social Inclusion.

The participants completed the program in Melbourne from 10 November until 29 November and included site visits to RMIT and William Angliss Institute Melbourne CBD, The Gordon Geelong, Box Hill TAFE, Victoria University Footscray, Bendigo TAFE and Pop Education, Wonthaggi and Phillip Island.

The fellows were supported by DVCET and VDC with a symposium in Vietnam to showcase their learning. DVCET will further disseminate the learnings of the fellows through fellow-led communities of practice, networks and resources presented online for the participation and benefit of the broader DVCET and VET College workforces.

The outcomes of the program for DVCET and participants were a broader understanding of the need for the VET Sector to ensure its workforce and student population operate in a best practice socially inclusive environment. This is a key priority in the current DVCET strategic plan, and this fellowship will present opportunities for Vietnamese management and colleges to consider opportunities to strengthen its approach to social inclusion matters.

Australia Awards Short Course in Strengthening Digital Readiness in Vocational Education and Training

The 2-week program was delivered in Vietnam and supported with online learning, webinars and coaching sessions. Participants presented their action learning projects at a symposium at the end of the program. The activity aimed to help participants:

- Upskill VET practitioners for enhanced digital learning by understanding digital readiness, necessary skills for students, AI applications, and digital tools.
- Develop online learning resources and keep them updated.
- Leverage existing training programs for safe and responsible ICT use.
- Invest in digital infrastructure like learning management systems.
- Ensure safety in digital learning (cybersecurity, data privacy).
- Identify organisational readiness for digital transformation, including risk and change management, and build a digital culture.

The final symposium was held in August in Ho Chi Minh City to complete the program.

Case Studies

Tran Nhu Thanh

It was my first time in Melbourne, and I immediately felt the harmonious blend of modernity and warmth. The city welcomed me with its cool, crisp air and a lively yet orderly pace of life. Everything — from the transport system and people’s behaviour to the cultural diversity present on every street — left a strong impression on me about an open-minded society that respects differences.

Participating in the Australia Awards Fellowship – Embedding Social Inclusion in Vocational Colleges in Vietnam, I felt as though I had entered a learning environment that was both professional and deeply human-centered. The initial sessions at VDC and the practical field activities helped me realize that social inclusion is not just a concept found in policy documents, but a value clearly reflected in everyday life and in the way Australia organizes its vocational education system.

What impressed me most was the strong sense of respect for individuals and the focus on each person’s abilities. This made me think more deeply about how we in Vietnam can create more inclusive

learning environments for our students — individuals with diverse backgrounds, capacities, and needs.

Melbourne has not only offered me refreshing cultural and life experiences but also inspired me to reflect on my work with a broader perspective. I believe that the knowledge and values gained from this program will enable me to contribute more effectively to advancing social inclusion in vocational education — both at my institution and in Vietnam as a whole.



A Letter to Melbourne, and to Special Friends (November 26, 2025)

Nguyen Van Thang - Group coordinator / interpreter

It's 11:30 PM... My emotions are such a glorious mess right now that I'm not sure what chaotic thoughts I've just scribbled down. All I know is that tomorrow is the last day. Our beloved 15-person delegation will leave Melbourne, and I, Thang, must also say goodbye to this incredible journey. This wasn't just a work trip; it was a return home after 11 long years. Since my student days in Melbourne from 2012-2014, I thought the chance to come back was just a beautiful, half-forgotten dream. So, I must shout it out loud: "Thank you, VDC! Thanks to VDC, Martin, Lisa, Emily, this long-lost child got to come back to the embrace of beloved Melbourne!" This time here has truly been exceptionally special. The March of the 'Elite Delegation' Three weeks have flown by in the blink of an eye, packed with unforgettable memories for our 15-member group. From an afternoon wandering the fragrant Botanic Garden, to a moment of quiet reverence at the Shrine of Remembrance - every experience has settled deep within me. But perhaps the thing I remember most, the most vivid and hilarious memory, is the legendary morning parade of our "elite delegation"! Every day at 8 AM, we would set off from Quest South Bank, boldly marching along Southbank Boulevard, crossing City Road, proudly strutting across the historic Queens Bridge, turning onto Flinders Street, and finally reaching the VDC office on Level 8, 379 Collins Street. Our delegation must surely be the largest, loudest, and most photography-obsessed group to ever cross that bridge! Every morning was filled with laughter, the click of cameras, and the sight of "Mama" Emily waiting for her "children" on the other side of the bridge, waving us home. Hehe

Golden Sunshine and the 'Vexing' Yarra River I can still clearly picture those afternoons bathed in glorious, golden sunlight, the sky a perfect cloudless blue. We'd stroll along the banks of the picturesque Yarra River. I'd look at the vivid green Plane Trees (I did not know the name of this tree until Martin told me), their leaves rustling a cheerful welcome in the breeze; hear the lively music spilling out from the pubs and bars; and watch the throngs of people from every color and language walking by... Melbourne is so beautiful, so alive! And yet, I still hold a special, bitter grudge against this Yarra River! Why? Because I kept struggling in pronouncing this name even though Emily has very patiently helped me to correct it. This is a stain on my interpreter reputation! 11:31 PM, November 26, 2025. Emotions are spilling onto the page. These past days, I've been able to live fully, support my Vietnamese friends, and reunite with the land of my youth. These absurdly beautiful, sentimental, and slightly ridiculous memories will forever be etched in Thang's heart. A sincere thank you to every single member of the 15-person delegation. I wish you all a safe journey home, and until we meet again in Vietnam! Goodbye, dearest Melbourne! See you soon!

Professional Learning Solutions

In addition to the VDC Professional Learning Program, the VDC designs Professional Development that meets individual workforce development needs for training organisations. Customised programs are delivered at the VDC, through the VDC online platforms, self-paced learning (VDC-Learn) or at training organisation locations across Australia. VDC was able to support almost 500 participants over 17 sessions in 2025.

Our highly experienced subject matter experts and consultants work with training organisations to design a program that identifies the organisation's workforce development needs and is delivered at a time and place that is convenient to an organisation.

Major clients in 2025 included:

- > Australian Institute of Engineering
- > Women's Health East
- > HumanAbility (Jobs and Skills Council)
- > LifeLine (NSW)
- > Djerriwarrh Community and Education Services
- > GOTAFE Shepparton
- > National Electrical and Communications Association
- > Canberra Institute of Technology
- > ACEVic



Teacher/Trainer of the Year Award

Tarmi A'Vard

The VET Development Centre is the proud sponsor of the Teacher/Trainer of the Year Award at the Annual Victorian Training Awards, a sponsorship that VDC has been involved in since the mid-2000s.

Held on Friday 19th September, winners of the 71st Annual Victorian Training Awards were announced at a Gala, celebrating the outstanding achievements of individuals and organisations in the Victorian vocational education sector. The prestigious Victorian Training Awards bring together apprentices, trainees, students, teachers, training providers, employers, and industry representatives.

Congratulations Tarmi A'Vard, winner of the VDC sponsored Teacher/Trainer of the Year.

Tarmi has 20 years of professional experience in roles in adult community corrections, youth justice and Aboriginal co-operatives. Prior to joining TAFE, she taught criminology and criminal justice in the university sector, where she developed a strong theoretical foundation that she now applies in the Diploma of Justice and Diploma of Community Services programs at Bendigo TAFE.

Academic rigor is integrated with real-world application to prepare students for working in the sector including excursions to courts and prisons. The student cohort is diverse, from school leavers to those with educational barriers, so Tarmi uses flipped classrooms, simulations, and trauma-informed methods. One key innovation has been in developing real case simulations where students explore progressive case file activity, practice risk assessments, and engage with complex justice concepts, which builds confidence and job-readiness.

Tarmi's initiatives strengthened applied learning, improved assessment outcomes, increased enrolments and opened new pathways for justice careers and further education, including degrees in criminology and law.



The Victorian Training Awards 2025 Teacher/Trainer of the Year category featured 2 outstanding finalists; congratulations to Ben Pratt, who teaches the Certificate III in Barbering and Chris Dickeson, who teaches the Certificate II in Construction Pathways, both from The Gordon Institute of TAFE.

Tarmi represented Victoria at the Australian Training Awards held in Darwin in December and was the runner-up as the Australian Teacher / Trainer of the Year.

In-Kind Support

The VDC endeavours to assist and support several VET focused departmental, community-based and not for profit organisations through the provision of in-kind services.

VDC provided 27 instances of in-kind support to assist in the delivery of workshops, webinars and conferences for the organisations including the Victorian Skills Authority (VSA), the ISS Institute, deafConnectEd, Department of Employment and Workplace Relations (DEWR), the QuiET Network, the VET Practitioners Network, and the ACFE Board of Victoria. These events enabled over 2,100 registrants to participate in further VET policy, research and information related activities.

VDC also provides ongoing support for the website

of the Victorian Association of TAFE Libraries (VATL) and conference sponsorship for the Victorian Training Awards, Victorian TAFE Association State Conference, TAFE Directors Association Convention, ACEVic Conference, National Centre for Vocational Education Research - No Frills Conference, and holds Associate Membership with TAFE Directors Australia, MoU's with WorldSkills Australia, the University of Greenwich (UK), the Australian Centre for Career Education, and a service agreement with the Professional Educators College - Chisholm Institute.





VDC

Marketing Data

- 1. New Product Development
- 2. Market Research
- 3. Sales & Marketing
- 4. Customer Satisfaction
- 5. Brand Awareness
- 6. Competitive Analysis
- 7. Financial Performance
- 8. Operational Efficiency
- 9. Human Resources
- 10. Environmental Impact

Victorian Government Funded Professional Development

In 2025, VDC delivered a diverse range of professional development programs funded by the Victorian Government, available to all training providers that held a Skills First funding contract with the Victorian Department of Jobs, Skills, Industry and Regions (DJSIR) through the Victorian Skills Authority (VSA), and the Adult, Community and Further Education (ACFE) Board.

All Victorian Government Funded programs attracted close to 2,500 registrants. The participation by the TAFE, Learn Local provider and Secondary School workforce in the Skills First Government Funded Programs and other government funded programs comprised 56% of registrations while Private RTO organisations representing 44% of all participation.

VDC programs are informed by the learning objectives and learning outcomes of the VET Practitioner Capability Framework (IBSA 2013), a framework that prescribes domains and related capabilities in the areas of: Teaching; Assessment; Systems and Compliance; and Industry, Community and Collaboration. All sessions were mapped and aligned to Teaching, Assessment, Systems & Compliance, and Industry, Community & Collaboration domains and related capabilities as prescribed in the Framework; and categorised as either Introductory, Intermediate or Advanced to describe the level of content.

The Professional Development Programs were specifically designed to:

- Focus on Content - The programs address specific areas of practice, capability, and domain.
- Promote Active Learning - The sessions are designed to engage teachers and practitioners by encouraging them to learn new strategies and experience learning methods similar to what they would use with their students.
- Provide a Supportive Learning Environment - Teachers and practitioners are encouraged to share ideas, collaborate, and learn from one another in a safe, supportive space.
- Facilitate the Sharing of Expertise - The programs offer opportunities to share content knowledge and evidence-based practices, fostering reflection and feedback among participants.

VDC integrated and issued over 1,100 digital credentials as part of the certification of attendance for participants. The digital badge provided an indicator and validation of accomplishment, creating an encrypted digital credentials that is portable, shareable and verifiable as a sustainable paperless resource.

Approximately 1,900 registrations were received for the Skills First VSA funded programs and information sessions in 2025 for 55 sessions and 195 hours of professional learning. The average **satisfaction rating of 95%** was achieved across all programs.

“My key takeaway was the increase in confidence in my current skills and the introduction of new material to enhance my ability; I've left feeling confident and motivated to apply these changes to my delivery.”

2025 PARTICIPANT

To further support the professional learning needs of industry professionals, especially given the time pressures they face, VDC expanded its self-paced learning modules hosted on VDC's Learning Management System (LMS) to include the following:

New eLearns released in 2025

eLearn: Learners & How they Learn

eLearn: Developing Competency Based Assessment Tools

eLearn: Clean Economy in Victoria

Existing eLearns and webinar recordings 2024 re-released

eLearn: Assessing Learners Effectively

eLearn: Quality Assessment Practices

Webinar Recording: Introduction to VET & Learn Local Governance

Webinar Recording: Strategic Planning and Financial Management

“What stood out was how quickly a diverse group became cohesive and motivated to learn together. The breakout discussions made it easy to connect, and the pace allowed time to reflect rather than rush. The structure created a genuine sense of community, and I’m looking forward to continuing to share ideas, resources and connections beyond the sessions.”

2025 PARTICIPANT

Communities of Best Practice (Practitioner Network)

The Communities of Best Practice brought together practitioners from VDC-funded programs to strengthen professional connection, shared learning and sector capability. Designed as facilitated practitioner networks, the Communities supported VET professionals to collaboratively explore challenges emerging from their funded projects, reflect on practice, and share strategies that could be applied across diverse training contexts. The initiative responded directly to the need for ongoing connection beyond individual programs, creating a structured yet flexible space for professional dialogue.

Delivered as a six session online series, the Communities of Best Practice combined networking, breakout discussions and facilitator led thematic exploration. Topics were aligned to support the VSA's Continuous Improvement Framework (CIF) and the sessions were shaped by the interests and experiences of attendees, allowing practitioners to learn from one another while examining current trends impacting teaching, wellbeing and workforce sustainability. The facilitated format enabled participants to build trust and cohesion over time, supporting deeper engagement and practical knowledge exchange with peers beyond their own organisation.

Key focus areas across the 2025 Communities included:

- Learning Together
- Meeting the Needs of our Students
- What our Students Bring to the Classroom
- Differentiating the Curriculum
- Use of technology in the classroom
- Students Pathways – Where to Now?

Workforce Development Grants

In 2025, the VSA provided funding to VDC to enable the continuation of its Workforce Development initiative, targeting organisational capability in Skills First funded training providers.

Reintroduced in 2022, the Workforce Development Grants support targeted workforce innovation and professional learning to strengthen teaching practice, leadership and sustainable improvement across the VET sector.

In 2025, eight grants were awarded—two valued at \$25,000 and six at \$15,000—ensuring impact across TAFE, private RTO and Learn Local providers. Funded projects focused on priority areas including digital and AI capability, inclusive and innovative teaching practice, workforce sustainability, leadership development and cross disciplinary collaboration.

Grant recipients were supported through VDC-facilitated project management workshops and sector networking sessions, encouraging knowledge sharing and strengthening impact beyond individual organisations.

Case studies highlighted strong improvements in staff capability, confidence and teaching practice. At Holmesglen Institute, the grant enabled targeted professional development in digital, AI and VR technologies, strengthening both internal capability and sector collaboration.

The events around the 2025 Workforce Development Grants played an essential role in fostering collaboration, knowledge exchange, and project management support within the VET sector. The morning tea events, networking opportunities, and targeted workshops have helped to ensure that the grants have a lasting impact, providing recipients with the tools, insights, and connections they need to successfully implement their workforce development initiatives.

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Successful organisations funded in 2025 were:

Holmesglen Institute	Digital and AI Showcase
Bendigo Kangan Institute	Empowering Teachers in Flipped Delivery Methodologies
Victoria University	Cross-Skilling Numeracy Support in Construction Trades
Cire Training	Skilled Futures: Enhancing VET Teaching Excellence
Mountain District Learning Centre	Building Digital Literacy for Adult Learning Educators
Pines Learning	Skills for Work Placement in Community Services Training
Avenue Neighbourhood	Empower and Grow: Enhancing Skills and Knowledge
Civil Contractors Federation Victoria	RTO Optimisation and Sustainability Project

The events around the 2025 Workforce Development Grants played an essential role in fostering collaboration, knowledge exchange, and project management support within the VET sector. The morning tea events, networking opportunities, and targeted workshops have helped to ensure that the grants have a lasting impact, providing recipients with the tools, insights, and connections they need to successfully implement their workforce development initiatives.

“The VDC grant allowed us to provide targeted professional development where we otherwise would not have been able. The support and knowledge sharing between grant recipients has had a lasting impact on staff capability and innovation,”

2025 GRANT PARTICIPANT

VDC Professional Learning Fellowship

The new VDC Professional Learning Fellowship 2025 offered VET educators a structured, reflective professional learning experience designed to support sustained growth, connection and practical application. Delivered over several months and open to all VET providers across Australia, the Fellowship combined self-paced engagement with curated VDC webinar recordings, guided reflective practice, and facilitated online mentoring sessions led by Helen Storr. Fellows engaged with contemporary teaching and learning topics at their own pace, then came together monthly for mentor-led discussions that encouraged professional dialogue, shared learning and peer connection. The program culminated in participation at the 2025 VET National Teaching & Learning Conference, reinforcing the link between reflection, practice and sector leadership.

Participant feedback highlighted the Fellowship as a highly valuable opportunity for meaningful professional connection and access to quality learning. Educators particularly valued the balance between flexibility and structure, noting the benefits of engaging with content in their own time while still being supported through guided discussion and mentoring. For regional and remote participants, the Fellowship provided access to professional learning and networking that may otherwise be difficult to obtain.

“For a not-for-profit, community-based organisation, the impact of this funding will be felt for years to come. We are now better equipped to grow, inspire and empower learners in a safe, inclusive and professional environment.”

2025 GRANT PARTICIPANT

Presenter and mentor Helen Storr emphasised the strength of the Fellowship model in fostering deep professional relationships and reflective practice over time. She noted that the connections formed between participants were a standout outcome of the program, supported by the small group, mentoring based format. These relationships extended beyond the formal program, laying the groundwork for ongoing peer networks and informing future refinements to strengthen connection and alumni engagement.

“The program opened up a whole new world of opportunities and resources and provided a wonderful chance to connect with like minded people.”

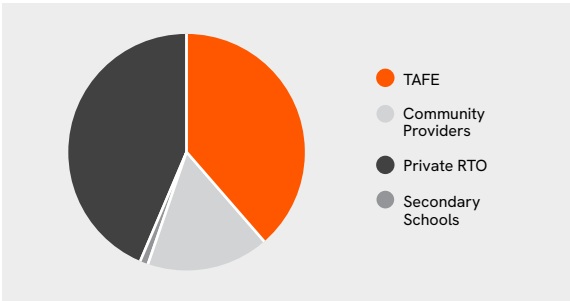
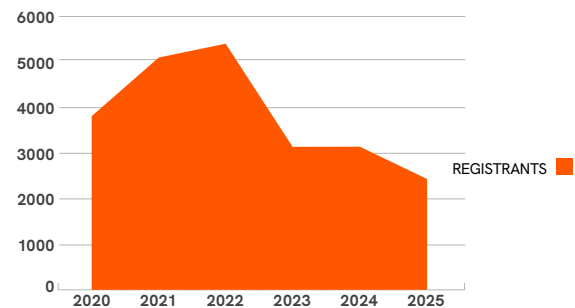
2025 PARTICIPANT



Learn Local Programs

In addition to the Victorian Learn Local Professional Learning Program delivered by VDC, the ACFE Board engaged the VDC to deliver a further 18 professional learning workshops, attracting 692 registrations. These workshops focused on strengthening language, literacy, numeracy and digital skills development across the Learn Local sector. Participant feedback was highly positive, with 100% of respondents rating the workshops as good or excellent. Demand for this professional learning was strong, with multiple sessions reaching capacity and waitlists established for delivery in 2026.

All Victorian Government Funded programs attracted over 2,500 registrants, The participation by the TAFE, Learn Local provider and Secondary School workforce in the Skills First Government Funded Programs and other government funded programs comprised 56% of registrations while Private RTO organisations represented 44% of all participation.



Events

VET National Teaching & Learning Conference

'From Competence to Excellence - Taking the Journey': Keynotes from the VET National Teaching & Learning Conference 2025
Republished from VDC News Edition 16 - 27 August 2025



This year's VET Development Centre's VET National Teaching & Learning Conference was held in-person at the Melbourne Convention & Exhibition Centre on the 14th-15th of August.

Thank you to all those who attended, it was wonderful for the team at the VDC to deliver another sold out event, 20 years after we commenced operations. As CEO, Martin Powell pointed out in his opening remarks - the VDC is proud to have delivered 4,500 professional development programs to more than 110,000 people over the past decade.

If you missed the conference this year - here is some of what delegates learned:

CEO of the Victorian Skills Authority, Craig Robertson, opened the conference on behalf of the Minister for Skills and TAFE, the Hon Gayle Tierney. His address was about focussing VET on "what matters", preparing

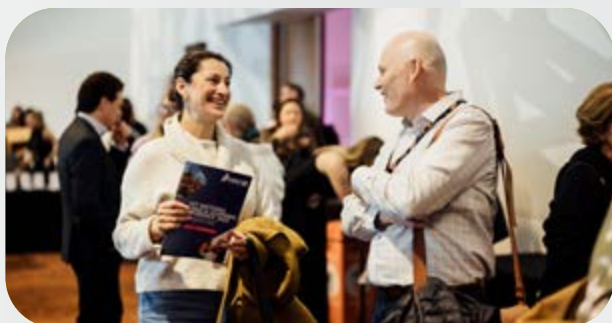
students for the future and delivering what industry needs - and gave the great description of how even something as simple as fireworks have been upended by technology - with drones now delivering incredible light shows during public events and celebrations.

Mike Rolls, a leading authority on resilience, inspired delegates with his life story and his evidence-based insights into moving beyond responding to adversity with a "why me?" and instead embracing the power of "what's next?"

Andrew Douch, biology teacher and AI enthusiast, gave conference delegates great insights into how AI can support student learning but also emphasised the importance of human interactions: "What do you bring to the classroom that ChatGPT can't?"

Tim Cope inspired delegates with his life experience of "learning to rush slowly" - through his travel adventures and capturing them in text and on film. His three year journey from Mongolia to Hungary, originally planned to take just 18 months, gave many delegates a lot to think about - and the challenges they and their students face.

Fiori Giovanni's story demonstrated to educators the profound resilience and determination that learners can bring, even when they face extraordinary hardship. Her journey from child bride and child soldier to global entrepreneur highlights the transformative power of education, self-belief, and opportunities for growth.





The team at Audit Express helped delegates reflect on the importance of inclusive VET, how providers can embed diversity, equity and inclusion into their practices, and why this is important beyond simply the compliance rationale (i.e. the changes requiring this in the Revised Standards for RTOs).

VET Expert and Strategic Consultant, Claire Field, spoke about the changing world of work, and recent VET reforms allowing the sector to respond to these changes – including VET qualifications reform and the recent pronouncement from ASQA for RTOs to change what they teach where industry is using AI tools that are not reflected in “pre-generative AI” training packages.

Toby George Jones gave an excellent overview of the range of AI tools available for educators to use at work and at home. He pointed out that “it takes time to adopt AI” and that we should use the word “yet” when we talk about what AI currently cannot do, i.e. it is a fast changing technology offering lots of support for all workers including VET professionals.

A panel of skills champions, Sebastian Battista, Felix McPhail, and Gemma Scott shared insights from their training experiences and emphasised to delegates the importance of great teachers and the difference they make to their students and their students’ future careers.

The closing keynote session was a warm hearted, engaging and hilarious interaction from Lisa McInnes-Smith who drew on her psychology background to offer practical insights and demonstrations to delegates on how to engage and communicate with their students, all whilst throwing chocolates at the audience!

The highlight of the conference (for your ghostwriter) was Federation University’s Dr Adam Bignold (Victorian 2024 teacher/trainer of the year) who reflected on his deep love of teaching in VET rather than in higher education, despite the lower pay and the lack of recognition of higher education qualifications in the VET system.

He explained how and why he made a number of changes to his VET teaching to better meet the needs of his students. He introduced flexible class schedules – daytime sessions from 10am to 3pm to accommodate school and childcare commitments, as well as evening classes. These changes doubled female enrolments.

Additional innovations included flexible assessment deadlines, replacing long-form written assignments with short, practical tasks aligned with industry input, and even allowing students to use Google during exams to reflect real-world practices where knowledge changes rapidly. Peer discussion forums and student work-sharing created further engagement, while successes such as winning a global hacking competition and strengthening industry partnerships demonstrated the effectiveness of these approaches.

Collectively these changes significantly increased participation among neurodivergent learners, with attendance rising to 35% compared to 10% across the Regional Universities Network. Retention rates also improved across all demographics. And importantly – widening access and adapting learning pathways did not mean lowering academic standards, but rather created more inclusive and industry-relevant ways of teaching and learning.

The conference was about more than just the keynotes and panel discussions though. In addition to the opportunity to network with other professionals, the conference also included a number of hands-on workshops. A summary of what was discussed in the workshops was included in the subsequent edition of VDC News.

The VDC also thanks the conference MC, Chemène Sinson, and all of the conference sponsors – we could not do it without you. Your generous support makes it possible for VDC to deliver such a tailored and high-quality program.



2025 VET AI SYMPOSIUM



18 March 2025

9:30am – 4:00pm AEDT



VET Development Centre – Melbourne Australia



In-Person & Online via Zoom



2025 VET AI Symposium

This leading sell out event held on 18 March, themed "Harnessing AI for Transformative Vocational Education: Innovations, Strategies, and Future Directions," brought together industry leaders, educators, executives, and AI experts, featuring three streams on Teaching Practice, Managing AI Integration, and Leading AI in Registered Training Organisations (RTOs). Highlights:

- › Andrew Douch from Evolve Education showcased standout AI tools and websites that can revolutionise the VET environment.
- › Dr. Kim Manh Tuan from Vietnam National University discussed the intersection of metacognition and neuroscience, offering cutting-edge research and practical insights to enhance learning and teaching strategies from his current research at John Hopkins University.
- › Yasmin King from SkillsAware an AI-powered skills recognition service, shared the journey of how SkillsAware was started - from a shared passion to solve the wicked problem of recognition of skills and experience and provide pathways to formal education, to how the collaboration started and how it's going now.
- › Andrea Calleia from Salinger Privacy discussed privacy laws and considerations for RTOs developing the governance, policies and procedures.
- › Stuart Rimmington from TAFE SA demonstrated how AI can transform assessments, providing personalised learning experiences and real-time feedback to boost student engagement and motivation.
- › Ferg Roper from South Metropolitan TAFE addressed common concerns about AI integration, offering strategies to train and empower teachers for a smooth transition to AI-enhanced education.
- › Leigh Dwyer from William Angliss Institute shared best practices for AI-enhanced training partnerships, aligning training programs with industry needs and developing essential employability skills.
- › Dr Linh Le from AMES and Balendran Thavarajah, CEO of Getmee, explored leveraging AI in foundation skills development, showcasing AI-driven chatbots and real-time feedback to personalised learning experiences and boost engagement.
- › Andrew Shea from Tesserent, provided invaluable insights into the latest AI-driven strategies and tools that are shaping the future of education and workforce development.

Vocational Degrees Symposium

The VDC Vocational Degrees Symposium held on 15 October convened educators, policymakers, and industry leaders to examine the evolving role of vocationally delivered undergraduate degrees in Australia's tertiary education landscape. Through a dynamic program of presentations and roundtable discussions, the symposium explored how AQF Level 7 qualifications- developed in close partnership with

industry- are expanding access, promoting equity, and driving innovation. Key sessions delved into the equity implications of offering degrees through non-university providers, the design and implementation of the new vocational degree model led by the Australian Mining and Automotive Skills Alliance (AUSMASA), and the compliance and quality expectations outlined in the 2025 Standards for RTOs. This event offered timely insights into how vocational degrees can support a more inclusive and future-ready workforce.



VDC World Teachers' Day

To celebrate the contribution and achievements of educators, teachers and trainers in the VET sector VDC presented its annual free online seminar on World Teachers' Day, with the theme "Empowering Educators - Embedding Sustainability into Training & Operations.", on Friday 31 October.

VDC CEO Martin Powell hosted the event and a Q&A following the presentation. The session featured a presentation by Scott Douglas, Education and Sustainability Strategist, pioneering innovation

through Human-Centred Design and evidence-based practice. In this 60-minute session, the presenter emphasised the critical role Australia's VET sector plays in equipping learners and industries for a more sustainable future. From aligning with national sustainability priorities and industry needs, to designing green skills pathways and implementing low-impact operational practices, the session was designed to support VET leaders, educators, and operational staff in driving meaningful change.



VDC Thought Leadership Series



The VDC sponsored national Thought Leadership Series provides an opportunity for VET professionals—including executives, managers, coordinators and practitioners—to engage with industry consultants, education experts and academic researchers on cutting edge issues shaping the VET sector and beyond. All VDC Thought Leadership seminars are delivered free of charge and held online as 90 minute lunchtime sessions, sustaining strong national interest. In 2025, the series continued to attract significant engagement, with Thought Leadership sessions and the World Teachers' Day event drawing over 2,000 participants from across the sector.

In 2025, VDC delivered two national Thought Leadership sessions that focused on translating emerging research and industry insight into practical workforce and teaching implications. Making Learning Stick – Strategies for Engaging and Effective Training explored evidence based approaches to learner engagement, retention and applied teaching practice across diverse delivery contexts. This was complemented by Empowering the Transition – Energy Storage Jobs and Skills for a Net Zero Future, presented by Peter Schreiner, which examined the workforce, skills and training implications of Australia's transition to renewable energy and energy storage technologies. Together, these sessions reinforced VDC's role in convening timely, sector wide conversations that connect vocational education to emerging national priorities and future workforce needs.

Making Learning Stick – Strategies for Engaging & Effective Training

19 June 2025



Delivered by Michele Tocci, an expert in Leadership, Management, Human Behaviour, Communication, and Emotional Intelligence, Making Learning Stick – Strategies for Engaging & Effective Training offered a national online Thought Leadership seminar and explored evidence based approaches to learner engagement and retention in vocational education. The session focused on practical strategies to support effective training design and delivery, enabling educators to translate theory into practice across a range of learning environments.

Thought Leadership Series: Empowering the Transition – Energy Storage Jobs and Skills for a Net Zero Future

5 September 2025



Presented by Peter Schreiner, Empowering the Transition – Energy Storage Jobs and Skills for a Net Zero Future examined workforce and skills development requirements in the rapidly emerging energy storage sector. Delivered as an online national seminar, the session drew on local and international research and key findings from Peter’s 2024 VDC VET Sustainability Fellowship, which included engagements with leading energy storage manufacturers, policymakers, and educators across Australia, the UK, and the Netherlands. This session also explored how Australia can develop a skilled workforce to support the energy storage sector, a critical pillar in achieving net-zero emissions.

International Thought Leadership Session

In August 2025, the VDC VET Alumni Network (Vietnam) convened in Ho Chi Minh City for a Thought Leadership Seminar focused on inclusive vocational education. The in person event brought together Vietnamese VDC Alumni, including graduates of the VDC delivered short courses through Aus4Skills, alongside representatives from vocational training colleges across Ho Chi Minh City. The seminar strengthened alumni connections and provided a platform for professional dialogue on emerging teaching and learning practices within the VET sector and how AI is used for inclusivity.

The seminar, delivered by Lisa Confoy, Project Director at VDC and a specialist in holistic and inclusive education, explored Universal Design for Learning (UDL) and its application in contemporary vocational settings. The session examined how UDL, supported by artificial intelligence and digital tools, can enhance learner engagement, enable real time feedback, and remove barriers to participation for diverse learner cohorts. The event reinforced VDC’s ongoing commitment to inclusive, future focused vocational education and international alumni engagement in Vietnam.



Victorian Training Awards

The VET Development Centre is the proud sponsor of the Teacher/Trainer of the Year Award at the Annual Victorian Training Awards, a sponsorship VDC has been involved in since the mid 2000s. The Awards recognise and celebrate the outstanding achievements of individuals and organisations across Victoria's vocational education and training sector.

Held on Friday 19 September 2025 at Centrepiece, Melbourne Park, the 71st Annual Victorian Training Awards were announced at a Gala event celebrating excellence in vocational education and training. The winner of the VDC sponsored Teacher/Trainer of the Year Award was **Tarmi A'Vard**, from Bendigo TAFE, who delivers the Diploma of Justice, Certificate IV in Community Services, Diploma of Community Services, and the Course in Identifying and Responding to Family Violence.

Following her Victorian win, Tarmi A'Vard represented Victoria at the Australian Training Awards held in Darwin in December, where she was named runner up for the Australian Teacher/Trainer of the Year Award, recognising her contribution at a national level.

Congratulations also to the Teacher/Trainer of the Year Award finalists:

- **Ben Pratt**, Gordon Institute of TAFE – delivering the Certificate III in Barbering
- **Chris Dickeson**, Gordon Institute of TAFE – delivering the Certificate II in Construction Pathways









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