Index: General Classification Context and Task Level for Teachers and Senior Educators;
Teacher Classification (T 1 to T 5);
General Background to Senior Educator Classifications
Senior Educator 1 Classification
Senior Educator 2 Classification
Senior Educator 3 Classification

SCHEDULE 4 – CLASSIFICATION STANDARDS

This Schedule wholly replaces Schedule 2 of the Award.

General Classification Context and Task Level for Teachers and Senior Educators

Positions classified as Teacher or Senior Educator have the following characteristics.

Some tasks will be more appropriate to the senior levels of the Teacher classification or to one of the streams within the Senior Educator classification.

- Work within the Institute policies, procedures and other legislative/regulatory requirements.
- Select and deliver appropriate teaching and learning materials.
- Develop and modify appropriate teaching and learning materials.
- Facilitate and assess the learning process of Institute students in a range of contemporary TAFE settings.
- Determine the training needs of commercial clients.
- Maintain accurate records of student, progress and assessment in accordance with established policies and procedures.
- Prepare and maintain teaching and learning resources.
- Supervise and monitor student progress.
- Liaise with the Employers of Institute students, New Apprenticeship Centres and other institutions as appropriate to ensure the establishment of strong co-operative arrangements.
- Undertake administrative duties directly related to the teaching function, including the utilisation of Institute systems.
- Participate in meetings and other activities relevant to the role of the position and the organisational area.
- Participate in networks beyond the Institute.
- Participate in professional development.
- Provide pre-course advice to students and participate in student selection and induction.

Teacher Classification (T 1 to T 5)

Classification Context and Task Level

The Teacher classification encompasses duties and requirements applicable to new entrants into the Institute’s teaching workforce and to experienced Teachers.
Teachers classified as Teacher Level 1 will generally be under close supervision and guidance of a Teacher Level 2 or above and their focus will generally be on working with students in a direct teaching role. The teaching function will develop with experience and more highly developed skills and knowledge.

As Employees progress to the higher Teacher levels they take responsibility within assigned areas of work for preparing, conducting and assessing TAFE education programs. They assist Senior Educators in a range of activities associated with the effective operation of TAFE education programs.

Teaching roles will include planning and conducting teaching, conducting and evaluating assessment and pastoral care.

In addition to the characteristics outlined in the “General Context and Task Level for Teachers and Senior Educators”, the requirements and typical functions of a Teacher are consistent with the following:

**Typical Functions**

- Assist others with program related administrative tasks.
- Assist team members with resource evaluation and moderation of standards leading towards interpretation of course materials.
- Provide assistance with staff induction.
- Provide advice and guidance within areas of specialist expertise.
- Assist in providing advice with team developmental needs.
- Assist with counseling.
- Assist with staff selection.
- Determine instructional strategies.
- Coordinate student resources.
- Customize units and courses as appropriate to meet client needs.
- Liaise as appropriate with specialist inter Training Provider networks and learning communities.
- Conduct teaching programs.
- Establish and maintain a learning environment, including encouraging students to take responsibility for their own learning.
- Assist with diagnosing learning difficulties and identifying appropriate teaching strategies.
- Assist in relation to the establishment, maintenance and review of teaching programs.

**Judgement, Problem Solving, Accountability andExtent of Authority**

- Provide basic pastoral care to students leading to more complex problem resolution.
- Exercise judgment and initiative.
- Supervise and guide entry level Teachers.
- Work independently and in a team environment.
- Plan and prioritise work schedule.
- Set and achieve teaching objectives.
- Manage the learning process, including student participation and preparation of student learning plans.
- Refer learning difficulties.
- Take an active role in own professional development.
- Provide authoritative advice to stakeholders in relation to learning needs of students and training needs of Employers.
- Encourage and support innovative strategies.
- Provide leadership in specialist areas within the teaching department and across the Institute.
- Set priorities, plan and manage resources.
- Trial and report on innovative delivery strategies.
Organisational Relationships and Impact

- Consult and provide educational services under the direction of Senior Educators.
- Provide a well developed range of teaching strategies to TAFE students and other clients both within and external to the Institute.
- Communicate with course stakeholders as appropriate.
- Plan and conduct information sessions and student selection processes, as appropriate.
- Provide contact point for course content and student issues.
- Undertake a range of administrative, coordination, and learning services activities directly related to the areas taught.

Specialist Skills and Knowledge

- Research, develop and improve TAFE curriculum and teaching and learning methods.
- Develop teaching and learning strategies and materials.
- Conduct student entry level assessment.
- Research and prepare own teaching materials and for utilization across the Institute.
- Adapt learning and assessment materials to cater for different students, learning environments, facilities and resources.
- Develop leadership and mentoring skills.
- Develop project and or research skills.
- Moderate validation of outcomes.
- Develop curriculum and/or consultative duties as appropriate.
- Package accredited courses as identified.
- Develop and design courses.

General Background to Senior Educator Classifications

The Senior Educator class covers the following streams:

- Management;
- Curriculum/Project Design and Support Service
- Industry consultancy
- Teaching

Definitions:

Co-ordinate: To bring into common action; to harmonise; to integrate.
Supervise: To oversee for direction; to inspect with authority; to guide and inspect with immediate responsibility for purpose or performance; to superintend.
Manage: To administer, supervise and coordinate staff and resources and achieve a pre-determined outcome.
Lead: To lead or direct a course or in the direction of; to channel, to direct the operations of.

Senior Educator 1 Classification

Classification Context and Task Level

Employees appointed to this classification may supervise an organisational unit and/or may perform high level specialist educational functions.
In addition to the provisions outlined in the descriptors for “General Context and Task Level for Teachers and Senior Educators” and the “Teacher Classification (T1 to T5)”, the requirements and typical functions of a Senior Educator 1 are consistent with the following:

**Typical Functions**

- Coordinate and supervise resources.
- Manage a team of staff.
- Manage the design, development, delivery and evaluation of innovative, customised, high quality vocational education and training.
- Induct staff.
- Coordinate administrative requirements.
- Produce tenders and submissions in conjunction with other Senior Educators and Teachers.
- Manage training needs analysis and skills audits for clients.
- Apply counseling skills as appropriate.
- Conduct action-based research and prepare briefing papers on curriculum, teaching or management services as appropriate.
- Maintain program operations data as per audit requirements.
- Ensure graduation candidates are verified.
- Maintain program operations data as per audit requirements.
- Develop individualised self-paced learning materials.
- Develop and implement assessment systems.

**Judgement, Problem Solving, Accountability and Extent of Authority**

- Knowledge of problem solving strategies.
- Coordinate and supervise a functional area of delivery through a range of activities including planning, budgeting, developing strategies, managing contracts and implementing policies.
- Establish timetables/timelines.
- Identify, negotiate and manage resource requirements.
- Plan and implement/coordinate programs/projects.
- Responsible for discretionary decision making relative to delegated budget.

**Organisational Relationship and Impact**

- Contribute to the development of institute-wide educational and administrative policies and procedures.
- Provide advice and make submissions to internal and external stakeholders.
- Provision of professional advice and assistance to teaching staff and Institute clients on curriculum, educational or consultative service requirements for innovative and effective education and training which meets the needs of learners, their Employers and the community. The work may involve contractually negotiated industry, public sector, and community-based programs.
- Provide high-level professional advice and assistance to teaching staff and Institute clients.
- Represent the Institute or the TAFE system to external bodies.

**Specialist Skills and Knowledge**

- Knowledge of conflict resolution skills.
- Knowledge of negotiation strategies.
- Demonstrated highly developed teaching skills.
- Extensive knowledge and demonstrated skill of at least one teaching area.
- Demonstrated understanding of the application of the full range of teaching methodologies, techniques and standards appropriate to subject areas within management/leadership role.
• Keep abreast of and advise on current and emerging education trends.
• Develop effective processes for the evaluation and validation of programs, systems and structures within or external to TAFE.
• Develop and maintain quality control systems.
• Apply research, analytical and innovative skills.
• Apply extensive knowledge and experience in specialist expertise area/s.

Senior Educator 2 Classification

Classification Context and Task Level

Employees appointed to positions at this classification:
• Manage the educational and/or business activities and/or services of a large and complex organisational unit or units.
• Play a major role with senior representatives of associated client groups and other key stakeholders.
• Undertake a highly developed educational leadership role requiring extensive management and/or teaching skills.

In addition to the provisions outlined in the descriptors for “General Context and Task Level for Teachers and Senior Educators” and the “Teacher Classification (T1 to T5)”, and the “Senior Educator 1 Classification”, the requirements and typical functions of a Senior Educator 2 are consistent with the following:

Typical Functions
• Lead the design, development, delivery and evaluation of innovative, customised, high quality vocational education and training responses for identified students and clients.
• Manage recruitment and selection of staff.
• Manage induction process.
• Provide support and mentoring to team.
• Assist staff to identify professional development opportunities.
• Provide staff coaching and counselling.
• Propose and implement a range of programs/courses for future delivery together with other Senior Educators and Teachers.
• Examine and make recommendations on alternative flexible delivery strategies.
• Initiate project development.
• Provide advice on improvements to records management systems.

Judgement, Problem Solving, Accountability and Extent of Authority
• Well developed problem solving skills.
• Manage resources and a team of staff providing services to students/commercial clients.
• Manage a functional or specialist area of delivery.
• Ability to lead and manage teaching programs.
• Operate within operational autonomy.
• Manage a budget.
• Provide necessary resources for program maintenance and development.
• Provide advice to Institute management on costing and resourcing implications of proposed programs.
• Advise on cost effective delivery strategies.
• Undertake responsibility for tenders and submissions.
• Coordinate staffing and resources across a number of campuses within a discipline area and/or external to the Institute.
Organisational Relationships and Impact

- Develop institute-wide educational and administrative policies and procedures.
- Negotiate for internal and external resources.
- Play an active role in establishing and enhancing links with the greater community to further education in practice.
- Enable the efficient integration of delivery strategies across departmental boundaries.

Senior Educator 3 Classification

Classification Context and Task Level

Employees appointed to this classification:

- Are highly skilled educational leaders and managers who have acknowledged excellence in academic leadership and developing strategic directions.
- Have significant educational and/or business focussed functions and responsibilities.
- A strategic focus aimed at developing links within and external to the TAFE community, focusing on long-term staff projections and team developmental needs.

In addition to the provisions outlined in the descriptors for the “General Context and Task Level for Teachers and Senior Educators”, the “Teacher Classification (T1 to T5)” and the “Senior Educator 1 & 2 Classifications”, the requirements and typical functions of a Senior Educator 3 are consistent with:

Typical Functions

- Responsible for projects that involve major change.
- Plan long-term resourcing needs.
- Provide support to team.
- Research and initiate continuous improvement strategies in delivery, assessment strategies, modes of learning and reporting.
- In conjunction with other Senior Educators prepare and deliver professional development for Teachers.
- Make a significant contribution to teaching strategies and directions.
- Undertake a significant role in ensuring quality teaching recruitment, including induction.
- Significant contribution to the research, development and implementation of course for the education and/or professional development of teachers.

Judgement, Problem Solving, Accountability and Extent of Authority

- Demonstrated capacity to resolve complex problems.
- Lead and manage large functional or specialist operations.
- Provide academic leadership in the Institute and across the TAFE system.
- Operate within a high degree of operational autonomy.
- Lead and manage a complex team.
- Manage staffing projections.
- Evaluate team developmental needs including professional developmental plans and multi-skilling needs.
- Manage a substantial budget.

Organisational Relationship and Impact

- Negotiate extensively with Industry, Government and other stakeholders on matters that have significant, long term, operational impact.
- Lead the development, review and implementation of Institute strategic educational plans, initiatives and policies.
Highly developed capacity to resolve complex conflict.
Make a significant contribution to strategic directions.
Investigate costings and resource implications for program areas and negotiate recommendations.
Source funding, partnership delivery opportunities and other innovative opportunities.
Promote and represent the department/Institute regionally and beyond, including with government bodies.
Build networks within the wider community and source and develop future training needs.

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