

POSITION NUMBER	912659
COLLEGE/DEPARTMENT	College of Health, Early Childhood Education and Community Services / Early Childhood & Community Services Department
LOCATION/CAMPUS	This position is currently located at the Footscray Nicholson campus of the University though this position may be relocated to any other existing or future University work location.
CLASSIFICATION	Teacher Level 3.1 – 5.2 1EFT
POSITION REPORTS TO	Manager; Early Childhood, Education Support, Work & Transition Education

OVERALL PURPOSE

This position is responsible for the student learning within programs offered by Early Childhood & Community Services Department and providing educational services within related industries.

The facilitation and assessment of learning will take various forms and be delivered in a variety of modes and settings, including within workplaces and the community.

The Teacher Education Support is responsible for the quality of their teaching and assessment and the administrative of compliance requirements of ASQA, VRQA and HESG directly related to the role.

ORGANISATIONAL ENVIRONMENT

Victoria University has a bold and ambitious new vision and a seven-year strategic plan characterised by five strategic drivers. Victoria University's [Strategic Plan 2022-2028, Start Well, finish brilliantly](#), also commits the University to the bold ambition to be a global leader in dual sector learning and research by 2028.

VU has innovated a new pedagogic and curriculum approach: the VU Block Model. This, along with the VU First Year College, has been one of the leading learning and teaching innovations in the Australian tertiary education sector over the past decade. Our embedded TAFE is a leading vocational education provider, renowned for its industry collaboration and its digital innovation in delivery. As a result, Doing Dual Differently is one of our five core drivers and points of uniqueness.

At Victoria University, our research is focused on the development and sustained application of ethical knowledge in all its forms, done in partnership and collaboration, to address the challenges of people, places and planet. In 2022, VU launched its [Research and Impact Plan 2023-2028](#) and is one of the top ten sports science universities in the world with more recent, yet equally profound, achievements in health sciences; immunology; green engineering; the circular economy; and First Nations.

ORGANISATIONAL ENVIRONMENT

STRATEGIC DRIVERS

To achieve our vision, we have identified five Strategic Drivers, with a high-level objective, and the goals to get us to our 2028 target. Our vision is big and ambitious. It is also achievable.

1. Doing Dual Differently
2. Partnering with Principle
3. Maximising Research with Impact
4. Protecting Country
5. A Thriving Place to Study and Work

VISION

To be a global leader in dual sector learning and research by 2028.

PURPOSE

Victoria University emboldens its people to design their future and has a deep commitment to Protecting Country.

ORGANISATIONAL UNIT

Victoria University (VU) TAFE is the vocational education division of Victoria University which offers job-ready qualifications, upskilling and reskilling for existing workers, pathways to further studies, workforce development and exposure to real-life work skills. TAFE offers nationally accredited qualifications from Certificate I – IV, Diploma and Advanced Diploma as well as English Language programs Foundation Programs, VET programs for secondary school students and short courses.

The TAFE brings VU's vocational education offer together in specialist delivery areas, which include the College of Trades, Technology and Hospitality, the College of Health, Early Childhood and Community Services and the Centre of VU Transitions.

In line with VU's Strategic Drives, especially Doing Dual Differently and Partnering with Principles, VU TAFE works very closely with industry partners, few of whom are co-located on our campuses that assist in enhancing student industry experience. The success of VU TAFE is based on the high quality of our delivery, core values and our people.

Victoria University TAFE is a leader in digital innovation, with an award-winning blended learning model (LearnX Awards), expertly designed to equip learners with the technical skills and the thinking abilities needed to adapt and thrive in a modern work setting.

Note: This position sits in the Early Childhood and Community Services department in the College of Health, Early Childhood Education and Community Services. The College delivers across a broad range of programs in the Health and Community sectors ranging from aged care and disability work, community services; early childhood and education support; nursing and health services; as well as personal services, incorporating hairdressing, beauty therapy and massage.

REPORTING TO / FREEDOM TO ACT

The position reports to and receives direction from the Manager of Early Childhood, Education Support, Work & Transition Education or appropriate delegate. This position operates within the University policies and procedures, and other relevant legislative requirements applicable to the University, and is required to work independently, as well as within a program team environment and operates with a high degree of autonomy.

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

In performing the duties, the incumbent is required to comply with quality assurance policies and procedures, and other relevant legislative requirements applicable to the University.

The key responsibilities are:

- 1 Facilitate learning and establish educational and assessment strategies to suit a range of student, client needs and industry contexts. This includes delivery primarily in a face-to-face format across campuses and in diverse settings including within different University departments, enterprises, and the community. Use of the online learning management system (LMS) is also required to facilitate eLearning to students.
- 2 To work in and with current and prospective industry partners and enterprises.
- 3 Ensure quality compliance of the requirements of ASQA, VRQA, HESG service agreements within your delivery and assessment.
- 4 Establish and maintain a positive learning environment and undertake assessment of student performance in accordance with the requirements of the relevant curriculum / training package.
- 5 Research, develop and customise learning materials suitable for a range of teaching and learning settings and diverse students and industry clients.
- 6 Design and develop training and assessment that is learner focused and responds to learners as individuals.
- 7 Manage the learning process and facilitate individual learning by providing advice on strategies to overcome learning difficulties and/or work closely with specialist services to design appropriate outcomes for students.
- 8 To maintain a client focused approach to the business and practice of education and training, including delivery, consultancy, and partnership management.
- 9 Undertake a range of administrative, coordination and learning services activities directly related to the areas taught including recognition of prior learning, enrolments, and submission of results.
- 10 Maintain accurate records of student progress and assessment in accordance with the National VET Regulator including the requirements of moderation and validation of assessment.
- 11 Manage a personal professional development program that continually improves educational expertise and maintains currency with industry/discipline both in practice and licensing requirements.
- 12 Liaise with and participate in networks with employers and industry clients to assist the College to develop and maintain delivery and assessment that is influenced by current practice.
- 13 Adhere to and cooperate with all OHS policies and procedures of the University.

KEY SELECTION CRITERIA

Essential:

- 1 An approved degree, diploma or certificate or other tertiary qualification/s relevant to the programs to be taught. (Note that an equivalent AQF level qualification is required to the level that is being taught).
- 2 A Training and Assessment qualification: Certificate IV in Training and Assessment (TAE40116); or Certificate IV in Training and Assessment (TAE40110) with Address Adult Language, Literacy and Numeracy Skills (TAELLN411 or TAELLN401); and Design and Develop Assessment Tools (TAEASS502, TAEASS502A or TAEASS502B)
- 3 Current Employee Working with Children Check card (WWCC) or VIT registration.
- 4 Recent experience in a school setting directly relevant to this teaching and assessment role and relevant to the vocational/academic competencies at least to the level of those being taught.
- 5 Capability to facilitate learning and assessment in a variety of settings relevant to contemporary VET practice including campus and enterprise-based delivery, online learning, or international education. Within the requirements of compliance procedures of ASQA, VRQA and HESG.
- 6 Demonstrated experience utilising a wide range of teaching and assessment strategies and media (including ICT), which are appropriate to a diverse student population and the competency standards required. This includes the development of learning resources.
- 7 Demonstrated ability to provide a range of educational service provisions including consultancy skills and recognition of prior learning.
- 8 Demonstrated excellent communication, interpersonal and team skills relevant to maintaining professional relationships with staff, students, industry and/or community sectors, in a changing educational environment.
- 9 Demonstrated understanding of appropriate behaviours when dealing with children & young people regardless of their background or diversity of need.
- 10 Demonstrated personal commitment to professional development and maintaining currency of skills/qualifications/licences including a willingness to undertake further formal education.
- 11 Understanding of and willingness to comply with National VET Regulator requirements and other relevant legislative and policy requirements applicable to the vocational education system.
- 12 Awareness of OHS responsibilities and be committed to imparting information, activities, and actions to students as an ongoing and integral component of all workshop activities and attend OHS training as required.

Desirable:

13. A postgraduate vocational education teaching qualification which includes supervised teaching practice and studies in teaching methodology or equivalent.
14. At least five years work experience as an Education Support Officer or Teacher in a Primary or Secondary School within the last two years.