TAFE

Position Description

LND Literacy, Numeracy & Digital Support – Numeracy Teacher

POSITION NUMBER	972568
ORGANISATIONAL UNIT	Centre of VU Transitions
POSITION REPORTS TO	Senior Educator, Literacy, Numeracy & Digital Support
OVERALL PURPOSE	This position is responsible for delivering high-quality Literacy, Numeracy and Digital (LND) learning support with an emphasis on Numeracy to students across VU TAFE. The role involves preparing, teaching, and evaluating Learning Support programs with a strong focus on numeracy, and ensuring that support is accessible, responsive, and aligned to learner needs. The position works collaboratively with vocational teachers, LND staff and administrative teams to provide integrated LND numeracy support that enhances student achievement in their vocational programs. The teacher is responsible for delivering learning support within a range of delivery modes and funding sources, ensuring quality teaching practice and compliance with Skills First and University requirements.
ORGANISATIONAL CONTEXT AND RELATIONSHIPS	Within the University the position liaises with: ◆ Learning Hub ◆ VU TAFE

LOCATION/CAMPUS	The position is required to work across VU TAFE campuses including City Tower, Footscray Park, Footscray Nicholson, Sunshine, St Albans and Werribee Campuses.

KEY CAPABILITIES

Victoria University is committed to building core capability across VU through investment in our staff, our systems and our processes. We will develop the capabilities of our staff to:

Deliver – Excellence Results-driven, accountability, problem solving focus.

Engage – Customer service mind-set internally, externally and particularly for students.

Collaborate and Partner – Build successful relationships, communicate effectively, influence and negotiate.

Innovate – Entrepreneurship, growth, continuous improvement, digital transformation.

Lead – Inspire direction, lead change, manage and develop people.

OUR ORGANISATION

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.

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 Higher Education Diplomas and Foundation Programs, short courses and professional development for a diverse range of vocational fields. TAFE offers English Language programs, VCE and VET programs for secondary school students.

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 Education and Community Services and the Centre of VU Transitions.

In line with VU's Strategic Drivers, especially Doing Dual Differently and Partnering with Principles, 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 TAFE is based on the high quality of our delivery, core values and our people.

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 Centre of VU Transitions.

The Centre of VU Transitions plays a pivotal role in shaping the academic journey of our VU pathway students. The Centre of VU Transitions is a strategic initiative aimed at enhancing the transition experiences of students as they move through various phases of their educational journey. This position contributes to the delivery of Literacy, Numeracy and Digital (LND) support, with a strong emphasis on Numeracy within the Centre of VU Transitions, ensuring students receive high-quality learning support that strengthens their transition, engagement and achievement across VU TAFE programs.

MAJOR TASKS AND ACCOUNTABILITIES

In performing the duties of this position, the incumbent is required to work within the University policies, procedures and other legislative/regulatory requirements, and to work independently, as well as within a collaborative environment.

1. Facilitate learning and establish educational and assessment strategies to suit a range of student, client needs and industry contexts. This may include delivery on-line, blended and in diverse settings.
2. Design and develop training and assessment that is learner focussed and responds to learners as individuals, and adapt numeracy and LND learning materials, workshops, and online resources suitable for diverse cohorts and delivery modes.
3. Manage the learning process and facilitate individual learning by providing targeted learning support to assist students to build foundational skills

required for success in their vocational programs.

4. Work collaboratively with vocational teachers and internal stakeholders to ensure coordinated learning support aligned to course requirements, and provide timely, professional communication and high-quality customer service to students and staff seeking learning support.
5. Maintain accurate records of student progress and assessment in accordance with university requirements including the requirements of moderation and validation of assessment.
6. Manage a personal professional development program that continually improves educational expertise and maintains currency with industry/discipline both in practice and licensing requirements.
7. Adhere to and cooperate with all OHS policies and procedures of the University.

TYPICAL/MAJOR CHALLENGES

- Achieving key deliverables of the position in a complex and volume environment, adhering to relevant VU policies and procedures.
- Exercising independent judgement, initiative and problem-solving to resolve issues and emerging requirements and provide high level advice within own area of responsibility, drawing on a depth of expertise developed through extensive relevant experience and application.
- Actively staying informed about the industry to maintain up-to-date knowledge to inform evaluation of current practice and delivery, its ongoing relevance and to achieve continuous improvement/excellence.
- Exercising planning and decision making with consideration of the integration or impact of a range of university policies and requirements.

LEVEL OF SUPERVISION

Operates under broad direction from the Senior Educator LND.

SELECTION CRITERIA

Essential:

1. Appropriate post-secondary qualifications and relevant experience in Mathematics/Numeracy specialisation and an approved course of teacher training relevant to the LND support teaching areas.
2. Current Working with Children Check (WWCC) or VIT registration.
3. A Training and Assessment qualification: Certificate IV in Training and Assessment (TAE40122 or 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)
4. Industry currency 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. Demonstrated knowledge of, and experience in, teaching methodologies and strategies appropriate for adult learning support programs, including the ability to design learner-centred activities and use a range of teaching media (including ICT) to engage diverse student populations and support numeracy and LND skill development.
6. 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.
7. Demonstrated understanding of appropriate behaviours when dealing with young people of diverse backgrounds and/or needs.
8. Demonstrated personal commitment to professional development and maintaining currency of skills/qualifications/licences including a willingness to undertake further formal education.

9. Understanding of and willingness to comply with regulatory requirements and other relevant legislative and policy requirements applicable to programs being delivered.

10. 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.