Position Description

Position Title: Vocational Education Casual Teacher –
Community Services
Position Number: TBA
Classification: Casual
Faculty/PAVE Centre/Organisational Unit: Vocational Education
Department: Health, Science and Community

Position Purpose

Our vision for Vocational Education is to be the best provider of vocational education in Australia, known for our industry and community connections, and excellence in student focused learning.

The Swinburne Community Services Teacher is required to inspire, engage and educate our students for the 21st century, through implementing industry best practice and applying current learning technologies and contemporary learning pedagogies. The VE teacher will work collaboratively within a team of education professionals. Within this team environment, they will plan deliver, assess, evaluate and ensure compliance of high quality education and training programs. This role requires our teachers to be able to customise and adapt our programs to meet our learners and clients' needs that vary from certificate level through to diploma and associate degree levels.

Department Information

Swinburne's Vocational Education has five departments which offer vocational programs at post-graduate, advanced diploma, diploma, certificate and basic vocational levels.

The Department of Health, Science and Community incorporates the following program areas:
- Early Childhood and Education
- Nursing and Health Services
- Community Services
- Laboratory Technologies and Science
- Migrant English
- General Education

Location

This position is currently located at the Wantirna campus but the incumbent may be required to undertake duties at any of the University's campuses. Thus the incumbent must be willing to travel between campuses and work at a range of locations.

Key Responsibility Areas

Teaching & Assessment	· Develop, maintain, deliver and review vocational education and training programs, applying innovative learning and assessment methodologies which reflect best practice. (Teaching: Plan, Learning Theories, Design, Facilitation)
	· Ensure learner engagement and achievement of learning outcomes; creates supportive learner inter-relationships; using a range of technologies effectively (Teaching: Facilitation, Design)
	· Contribute to program evaluation; seeks regular feedback to evaluate own performance and plan for improvements (Teaching: Evaluation)
	· Design and develop or modify quality learning and assessment resources that generate authentic learning experiences for students. (Teaching: Design, Assessment: Assessment theories)
	· Develop assessment tools, or modifies existing ones, to suit client needs and specified context. (Assessment: Assessment theories, products)
	· Make valid and reliable assessment decisions and participate in assessment validation processes (Assessment: Assessment theories, products, processes, validation)
	· Adapt learning and assessment programs to cater for individual student and client learning needs. (Teaching: Design, Facilitation. Assessment: Assessment theories, Products)
	· Evaluate teaching delivery and implement quality continuous improvement processes. (Teaching: Evaluation)
	· Supervise and monitor student progress and provide timely and constructive feedback on student performance. (Teaching: Evaluation)
	· Participate in professional development activities to maintain and enhance vocational and educational currency including accessing and utilising information and research sources around VET practice and the VET sector as appropriate to teaching level and industry area. (Skill areas: Leadership. Systems and Compliance: system standards, processes)
The Student Experience	· Provide educational advice to students and implement individual learning plans. (Teaching: Design). · Refer students to appropriate support services and/or implement learning programs to optimise progress and retention. · Fulfil duty of care responsibilities to optimise student safety, health and wellbeing.
	· Assist with identifying student learning difficulties and implement appropriate strategies to improve student learning and refer as appropriate.

Systems, Compliance and Administration	· Maintain accurate records of student progress, assessment, engagement and attendance in accordance with established business rules, policies and procedures. (Systems and Compliance: Products, processes) · Apply relevant Standards (VET, ESOS) and legislation and ensures compliance in own work practices (Systems and Compliance: System Standards) · Develop knowledge of key stakeholders such as state training authorities, industry skills councils, VET regulators, government and licensing bodies (Systems and Compliance: System stakeholders) · Use current training packages and accredited courses, including appropriate tools and resources to support training and assessment practices (Systems and Compliance: Products, Industry and Community Collaboration: vocational competence) · Ensure work practices comply with organisational policies and procedures; maintain accurate and up-to-date records
Industry and Community Collaboration	· Promote the Department's programs and services to student, community and industry. · Collaborate with industry and faculties to ensure teaching and assessment reflects current industry practices and articulation arrangements. (Industry and Community Collaboration: Engagement) · Participate in enterprise and faculty networks to enhance own knowledge and skills. (Industry and Community Collaboration: Networks) · Maintain vocational competency relevant to own subject area and works with others to maintain that competency; uses a range of methods to keep up-to-date with industry changes
Swinburne Values	Commitment to the Swinburne Values of: · **One Swinburne** - **We work together**, bringing our unique skills to achieve our common purpose and strategy. · **Future – Focused** - We commit to taking bold strides – 'moon shots' – and are constantly **innovating, disrupting, renewing and changing** to create tomorrow's technology and talent today. · **Engaged** - We strive to be the most **industry-engaged** university, to amplify our impact and support all students to be future-ready · **Empowered** - We are trusted, and expected, to **act and make decisions** commensurate with our roles and skills, and to **drive continuous improvement**, to deliver our common goals. · **Accountable** - We are accountable for our contributions to Swinburne's **success and sustainability**, for the ways we work together, and for the **outcomes** that we deliver for students, partners and society.
Other	· Undertake Division-wide and/or university-wide responsibilities as required.

Key Selection Criteria

		Essential / preferable
Qualifications	· Certificate IV in Training and Assessment (TAE40116) **OR** · Certificate IV in Training and Assessment (TAE40110) including the following units: 　• TAELLN411 Address adult language, literacy and numeracy skills or its successor, OR 　• TAELLN401A Address adult language, literacy and numeracy skills 　AND 　• TAEASS502 Design and develop assessment tools or its successor, OR 　• TAEASS502A Design and develop assessment tools OR 　• TAEASS502B Design and develop assessment tools **OR** · Diploma or higher level qualification in adult education	Essential
	· Relevant degree or vocational qualification in community services or related field.	Essential
Experience/ Knowledge/Attributes	· Vocational experience relevant to the community services sector	Essential
	· Demonstrated excellence or capacity to implement high quality, innovative approaches in teaching and assessment, using a variety of learning modes, which respond to diverse student learning needs.	Essential
	· Demonstrated experience or the capacity to develop and conduct training programs directed to the needs of industry and the community.	Preferable
	· Demonstrated experience or the capacity to develop learning and assessment resources.	Essential
	· Demonstrated awareness and understanding of Vocational Education and Training policies and frameworks.	Essential
Other	· A valid working with children's check card (or ability to obtain prior to or upon commencement)	Essential
	· Full vaccination against COVID-19 or valid medical exception	Essential