

Schedule 17 - Teacher (Technical and further education)

ACT TEACHING SERVICE

**POSITION CLASSIFICATION STANDARDS
CANBERRA INSTITUTE OF TECHNOLOGY
TEACHING JOB FAMILY**

TEACHER BANDS 1, 2 AND 3

SENIOR TEACHING POSTS (STP)

ADVANCED SKILLS TEACHERS (AST)

EDUCATIONAL DEVELOPMENT AND SUPPORT POSITIONS (EDS)

GROUP STANDARD

INTRODUCTION

This document reflects Position Classification Standards for Canberra Institute of Technology Teachers employed under the Public Sector Management Act 1994. The standards include role and work level descriptions, application of defined classification factors and position examples.

DEFINITION

The work of positions in this group requires the application of professional knowledge, experience and judgement in the development and teaching of course curriculum with regards to a wide range of technical, vocational and recreational subjects.

QUALIFICATIONS

No mandatory qualifications as such exist under the Teaching Service Act 1972. However, teaching staff must be willing to undertake teacher training and meet whatever qualifications are stipulated by the relevant employing authority. ie. School or Unit. Qualifications and experience are assessed to determine salary level.

ROLES

Practitioner - is an individual, team member or team leader. At the Band 1 level they perform normal teaching duties under some form of supervision or guidance. At the Band 2 level they perform some teaching duties but are responsible for the administration of an organisational element within a School or Unit under broad supervision. At the Band 3 level they teach as required and are responsible for the administration and management of a large discrete School or Unit.

Manager - is required to have a sound knowledge of the relevant principles, practices and procedures applicable to a particular field of work or discipline. Managers will be responsible for the achievement of particular objectives or completion of a project. This

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responsibility includes accountability for material, human and financial resources allocated to that objective or project.

Specialist - has an in-depth knowledge of, and is acknowledged as an authority both by senior management and by professional peers in a field of work or discipline or in a range of fields or disciplines. An original and continuing contribution to the field(s) or discipline(s) is an essential element of this role.

Definitions

"Band 1" means base classification teachers, located in schools or central programs.

"Band 2" means the first promotion classification. Positions at this level include: heads of department within teaching schools, and central programs as well as independent advisers or specialists.

"Band 3" means senior promotion classification. Positions at this level are either Heads of Teaching Schools, Heads of central Units (sections) or can operate as independent advisers or specialists.

In addition to the above "sub-classifications" exist within the Band 1 and 2 classifications, these are:

- "Advanced Skills Teacher" means a Band 1 Teacher who has been assessed as suitable against agreed criteria.
- "Senior Teaching Post" means a specified Band 1 position in which teachers are required to provide educational and professional leadership.
- "Educational Development and Support Position" means positions either at Band 1 or 2 level, which have been designated as "off line" teachers forego access to four weeks paid non-attendance leave.

TEACHER BAND 1

Work Level Description

Persons at this level, work under the general direction of a Teacher Band 2 or 3, (or a supervisor from another job family eg. as it may apply in a mixed job family environment.)

Positions at this level undertake various functions, under a range of conditions, to achieve a result in line with the corporate goals of the Institute. Immediate subordinate positions may include staff in administrative, technical, general or trade, or professional job families.

Positions at this level are found primarily in face to face teaching environments but may also operate in a variety of other operating environments and structured arrangements, which may include some teaching as well as some of the following: development and implementation of policies, provision of client and educational services, marketing, curriculum and staff development, student services.

Positions at this level may:

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At Teacher Band 1 Level:

- Task description:

Under the general direction of the Head of Department, assist in the provision of Careers Education Services for the Institute.

Individually, or as a member of a Careers Education team;

1. Provide individual and group careers education and counselling services to enrolled and potential students.
2. Assist in the implementation of the Institute's graduate placement program. This will involve close liaison with Institute staff, students, graduates, employers and employer groups and associations.
3. Assist in the preparation and presentation of Careers Education programs to ACT Colleges and High Schools, NSW South East Region secondary schools and community groups.
4. Liaise with individuals and organisations involved in Careers Education. Represent the Institute at Careers Education seminars, promotions, displays and other activities.
5. Organise and coordinate visits to Institute's Campus Interview programs and work experience programs.
6. Assist in the coordination of the Institute's Campus Interview programs and work experience programs.
7. Assist in the provision of course information services as required.
8. Undertake other appropriate tasks as required.
9. Teach as required or
 1. Under general direction, teach as required by the Head of Department up to the number of hours prescribed in the relevant industrial award.
 2. Organise and/or lead relevant field work and student excursions as required or allowed by the curriculum.
 3. Counsel and advise students on their programs of study and other issues relevant to their effective participation in courses offered by the Department.
 4. Set and mark examinations and other assessment instruments. Maintain student records including complete and detailed records of relevant student assessments and performance.
 5. Develop individually and as a member of a team curricula, including educational resource material. for new and existing programs of study.

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6. Attend staff meetings within the Institute, School and Department as required.
7. Assist the Head of Department in the selection and recruitment of part-time staff as required.
8. Apply the principles of equal opportunity in education and employment to all staff and students.
9. Assist in promoting the Department and in liaison with industry and the community .
10. Perform educational and administration tasks and other incidental duties as directed by the Head of Department.

- Skills and attributes

1. Proven ability to provide effective careers education and counselling services to enrolled and potential students on a group or individual basis.
2. Oral and written communication skills of a high order including effective interpersonal and group presentation skills.
3. An understanding of current career education and vocational training issues and developments.
4. A demonstrated ability to work effectively as part of a team and with a wide range of people (staff, students, teachers, employers and other career educators).
5. Teaching experience.
6. Experience in the preparation and presentation of public relations materials.
7. An ability to work in accordance with EEO, ID and OH&S principles, or
 1. Demonstrated professional knowledge and practical skills appropriate to the teaching of the subject matter.
 2. Interest in adult education and evidence of ability to teach all aspects of the subject matter.
 3. Sound organisational abilities and ability to establish and maintain appropriate student assessment procedures and educational records.
 4. Liaison skills of a high order with outside bodies.
 5. An awareness of the principles of equal opportunity and equal employment opportunity.
 6. High level of self motivation and ability to work with a minimum of supervision .

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7. Ability to establish and maintain appropriate professional working relations.
8. An ability to work in accordance with OH&S and Industrial Democracy Principles.

- Qualifications:

1. Appropriate Tertiary qualifications relevant to the subject matter. Possess or eligible to obtain a diploma in education from an Australian University or equivalent. At least five years of relevant vocational/industrial professional experience OR possess such other qualifications and/or experience acceptable for the position.

At Teacher Band 1 (Senior Teaching Post) Level:

- Task description:

1. Under general direction, perform education tasks and incidental duties including

As required and/or as appropriate.

- organise and coordinate project teams
- arrange and service committees
- undertake effective liaison with other areas within the Institute
- undertake effective liaison within industry and the broader community
- market Institute programs within industry and the wider community
- monitor relevant developments in educational theory and practice and provide feedback to the Institute

Provide educational leadership to encompass

- quality of educational projects
- quality of educational delivery
- quality of assessment and learning strategies
- identification of professional development requirements
- planning and implementation of educational resource
- planning and development of Canberra Institute of Technology services in the ACT region
- active contributions to the Institute's corporate goals

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- Skills and attributes:

EDUCATIONAL DELIVERY AND LEADERSHIP

1. Demonstrated ability to lead and develop educational projects and development initiatives.
2. Demonstrated ability to develop, select and use appropriate educational resources.
3. Demonstrated high standard in educational services.
4. Comprehensive and critical knowledge of at least on educational area which could include: library services, curriculum, professional development, instructional design, educational computing, careers, marketing, educational planning, equal opportunity issues in education and student services and a working knowledge of one or more additional areas.

COMMUNICATION

5. Demonstrated ability to relate effectively with colleagues, students and the wider community.
6. Ability to communicate professional skills to students, colleagues and the wider community .
7. Ability to determine the needs of Institute clients.
8. Ability to represent the Institute.

EQUAL OPPORTUNITY

9. Demonstrated commitment to the principles of equal opportunity in education and employment and to the preventing of overt and covert discriminatory practices.

- Qualifications:

Degree, Diploma or equivalent qualifications in education. Experience in a Institute of Technology or similar environment. At Teacher Band I (Advanced Skills Teacher) Level:

- Task description:
- Skills and attributes:
- Qualifications;

At Teacher Band 1 (Educational Development and Support) level:

TO BE ANNOUNCED

- Task description:
- Skills and attributes:
- Qualifications:

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TEACHER BAND 2

Work Level Description

Persons at this level, under limited direction, may be in charge of a teaching department in a school or non-teaching department in a central program or operate as an independent specialist or adviser.

Positions at this level may:

At Teacher Band 2 (Head of Department) Level:

- Task description:

Under limited direction as Head of Department, manage and coordinate the activities of the Department in accordance with guidelines issued by the Head of School and/or other appropriate authority, within agreed plans and budgets including

- Develop, review and evaluate all educational programs offered by the Department, reporting to the Head of School appropriately and/or as directed.
- Carry out administrative tasks directly related to the efficient and effective operation of the department including:
- Controlling and monitoring expenditure of departmental funds.
- Developing forward planning proposals in regard to financial and staffing estimates.
- Develop submissions and detailed briefs for buildings and other capital resources.
- Preparation of enrolment information and class timetables.
- Recruit part-time teaching staff and appropriate support staff in accordance with EEO and OH&S principles.

2. Provide professional leadership over the Department involvement in educational development activities encompassing:

- Curriculum development and accreditation procedures. Identification of community and industrial training requirements.
- Preparation of submissions for internal and external bodies.
- Quality of education delivery.
- Supervision, training and professional development of staff.
- Maintain professional control of student assessment within the department.

3. Participate in:

- Selection of permanent teaching and support staff.
- Corporate management of the School and as appropriate the Institute.
- Planning and development of CIT services in the ACT and region.
- Educational and other committees; act as Executive Officers as delegated by Head of School.
- Liaise with other departments within the Institute or servicing arrangements.
- Represent the Department and/or the School and as appropriate the Institute in educational and entrepreneurial capacity; liaise and negotiate with public institutions, industrial, commercial and community organisations. Perform other educational and administrative tasks and incidental duties as required by the Head of School.

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- Skills and attributes:

1. Leadership

Demonstrated educational and administrative leadership qualities with proven record to establish and maintain a highly motivated team environment particularly involving Band 1 and part-time teachers and support staff.

2. Management

Ability to manage human, financial and physical resources within approved policies and guidelines.

3. Teaching

Extensive teaching experience. Comprehensive and critical knowledge of current practices in adult education. Knowledge of theoretical bases and practice in curriculum construction. Ability to maintain, develop and monitor effective teaching standards. Develop and review appropriate assessment strategies.

4. Policy

Ability to contribute to the development of policies on educational and administrative issues and contribute to establishment and implementation of priorities within School and/or Institute objectives.

5. Communication

Proven communication skills, ability to represent and promote the department/school/Institute as appropriate and to effectively liaise with public and private sectors of the community.

6. A demonstrated commitment and ability to implement EEO and OH&S.

- Qualifications

Degree or Diploma in Education or equivalent studies. Experience relevant to the position. Three years experience in CIT or similar educational institution.

At Teacher Band 2 (Independent Specialist) Level:

- Task description:
- Skills and attributes:
- Qualifications:

At Teacher Band 2 (Educational Development and Support) Level:

- Task description:
- Skills and attributes:
- Qualifications:

TEACHER BAND 3

Work Level Description

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Persons at this level, under broad direction are responsible for the overall management of a teaching school or a program element within a central program (usually referred to as a unit). Persons may work as an independent specialist or adviser but this arrangement has not occurred to date.

Positions at this level may:

At the Teacher Band 3 (Head of School) level:

- Task description:

1. As Head of School under broad direction, manage and coordinate the activities of the School in accordance with guidelines issued by the Director and within agreed plans and budgets including:

- develop, review and evaluate all educational programs offered by the School
- provide professional leadership over the School's involvement in educational development activities encompassing:
 - curriculum development and accreditation procedures
 - identification of community and industrial training requirements
 - quality of education delivery
- participate in:
 - corporate management of the Institute
 - planning and development of TAFE services in the ACT
 - educational and other committees
- teach in areas of individual expertise
- oversight and control activities in relation to recruitment, selection, staff development, supervision and appraisal in accordance with EEO principles and occupational health and safety regulations
- develop forward planning proposals in regard to financial and staffing estimates, control School assets and assume responsibility for allocation and expenditure of School funds
- represent the School and/or Institute in an educational and entrepreneurial capacity, liaise and negotiate with public institutions, industrial, commercial and community organisations

2. Perform other educational and administrative tasks and incidental duties as required by the Director.

- Skills and attributes:

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1. Leadership

Demonstrated high level educational and administrative leadership qualities with proven record to establish and maintain a highly motivated team environment involving staff at all levels.

2. Management

Ability to manage human, financial and physical resources within approved policies and processes in complex situations and competitive environments.

3. Teaching

Extensive teaching experience, sound understanding of current adult education developments and philosophies, proven expertise in curriculum development, coordination, delivery and evaluation of academic programs and promotion of high quality teaching standards.

4. Policy

Ability to develop policies on educational and administrative issues and to establish and implement priorities within Institute's objectives.

5. Communication

Proven communication and negotiation skills, ability to represent and promote the Institute and to effectively liaise with public and private sectors of the community.

- Qualifications:

Appropriate academic qualifications in Education and in a discipline relevant to the School.

At the Teacher Band 3 (Head of Unit) level:

- Task description:

I. Under broad direction as Head of Unit, manage and coordinate activities in accordance with guidelines issued by the Associate Director, Education, and within agreed plans and budgets:

- develop and maintain the Institute's Educational Profile
- coordination of educational component of estimates
- coordinate educational initiatives involving several schools
- provide advice on promotion of offerings and enrolments
- assist as required in enquires on matters of professional performance or complaints by students
- develop, review and evaluate the full range of staff and student services

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- provide professional leadership over the Institute's policy development on staff and student services encompassing:
 - counselling
 - establishment and development of welfare networks to assist students
- participate in:
 - briefing of educational facilities and allocation of specialist facilities
 - research projects related to the education program
 - corporate management of the Institute planning and development of Canberra Institute of Technology services in the ACT
 - educational and other committees
 - preparation of submissions for external bodies
- assist and liaise with student associations and special interest groups within the Institute
- teach in areas of individual expertise
- oversight and control activities in relation to recruitment, selection, staff development, supervision and appraisal in accordance with Equal Employment Opportunity principles and Occupational Health and Safety regulations
- develop forward planning proposals in regard to financial and staffing estimates, control Section assets and assume responsibility for allocation and expenditure of Section funds
- represent the Section and/or Institute in an educational and entrepreneurial capacity, liaise and negotiate with public institutions, industrial, commercial and community organisations

2. Perform other educational and administrative tasks and incidental duties as required by the Associate Director.

- Skills and attributes: (SAME AS HEAD OF SCHOOL)

- Qualifications:

Appropriate academic qualifications in Education and in a discipline relevant to the Institute.