

Professional Development Unit

The Swinburne Teaching Professional

A Guide for TAFE Teachers

The Swinburne Teaching Professional

Swinburne TAFE's vision is to provide the best learning and teaching experiences for all students and other clients. Your role as the Swinburne Teaching Professional (STP) is critical to our success in achieving this vision.

Our aim is to ensure that all of our teachers provide a high standard of teaching, reflecting contemporary principles and practices of teaching and learning and incorporating up to date technologies, and that they are aware of what the requirements are to progress through a career in teaching.

To achieve this, we are committed to providing you with the highest level of ongoing support throughout your career at Swinburne. This is primarily through extensive professional development.

Whether you have only recently started work at Swinburne, or have been with us for some time, you will find that there are many systems, procedures and other information that you need to know.

These are underpinned by a Performance and Development Planning process which includes Professional Standards for TAFE teachers and a Professional Development Program.

This printed guide is designed to:

- provide an overview of what we expect from teachers
- outline what is required for quality performance and promotion
- support teachers wanting a career in teaching at Swinburne
- assist you to navigate your way around our systems and procedures.

The latest version of this document (with links to relevant websites) can be found at TAFE Professional Development <http://www.swin.edu.au/profdev>.

Resources

Flexible Learning

- TAFE frontiers
<http://www.tafefrontiers.com.au/>
- Australian Flexible Learning Network
<http://www.flexiblelearning.net.au>
- TAFE Online Teaching and Learning – Flexible Learning
<http://www.tafe.swin.edu.au/profdev/induction/online.htm>
- TAFE International
<http://www.tafe.swin.edu.au/intproj/>

Hot numbers

- Helpdesk
8.00 am – 6.00 pm (diverts to night technician after hours) 9214 5000
- Information office Hawthorn (8.30 am – 6.30 pm) 9214 5364

Security

- Emergency Ext 3333
- General – Hawthorn Ext 8176
- General – Prahran Ext 6777
- General – Lilydale TAFE Ext 7190
- General – Wantirna (Main Switchboard) 9
(24 Hours) 0414 371 526
- General – Croydon Ext 6640
- General – Healesville 9894 4551
- Emergency – Healesville '0' 0000

Resources

Strategies/Plans

- TAFE Division Flexible Learning and Teaching Master Plan 2003 – 2005
http://www.swin.edu.au/corporate/fpr/planning_plans.html
- Future in Focus: Swinburne TAFE Strategic Vision 2003-2011 (email cphillips@swin.edu.au for a copy)

Government/Industry Links

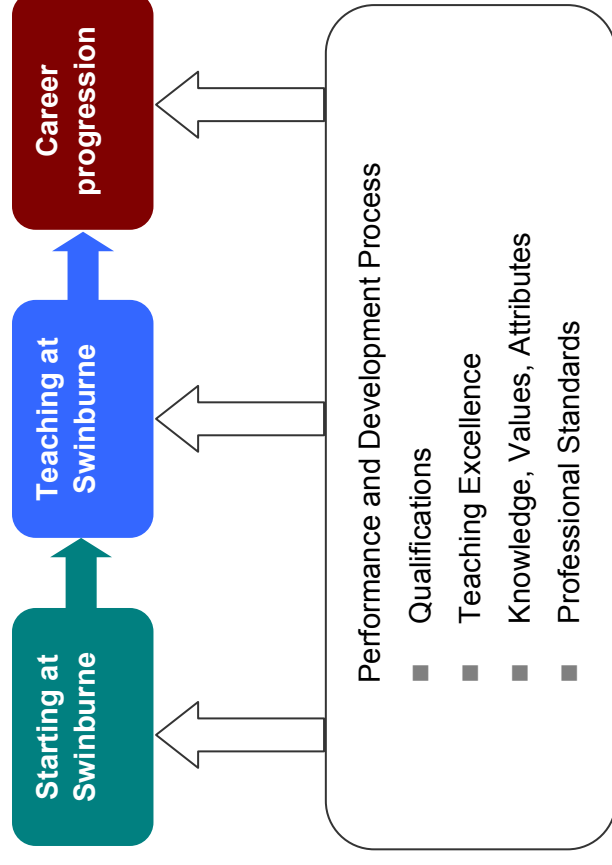
- Australian National Training Authority (ANTA)
<http://www.anta.gov.au>
- Office of Tertiary and Technical Education (OTTE)
<http://www.otte.vic.gov.au/>
- Assessing Demand and Establishing Priorities for VET
<http://www.otte.vic.gov.au/employers/ResearchProgram.htm>
- Education Network Australia – VET topics
<http://www.edna.edu.au/vet.html>
- National Training Information Service
<http://www.ntis.gov.au/cgi-bin/waxhtml/~ntis2/org.wxh?page=60&inputRef=8565>

Teaching Industrial Awards/Certified Agreement

- Multi-Employer Certified Agreement 2003 (MECA)
http://www.swin.edu.au/corporate/hr/eb/eb_tafe.htm

The Swinburne Teaching Professional

Striving for Excellence in Learning and Teaching



Your professional development is underpinned by the PD Plan and the PD Program

Starting at Swinburne

Knowledge, skills and expectations	Reference/source/support
<p>The organisational environment</p> <p>Swinburne's vision is to provide quality vocational education and training. Future in Focus describes this vision.</p>	<p>Future in focus: Swinburne TAFE Strategic Vision 2003 – 2011 (email cphillips@swin.edu.au for a copy)</p>
<p>Department Participation</p> <p>The Organisational Chart shows where your department is located in the structure. Teachers are expected to work individually, in teams and with colleagues in their department and beyond.</p>	<p>Organisational Chart</p>
<p>The workplace environment</p> <p>Swinburne TAFE teachers are employed under the Multi Employer Certified Agreement 2003 (MECA) which has an annual performance appraisal requirement. This appraisal enables staff to demonstrate their achievements and, if necessary, identify where development is required. The Performance and Development Plan has the following elements for teachers.</p> <ul style="list-style-type: none"> ▪ Semester plan ▪ Performance plan ▪ Development plan <p>Each teacher is required to complete a Semester plan with their manager or nominee.</p>	<p>Multi Employer Certified Agreement</p> <p>Teacher Performance Appraisal</p> <p>TAFE Teachers' Semester Plan</p>

Resources

Quality Systems/Policies and Procedures

- Policies and Procedures database
<http://www.swin.edu.au/corporate/registrar/pppd/>
- TAFE Quality System
<http://www.tafe.swin.edu.au/sps/quality2004/index.html>
- Information Technology Services policies
http://www.its.swin.edu.au/standards_policies/it_standards/policies.htm
- Australian Quality Training Framework Standard 7 (AQTF 7) – Qualifications
http://www.tafe.swin.edu.au/sps/documents/Quality/Procedures/QTA FE30_0604.pdf
- Australian Qualifications Framework
<http://www.aqf.edu.au>
- Vocational Competence
http://www.tafe.swin.edu.au/sps/documents/Quality/Procedures/QTA FE11_2.pdf

Professional Development/Training

- TAFE Professional Development Unit
<http://www.tafe.swin.edu.au/profdev>
- Innovation in Education
www.tafe.swin.edu.au/i2e
- Training – People Development
<http://www.swin.edu.au/corporate/hr/development/otherlinks.htm>
- Industry Release and Study Support
<http://www.tafe.swin.edu.au/profdev/policies/welcome.htm>
- Certificate IV in Assessment and Workplace Training
<http://www.tafe.swin.edu.au/profdev/programs/welcome.htm>

Resources

Human Resources

- Employee Attributes
<http://www.swin.edu.au/corporate/hr/attributes/employee.php>
- Swinburne Induction – New starter Checklist
<http://www.swin.edu.au/corporate/hr/induction/checklist.pdf>
- Swinburne Employee Attributes
www.swin.edu.au/corporate/hr/attributes/employee.php
- Code of Conduct
http://www.swin.edu.au/corporate/registrar/ppd/humres/code_of_conduct_procedure.htm
- Organisational Chart
<http://www.tafe.swin.edu.au/about/tafeorgchartJan04bw.pdf>

Induction

- Human Resources – New Starter Checklist
<http://www.swin.edu.au/corporate/hr/induction/checklist.pdf>
- TAFE new teacher induction checklist
http://www.tafe.swin.edu.au/sps/documents/Quality/Procedures/QTA FE12_2.pdf
- TAFE teacher induction guide
<http://www.tafe.swin.edu.au/profdev/induction/pd.htm>
- TAFE Teacher and Teaching Support Handbook (to be customised by department)
http://www.tafe.swin.edu.au/sps/procedures/procedures/q_forms.html

Starting at Swinburne	
Knowledge, skills and expectations	Reference/source/support
<p>Knowledge of the Vocational Education and Training (VET) sector</p> <p>Teachers should have a general knowledge of the VET sector including its place in the education system. They should also be aware of the key initiatives relevant to their current position or promotional positions.</p>	<p>National directions and initiatives: Australian National Training Authority (ANTA)</p> <p>State initiatives: Office of Training and Tertiary Education (OTTE)</p> <p>Industry/VET trends and links: Assessing Demand and Establishing Priorities for VET</p> <p>Swinburne: TAFE Innovation in Education Unit</p>
<p>Teaching and Vocational qualifications/competence</p>	
<p>Minimum qualifications upon commencement (as per the MECA)</p>	
<p>Teachers are required to have certain qualifications. These are listed below.</p> <p>The MECA outlines the incremental salary scales for teachers.</p> <p>For a Teacher at 1.1 (lowest level), the Certificate IV in Assessment and Workplace Training is preferred.</p> <p>This qualification is necessary to progress beyond the first pay increment of the teaching award (MECA).</p> <p>Vocational qualifications/competence relevant to subject areas are also required. This may include relevant industry experience.</p>	<p>Multi Employer Certified Agreement (See Section 19.1)</p> <p>Departmental mentoring is available for teachers who do not yet have the Certificate IV in Assessment and Workplace Training</p> <p>Australian Quality Training Framework (AQTF) Standard 7 Training Package or curriculum</p>

Starting at Swinburne	
Knowledge, skills and expectations	Reference/source/support
<p>The Induction process</p> <p>Induction occurs upon commencement at Swinburne, or as part of a promotion process. Stages include:</p> <ul style="list-style-type: none"> ▪ University induction ▪ TAFE Division Induction ▪ School/Department – Local ▪ Induction to the position. 	
	<p>Human Resources – New Starter Checklist TAFE New Teacher induction checklist TAFE Teacher Induction Guide TAFE Teacher Handbook (will be customised by your department) Mentoring Process for new staff within the department. Teacher Professional Standards – (under development)</p>

Career progression	
Knowledge, skills and expectations	Reference/source/support
<p>For promotion beyond Teacher 2.2 (4th increment) a teacher needs to:</p> <ol style="list-style-type: none"> 1. Achieve a satisfactory outcome at the annual review of their performance. This includes elements described in the Teaching at Swinburne section of this document such as: <ul style="list-style-type: none"> ▪ Flexible teaching and learning ▪ ICT skills ▪ Student Centred Learning ▪ Knowledge of VET and Swinburne. <p>Other elements of the review process may include active participation in:</p> <ul style="list-style-type: none"> ▪ strategic planning ▪ FOSPs ▪ audits ▪ state wide activities ▪ research ▪ networking. <ol style="list-style-type: none"> 2. Complete a course of teacher training accredited at Australian Qualifications Framework Level 5, which includes supervised teaching practice and studies in teaching methodology, or an equivalent. 	<p>Teacher Professional Planning, Review and Development Resource Kit Teacher Position Descriptions Key Performance Areas</p> <p>Department's Field of Study Panels (FOSPs)</p> <p>Staff undertaking training may be eligible for financial study support. (contact TAFE Professional Development Unit)</p>

Career progression	
Steps	Requirement
<p>The incremental steps are outlined below.</p> <p>Senior Educator: levels 3, 2.2, 2.1, 1.2, 1.1</p> <p>Teacher level 4.2</p> <p>Teacher level 4.1</p> <p>Teacher level 3.2</p> <p>Teacher level 3.1</p> <p>Teacher level 2.2</p> <p>Teacher level 2.1</p> <p>Teacher level 1.2</p> <p>Teacher level 1.1</p>	<p>Australian Qualifications Framework (AQF) Level 5</p> <p>and</p> <p>Performance Review</p> <p>Certificate IV in Assessment and Workplace Training</p> <p>Certificate IV in Assessment and Workplace Training (optional)</p>
<p>Promotion</p> <p>Promotion is available to teachers as outlined in the 'Incremental progression' section outlined above.</p> <p>Beyond incremental progression, teachers may apply for positions as senior educators and for other leadership roles. Opportunities may also arise through responding to calls for expression of interest and other departmental opportunities.</p>	<p>All these opportunities involve a selection process.</p>

Teaching at Swinburne	
Knowledge, skills and expectations	Reference/source/support
<p>Excellent teaching practice</p> <p>Swinburne expects teachers to provide high quality student centred learning, researching and planning to meet client needs.</p> <p>The three goals of excellent learning and teaching are:</p> <ul style="list-style-type: none"> ▪ serving the needs of clients ▪ developing graduate attributes ▪ ensuring quality. <p>Student centred learning</p> <p>Teachers are encouraged to ensure that their teaching:</p> <ul style="list-style-type: none"> ▪ caters to the needs of learners and provides a learning environment characterised by a learner-centred approach, recognising differences in learners' ages, experiences, aptitudes, learning styles and circumstances ▪ incorporates various delivery methods based on learner needs ▪ includes experiences with project based action learning ▪ provides a range of moderation and assessment options which are valid, reliable and relevant. 	<p>Human Resources – Employee Attributes</p> <p>TAFE Division Flexible Learning and Teaching Master Plan 2003 – 2005</p> <p>Department's Field of Study Panels (FOSPs)</p>

Teaching at Swinburne	
Knowledge, skills and expectations	Reference/source/support
<p>Flexible learning and teaching</p> <p>Flexible learning includes the full range and mix of learning options: for example classroom, print based teaching, role-plays and teamwork, and computerised online learning.</p> <p>Teachers are expected to provide a range of flexible learning options which best meet the needs of their students – studying on campus or at other locations.</p> <p>Work based teaching and learning is becoming increasingly significant, and staff may expect to participate in this as Swinburne Teaching Professionals.</p> <p>As part of their role, teachers are also expected to develop and share teaching resources (curriculum and Training Packages).</p>	<p>TAFE Division Flexible Learning and Teaching Master Plan 2003 – 2005 elearning@swinburne.plan</p> <p>Teacher Position Descriptions</p>
<p>elearning at Swinburne</p> <p>Teachers are expected to develop a range of skills including the use of WebCT in their teaching programs. WebCT is the key platform to provide our learners with online access, learning opportunities and communication facilities.</p>	<p>Online Teaching and Learning – Flexible Learning (educationally sound use of ICTs) TAFE frontiers Australian Flexible Learning Network</p>

Career progression	
Knowledge, skills and expectations	Reference/source/support
<p>Career development</p> <p>Teachers are encouraged to participate in a range of career development opportunities. These may include:</p> <ul style="list-style-type: none"> ▪ professional development opportunities, including project work ▪ secondment position/replacement of colleagues during absences (back filling) and other leadership roles ▪ acting positions ▪ applying for positions vacant. 	<p>TAFE Professional Development Human Resources: Recruitment/Career Information</p>
<p>Incremental progression</p> <p>The Multi Employer Certified Agreement (MECA) outlines the requirements for teachers to progress through the salary structure. (see pages 4-5)</p> <p>Progression beyond the first incremental point of the teacher classification is subject to the employee gaining the Certificate IV in Assessment and Workplace Training. (MECA section 19.3.1)</p>	<p>Multi Employer Certified Agreement 2003 (MECA) See Section 19.1 Australian Quality Training Framework (AQTF) Standard 7 TAFE Professional Development</p>

Teaching at Swinburne	
Knowledge, skills and expectations	Reference/source/support
Swinburne policies, procedures and strategic directions	
<p>Swinburne policies and procedures support teachers and students. Teachers must be able to locate and apply them.</p> <p>Teachers are expected to participate in continuous improvement processes using quality team audits, and student feedback.</p> <p>Teachers are expected to provide all students with monitoring and support or refer them to appropriate services.</p>	<p>Swinburne Induction – New starter Checklist</p> <p>TAFE Teacher and Teaching Support Handbook (available from your department)</p> <p>Swinburne Policies and Procedures Database</p> <p>Quality System TAFE</p> <p>Department's Field of Study Panels (FOSPs)</p> <p>Human Resources</p> <p>Future in Focus: Swinburne TAFE Strategic Vision 2003 – 2011 (email cphillips@swin.edu.au for a copy)</p> <p>Student Services</p>
Internationalisation at Swinburne	
Teachers and students are part of an international community and teaching and learning practices and resources should reflect this.	TAFE international

Teaching at Swinburne	
Knowledge, skills and expectations	Reference/source/support
Information and Communication Technology (ICT)	
<p>All teachers are required to have ICT skills to provide students, industry and the community with the best possible service and learning experiences. A minimum level is necessary.</p>	<p>Online Teaching and Learning – Flexible Learning (contains online teaching skills checklist and training details)</p> <p>TAFE frontiers</p> <p>Australian Flexible Learning Network</p>
Reflective practice	
<p>To ensure that there is a constant improvement in the quality of teaching staff are encouraged to undertake regular evaluation of programs. This involves:</p> <ul style="list-style-type: none"> ▪ student and peer feedback ▪ subject/competency evaluation ▪ course evaluation ▪ course improvement planning. 	<p>Quality System TAFE</p> <p>Australian Quality Training Framework (AQTF) Standard 7</p>

Teaching at Swinburne	
Knowledge, skills and expectations	Reference/source/support
Industry relevance, vocational qualifications/competence	
<p>Teachers are required to have qualifications and/or demonstrated competence in their teaching areas, as stipulated in the relevant Training Package/curriculum/program area.</p> <p>Vocational competencies may be obtained through:</p> <ul style="list-style-type: none"> ▪ qualifications ▪ industrial experience ▪ professional memberships. 	<p>Vocational competence of staff</p> <p>Relevant Training Package/curriculum documents</p> <p>Staff are expected to maintain and renew vocational competence through:</p> <ul style="list-style-type: none"> ▪ training programs (available through Swinburne Human Resources) ▪ Industry Release and Study Support (apply through the TAFE Professional Development Unit) ▪ industry visits/tours ▪ other training and development strategies for vocational currency ▪ TAFE professional development activities.
For further methods and advice see Vocational Competency Strategies.	Vocational Competence

Teaching at Swinburne	
Knowledge, skills and expectations	Reference/source/support
Swinburne values, behaviours and attributes	
<p>All teachers are expected to demonstrate behaviours and attributes which support Swinburne's values and culture. These are outlined at your induction and reinforced during your ongoing development while working at Swinburne.</p> <p>Swinburne Employee Attributes may be incorporated into performance plans for promotion.</p>	<p>Human Resources – Employee Attributes Teacher Position Descriptions Code of Conduct</p> <p>Human Resources – Employee Attributes Teacher Performance Appraisal</p>