

**SUBMISSION TO HOUSE OF REPRESENTATIVES STANDING COMMITTEE ON
EDUCATION AND EMPLOYMENT**

**Inquiry into the Role of the Technical and Further Education (TAFE) System
and its Operation.**

*Dr Glenn Worthington, Committee Secretary
House of Representatives Standing Committee on Education and Employment
Inquiry into the role of the Technical and Further Education (TAFE) system and its Operation
PO Box 6021
Parliament House
Canberra ACT 2600.*

16 April 2013

Dear Dr Worthington,

We thank you for this opportunity to make a submission to this inquiry which will put TAFE in the spotlight before the September election, and hopefully influence major political parties in future by focussing on the real impact of poorly informed Government policy in the Vocational Education and Training (VET) sector, and to start the debate about a viable future for TAFE in this current bleak landscape of privatisation, marketisation, budget cuts and 'change management'.

This submission has been prepared in conjunction with, and on behalf of, TAFE part-time, full-time and head teachers (members of the Australian Education Union [AEU], NSW Branch) in the NSW Colleges of Ryde and Meadowbank, part of the Northern Sydney Institute (NSI). We represent over 300 TAFE teachers working in these two Colleges. Meadowbank and Ryde Colleges provide vocational education and training in such areas as Tourism, Events and Hospitality, Environment and Horticulture, Electrical Trades, Fine Arts, General Education, Information Technology, Hairdressing and Beauty, Health Care, Office Administration, Building and Construction, Business Administration, Property Services, Children's Services, Communication and Media, Community Services, Electro technology, Plumbing, Engineering, Management, Youth Work, English for Speakers of Other Languages [ESOL]/Languages, Skills for Work and Training, Language, Literacy and Numeracy, and Outreach.

We have included quotes from colleagues but have not provided names or contact details because of realistic fears of adverse action by NSI management. Confidentiality is sought, however names and contact details can be provided on request from the committee, and on the understanding that they will not be published on the Inquiry's website.

PIERRE MASSE
AEU Representative, Ryde Campus

BARRY NIVISON-SMITH
AEU Representative, Meadowbank Campus

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OVERVIEW

Over 1.06 million students were enrolled in TAFE in 2012, some of these attending throughout their whole working lives. For over 100 years TAFE Teachers have been providing a broad range of vocations, skills for work and underpinning knowledge, and providing up-skilling/re-skilling to existing workers, while also providing literacy and numeracy, counselling, library and student services' support to ensure all students have the best possible chance for success in their chosen field of study. Our two colleges educate and train over 20,000 students annually, and form long term relationships with both students and employers. TAFE has a long tradition of giving people a 'second chance' at education, and the possibility of life-long education as well as expert training to keep our communities running. It is vital that we are adequately funded to continue to do this, especially for students from disadvantaged backgrounds, those with disabilities, and those from marginalised sectors of society.

TAFE NSW has been suffering from death by a thousand cuts over the last 15 years. Barely maintained funding (in dollar terms) which equate to funding cuts of 40% (in real terms), competition and marketisation, a dramatic increase in casualisation of its teaching workforce, a dramatic reduction in support services, downgrading of teaching qualifications, and drowning by audits and compliance requirements, are the main wounds afflicting TAFE.

In 2006, The Allen Consulting Group researched the value of TAFE NSW. It concluded that for every dollar invested in TAFE in NSW, there was a benefit of \$6.40 to NSW (Allen Consulting Group, 2006, p49). Yet, the current and previous NSW Governments have wilfully interfered with TAFE. It is in this context we offer the following to this enquiry.

1.0 ADDRESSING QUESTION 5: Those jurisdictions in which State Governments have announced funding decisions which may impact on their operation and viability.

Over the past 15 years programs to help Australians to improve themselves and their life and employment prospects have been savagely affected by budget cuts. Greens MP John Kaye (The Australian, 13/06/12) said that the cuts to TAFE equate to over \$1 billion in real terms since 1997. The NSW government's recent \$800 million cuts from TAFE, as part of a \$1.7 billion cut to the education budget, have meant that all TAFE institutes are being forced to cut 800 staff over the next four years, more than 5% of the full-time equivalent workforce, and this doesn't include the part-time teachers who have also lost their jobs over the past few years. Already our institute has deleted around 80 teaching jobs, and those teachers and support staff who remain after the positions have been deleted will be doing the work of those who are retrenched, or retire because they don't want to go through the 'change management process' and apply for jobs they've been doing passionately and successfully for many years, and for some, for decades. In brief, management adopted a process to identify how to meet the NSW Government's political goal of getting rid of 800 teachers and support staff. This was done by declaring vacant all positions in certain sections, and getting all teachers to reapply for their existing position. Several teachers refused to submit a Résumé and an Expression of Interest (EOI), or attend interviews because they are so demoralised and fearful of the new fully contestable/ commercial world of training which is planned to start in 2014.

TAFE courses that do not fill skills shortages and directly lead to jobs will no longer receive state funding, threatening their affordability and future. (Patty in SMH 23/10/12). This means that there is no guaranteed funding for TAFE colleges after 2014, and depending on the *Smart and Skilled* (NSW Education & Communities *Smart and Skilled: Draft Quality Framework*, 2013) recommendations, no guarantees which courses will or won't be funded. TAFE Institutes will have to compete with private colleges and other TAFE Institutes for students, because government funding will go to the college in which students enrol, whether public or private. Under this model, TAFE colleges will no longer receive block funding from the state government. In 2013, TAFE students were faced with increased fees of **9.5%**, or having to pay commercial rates, as do the Fine Arts students since funding was dramatically cut earlier this term, and teachers retrenched. HECS-style loans will be offered to students in certain subsidised diploma courses from 2014. Under this proposed model, which ironically states that students will be 'entitled' to a qualification, there will actually be a reduction in entitlement because the Government will be selective in which courses are to be funded. Currently there are no limitations as to which courses students can choose to enrol in (it may involve multiple courses), because the funding is uncapped. Students are currently entitled to enrol in one or more vocational courses, plus a fee exempt tutorial support course to help them gain the Language Literacy and Numeracy (LLN) skills to complete their qualification. Under the proposed *Smart and Skilled* model this entitlement will be limited to one course only.

In 2007 Andrew Stoner (NSW Nationals leader) said: *But for TAFE students who usually work part time and study at TAFE struggling with the normal cost of living... it is a very difficult time, and the government has not helped by increasing these fees by some 9%, which is well and truly above the CPI. The impact of the fee increases has been that enrolments in TAFE are falling, and that is a real shame because TAFE has been a great success story in this State, especially at a time when we have a skills shortage.* (NSW TEFED Media Release, 12/09/12)

TAFE colleges are being asked to compete with hundreds of RTOs and it can never be a level playing field, given the overheads of TAFE colleges who offer state of the art facilities and extra support from equity areas including Outreach, Disabilities Teacher Consultants, Counsellors, Library staff and Learner Support staff. All these areas are under the 'change management plan', (the process by which TAFE NSW Institutes identify the teaching positions to be deleted, but more accurately, which teachers will be sacked), and more jobs will be deleted in the second and third rounds of deletions. These value added extras, only offered by TAFEs, are not costed into course offerings and will no doubt be considered too expensive to maintain. How will this lead to a smarter and more highly skilled NSW and country? TAFE teachers in NSI have been told the job losses are the result of competitive funding and in preparation for the implementation of Smart and Skilled in 2014 in NSW.

The Daily Telegraph of February 8, 2013, highlights *Packer College brings \$10 million in jobs to west.* Andrew Carswell states: *he personally wanted to offer an opportunity to western Sydney, where high class training avenues are seldom foundcan be utilised.*

We are appalled that Nepean college of TAFE (specialist Hospitality and Tourism facilities) was discarded from this process and large amounts of tax payer funded money directed towards this private opportunity. This reflects on the distorted model of vocational education delivery in which private, at all costs, is perceived to be superior to public vocational education.

We must learn from the mistakes in such states as Queensland and Victoria where savage funding cuts of hundreds of millions of dollars have decimated and/or closed many TAFE colleges and institutes and their course offerings, where fees have been increased up to 80% in some areas, where skills shortages have not been addressed, where thousands of workers have lost their jobs, and where the state government has ended up with a massive budget blow-out by funding RTOs which have delivered poor quality training and alienate many industries.

1.1 EFFECTS ON TEACHERS

The head teacher role has changed dramatically over the past ten years, with new systems for electronic rolls, online enrolments [without any face to face guidance when selecting courses], financial budgeting, financial system, online platforms, etc. adding to the huge workload of HTs who still teach 10-14 hours a week with little or no clerical support. Much valuable 'innovation' and 'educational planning' time is lost through the constant demands of

compliance administrative duties, and it is the students who suffer. The future prospects for head teachers is to become a manager of contract teachers with only a Certificate IV in Training and Assessment (TAE40110 or TAE10 for short) which does not make them a teacher. This is a compliance model, not an educational one.

A horticulture teacher writes (please see Appendix A for full teacher quotes):

Teacher qualifications: The NSW Government has recently been talking about ensuring the QUALITY of School Teachers, by upgrading the qualifications of new teachers. What do they do for TAFE Teachers? Insist that new teachers do a Cert.IV in Training & Assessment. This makes a mockery of the time & effort most of us had to put into getting a DEGREE in Education. Also, the level of support for new teachers (to study & learn) has been drastically cut.

The recent process to identify positions to be deleted (in other words: which teachers would lost their jobs) required teachers and head teachers to re-apply for their job, and the selection criteria (see Appendix B) did not match those stated in policy documents (see Appendix C) which were heavily weighted towards commercialism and leveraging industry.

A head teacher of hospitality writes:

New PTC (part-time casual) teachers are not trained and equipped for teaching, the TAE10 is not a relevant certification for a new teacher to be equipped to walk into a classroom and deliver a class. This then takes further time from head teachers and teachers to support and equip the teachers for classroom readiness.

The fact is that we have lost many experienced and industry expert part-time casual teachers over the past ten years due to budget and course cutting (these figures are ignored in the 800+ job losses). It is difficult to think about succession planning when we can't offer teachers enough hours to support a family. In NSW the proposed implementation of the inexperienced 'Tutor/Assessors' category will further add to the increasing casualisation of the TAFE workforce and ultimately on our society with the obvious long-term adverse economic effects in terms of financial stability.

In NSW the current TAFE teaching job losses, caused by the drastic budget cuts, means that head teachers will be asked to do the jobs of two, over multiple colleges. Teachers' workloads have increased along similar lines, with inordinate amounts of time spent to ensure regulatory compliance – with ongoing assessment validations, industry logs, pre and post assessments in the workplace, unpacking new training packages etc. They are expected to teach courses ranging from Statements of Attainment to Degree programs, for the same salaries, and at the same time are expected to be marketing experts and entrepreneurs seeking commercial revenue.

Another head teacher of hospitality is concerned about the workload of those who are successful in keeping their jobs, and about the low morale pervading all sections. She writes:

*Recently many of my Head Teacher colleagues were required to apply for their positions with some of them likely to lose their jobs. They were faced with a range of questions at interview which were so far out of the realm of the Head Teacher position, they returned from their interviews more distressed than before they went in. They were faced with questions related to sales and marketing, promotion, growth of business, we are highly skilled **trade** teachers who have moved into an administrative and teaching role, again with minimal training to perform this duty, are we now expected to be marketing experts?*

It is difficult to see how TAFE can survive this latest onslaught, according to one horticulture teacher:

*Overall decimation of TAFE: It seems to be a goal of current government(s) to wind down TAFE to such a stage that it can no longer perform the long-held roles it has performed for over 100 years ("**.... education should not only strengthen job prospects – it should enrich society.**")*

He also comments:

*We need this inquiry to ask and answer some fundamental questions about TAFE, its role in society and how it will look in the future. We are dealing with the **education of people** (as well as training); something the economic rationalists seem to forget! Educational quality cannot be measured simply by numbers and CERTAINLY not by dollars.*

And adds:

Reaccreditation and compliance: We seem to be spending more & more time doing less & less important tasks (like having to redo a Cert.IV - [my third version] on top of a Teaching Degree) leaving less time to get on with our PRIMARY role: TEACHING students. I was not employed for my computer skills or budgeting abilities. I was employed to teach Trade skills to Students (Apprentices). Once upon a time there were Data Entry people to process enrolments, and Office Assistants with Admin skills, that enabled us to focus on our "core business" (ie TEACHING).

In NSI's first round of job losses, 2 out of 4 head teacher positions have been deleted in Adult Basic Education (ABE), and two teacher positions were due to be deleted before two teachers decided to retire early. This could well be a trend, leading to further shortages of highly skilled experienced teachers.

A Language/literacy/numeracy teacher from ABE writes:

It makes no sense to cut TAFE funding or turn vocational education into a private, for-profit business. I fear especially for the disadvantaged, marginalised and disabilities students in future. I also worry about the shortage of qualified language, literacy and numeracy practitioners over the next few years, since many will be retrenched, or take early retirement because of the stress and uncertainty of the commercial and

contestable future. This is especially hard for us because our courses have always been fee exempt, since we believe that every Australian has the right to free literacy education. Given the fact that 7.4m Australian workers cannot function adequately in the workplace in terms of Language, Literacy and Numeracy (LLN) this doesn't make sense.

Section 12 of the **Disability Discrimination Act 1992** – (Clth) states (in part):

It is unlawful for an educational authority to discriminate against a student on the grounds of the student's disability:

- (A) By denying the student access, or limiting the student's access, to any benefit provided by the educational authority: or*
- (B) By subjecting the student to any other detriment*

2a it is unlawful for an education provider to discriminate against a person on the ground of the person's disability:

- (A) By developing curricula or training courses having a content that will either exclude the person from participation, or subject the person to any other detriment.*

Disabled students are often precluded from using keyboards without additional support because of cognitive and/or neurological deficits. Our colleges are delivering material on-line in lieu of classroom or other methods of flexible delivery. Without support from specialist teachers the completion rate of such students will not meet targets with the resulting adverse effect on funding. The SI Group (software licensing reseller used by NSI) who supplies subsidised software at minimum cost for students and staff is unable to list 'Dragon Dictate' (voice activated software) at a subsidy. One disabled teacher was able to purchase this software from Harvey Norman cheaper than this company could offer the product.

This breaches anti-discrimination legislation in the area of provision of education.

The recent proposed job losses of Commercial Cookery teachers were put temporarily on hold after a high number of recent enrolments, and after head teachers pointed out to management that if there were to go ahead with the proposed deletion of positions, new casual teachers would have to be recruited to teach the classes of sacked teachers, with the prospects of management facing claims of unfair dismissal. Other areas were targeted in the areas of Food and Beverage Service, and Hospitality.

A head teacher of commercial cookery writes:

I believe it is demoralising to see a "select group" of TAFE teaching staff that I have worked alongside for a long time being treated very poorly by management. These permanent teachers have to reapply for their positions as though they have been dismissed. Due to this the atmosphere and culture of the workplace has changed from

one of being positive and energised to a place where staff feel threatened with the slash and burn management style.

Lack of trust in both management, and now, in many cases in each other, causes even more anxiety.

The looming contestable funding model which we will be operating under next year leaves NSW TAFE colleges at a great disadvantage because it isn't a level playing field. TAFE has to provide accessible pathways for disadvantaged youth, students with disabilities, students from non-English speaking backgrounds, Indigenous students, apprentices & trainees, addressing skills shortages and running high quality training in a wide range of industries. We can't compete with 'training' companies who can deliver out of the back of a truck, using TAFE syllabuses and cherry-picking the cheapest, easiest courses to deliver. TAFEs provide realistic vocational pathways, and TAFE qualifications are more than just pieces of paper.

1.2 EFFECTS ON STUDENTS

There is great concern amongst TAFE teachers that private RTOs are able to offer watered-down courses for Certificates and Diplomas in one or two semesters, with no quality outcomes or scrutiny over these companies. We know there are not sufficient numbers of auditors to ensure quality delivery by these often fly-by-night companies whose bottom line is profit driven. We do not believe the Australian Skills Quality Authority (ASQA) has the ability to appropriately regulate the plethora of for-profit Registered Training Organisations (RTOs), and it appears ASQA concentrates its efforts on regulating the largest RTOs: TAFE Institutes.

One of our colleagues, a hospitality teacher, concerned about the 2014 entitlement system which will give funding to the RTO students enrol in, writes:

Education should not be about making a profit and when the voucher system is introduced, many students will go where it is easier and quicker to get a qualification=lack of skills and knowledge of trades, which Australia is severely short of.

TAFE is committed to providing all-round quality education as well as vocational training; including VET in Schools programs (TVET) which give secondary students vocational options and which are at risk. Many TAFE teachers have expressed concerns about the problems of VET programs delivered in High Schools and the competencies achieved.

One (recently retired) hospitality teacher with over 25 years' experience states:

When certain of these students arrive in more advanced classes with recognition of TVET skills for introductory modules it is a common practice for the Recognition Co-ordinators to be rebuked by their colleagues for granting such recognition as, particularly in subjects like Cookery because of their lack of pre-existing knowledge and skills. Some students are considered to be so incompetent that they are a danger in the class room.

The Recognition Co-ordinators are powerless when students present with a nationally recognised qualification which, in these cases, is worthless. It then becomes necessary to overly rely on Learning Support Sections to address the gaps in student knowledge if the individual is not prepared to repeat the subject in which they are clearly not competent.

A second hospitality teacher states:

Students coming to TAFE from HSC TVET in their high school and having been marked as competent in their practical skills quite often find the reality of their "competency" is not up to standard and they end up repeating those practical units therefore that been a waste of time in school.

Course hours have been cut to save costs, and a teacher of hospitality adds:

My teaching hours have been cut dramatically to align with the head teacher's job to save money. This challenge has me teaching/facilitating the same amount of content and assessing those students in a much smaller number of hours. From the students' perspective this has caused results to suffer as evident so far....

Training packages qualifications are being watered down to enable more people to become qualified quicker at the detriment of the quality of the qualification at hand. Due to this the underpinning knowledge and skill is being assessed rapidly and yet the concept of solid learning is being dismissed as there is little time for practice or contextualisation. This is especially an area of concern in Food Safety & Work Health & Safety (WHS)...

I facilitate and assess 8 units in Cert IV in Commercial Cookery. The nominal hours for this course are 230 hrs in total...or 9 hours per unit... At present I have 18 hrs to cover the lot so it is down to only 2 hours per unit.

Budget cuts will impact on the learner support levels currently offered to all students, including those with learning difficulties and disabilities. One head teacher of ABE adds:

We have no guaranteed funding for our Learner Support Study Centres in Semester 2, 2013 and beyond, which is appalling considering the decades of hard work we've put into developing this wonderful resource for all students, boosting course completions and maximising opportunities for further study.

Budget cuts have adversely affected the support staff and quality of facilities offered to students, as one horticulture teacher laments:

... the Parks & Gardens section are losing 4 of 8 teachers and we are losing support staff which means that the teachers in the horticulture sections will need to do a lot more work in setting up practical work exercises etc.

Something that I feel really needs a mention is the general lack of maintenance that needs to be done around the grounds and the buildings...It is all a symptom of the general wind-down of funding for TAFE over the last 10 or so years.

A hospitality teacher writes:

Stripping funding = reduction in quality of teaching and resources....

And... without government support regarding TAFE fees, many students will not be able to afford to train.

Budget cuts in student support areas have also impacted on vocational completions, and the above teacher says:

Staffing cuts in Adult Study Centre means there is more pressure on teaching staff to assist with these students of NESB, LOTE & special needs in our classes. However we do not have the time to do this. Students also in some instances not given options in relation to their learning i.e. to be facilitated online whether this is their choice or not. It is all about being competitive on the training market but what about the learners and their learning.

The **Racial Discrimination Act** (Commonwealth) 1975 is also breached when appropriate support is withdrawn (for short-term funding considerations). TAFE is the educational provider where the marginalised, Non-English-Speaking-Background (NESB) and disabled students enrol. Private providers have the ability to build such costs into their fee structure and/or appropriate government funding. Those disadvantaged are unable, in general, to seek enrolment in private colleges. TAFE cannot compete in terms of this value adding costing.

Courses such as Fine Arts have had funding removed and now students have to pay up to \$8,000 for their course, even those who had nearly finished. This is in spite of the recent findings of the NSW Government's own 'creative taskforce' which recommended reinstating funding for this highly successful course in terms of vocational outcomes. (SMH article, 19 March 2013)

The decision to impose full fees and loans for art courses at TAFE will deny students seeking a second chance or women returning to education, an opportunity to participate in regional and rural areas. Students participating in these programs often articulate from art into other courses and pursue successful careers in education, graphic design, photography etc. (NSW Tefed Media Release 12/09/12).

In Victoria and Queensland fees have been increased up to 80% in some areas and skills shortages have not been addressed. Students in these states have been given one voucher and if they chose the wrong course then had to pay full fees to study the right choice for them at TAFE colleges. The same model of 'one qualification' is proposed for NSW under *Smart and Skilled* reforms.

There is an enormous financial barrier for young people who can't afford to commit to an apprenticeship because of the poor status and financial reward associated to apprenticeship - ironically, their employers are receiving government subsidies for hiring apprentices, already very uncostly employees. So, these young people have the choice of taking up an apprenticeship and living below the poverty line (this is a very unattractive prospect), or working and maybe learning on the job without gaining the necessary skills or qualifications. Any fee increase will further discourage young people from training in a trade area and completing an apprenticeship.

1.3 EFFECTS ON INDUSTRY

Our TAFEs have been caught up in the impasse between Canberra and the eastern states. Major, crucial changes have been made without public discussion and agreements or indeed common sense.

The neoliberal approach to VET training under the Howard government was a disastrous embarrassment (hundreds of millions of dollars wasted on Australian Technical Colleges), but was embraced and expanded by the Federal Labor government of Kevin Rudd and Julia Gillard. It is not surprising the states with conservative Governments feel at ease with facilitating enriching RTOs of questionable quality at the expense of students, employers, industry, and society.

The disastrous experiences in Queensland and Victoria prove that skills shortages have not been addressed under the new entitlements system, thousands of workers have lost their jobs and employers have complained loudly that thousands of private RTO-trained students do not have the necessary skills. The Victorian state government ended up with a massive budget blow-out by funding these RTOs which have delivered poor quality training and have alienated many industry bodies.

With over 5,000 private providers delivering training in Australia and more than half of these publicly funded, taxpayers are even funding large corporations like McDonalds and Crown to train their staff! It is a devastating blow to TAFE that Crown has entered into a joint venture with Penrith Panthers Leagues Club to build and staff a \$10 million hospitality training facility to *create pathways for students to complete school-based traineeships and apprenticeships*. (Carswell, A. theTelegraph.com.au, 08/02/13). However this is no guarantee of quality in the training provided, and our regulatory systems are inadequate to cope with the huge increase in these RTOs. Our Colleges have been individually called upon to address the needs of International Students from collapsed private providing colleges at additional cost to the specific sections.

A hospitality teacher states that she:

... interviewed students from Meridian College several years ago who were doing a dual qualification – Certificate III or IV in Commercial Cookery and a Diploma in Hospitality.

They were in the invidious position of having their practical cookery classes closed by order of the liquidator one week before their final assessment was carried out. In other words, these students had completed 16-17 weeks of study and were in the position of having to repeat those subjects (at significant cost). With painstaking liaison with the Commercial Cookery Section at Ryde TAFE College these students were assessed (both practically and theoretically) successfully saving them substantial fees and dissipating the overwhelming frustration they felt. They, in this case were competent. That required teaching and support staff to be made available with no ability to cost recover from the private provider through the liquidator. It is what was expected of TAFE but the private provider (and the liquidator) walked away 'scot free'. On the other hand, TAFE colleges are constantly being audited internally and externally, and a great deal of effort is currently being put into the enormous demands for an upcoming ASQA audit of NSI in August.

Another teacher in hospitality, concerned about the pressure from specific industry and their needs, writes:

There is the expectation amongst some employers that TAFE should be their enterprise's training and development department, and will teach the narrow range of skills required in their specific organisation.

Current management would not be able to refuse a commercial brief to teach narrow skills sets because of the desperate need for commercial funds.

However it is TAFE's role to provide both broad-based education as well as training, giving students wider career path opportunities to seek further employment or promotions when the opportunity arises. This means teaching transferable, generic skills and is a much broader definition of 'education and training' than many industries allow.

2.0 ADDRESSING QUESTION 3: The delivery of services and programs to support regions, communities and disadvantaged individuals to access training and skills and through them a pathway to employment.

2.1 EFFECTS ON DISADVANTAGED STUDENTS

With the 2014 introduction of fully contestable funding, NSW TAFE colleges are being asked to compete with hundreds of RTOs. This can never be a level playing field, given the overheads of TAFE colleges who offer state of the art facilities and extra support from equity areas including Outreach, Disabilities Teacher Consultants, Counsellors, Library staff and Learner Support staff. All these areas are under extreme funding pressure, and more jobs are expected to be lost in these areas in the next 6-18 months. These value added extras, only offered by TAFEs, are not costed into course offerings and will no doubt be considered too expensive to maintain. In the past, TAFE has been the major provider of accessible pathways for disadvantaged youth, students with disabilities, students from Non-English-Speaking-Backgrounds, indigenous students and apprentices and trainees.

Online courses are proposed without any real consideration to including the costs of computer literacy support models required for distance education into course offerings. These students in disadvantaged or marginalised areas need high levels of support to have the skills and confidence to ensure course completion.

2.2 EFFECTS ON ACCESS AND EQUITY AREAS, TEACHERS AND STAFF

In the first round of position deletions, several teachers and head teachers of Language, Literacy and Numeracy, and Outreach, are losing their jobs – with further job losses planned for Teacher Consultants, Counsellors and Library and Administration staff later this year or early 2014, and depending on the continued availability of other sources of funding, perhaps English for Speakers of Other Languages (ESOL) teachers.

The loss of the Adult Migrant Education Program (AMEP) to Navitas (a for-profit RTO), in Victoria in 2011, meant that the NSW Adult Migrant English Service (AMES) all but ceased to be a teaching organisation, now reduced to delivering a few commercial English language services and providing online products. The same has happened in NSW, with Navitas undercutting the AMES-TAFE consortium, *with students suffering from larger class sizes and less technology in the classrooms* (Ross, J. The Australian 14/11/11). Since 1951 NSW AMES has taught English to over 1.5m people, with a teaching staff of 150. Almost all teachers took voluntary redundancy, with a few joining TAFE NSW. *Many skills, not to mention the dedication and corporate culture developed over the last sixty years, will be lost, says George Campbell, president of the AMES Teachers Association (ibid).* The same sense of loss of culture and dedication is happening to teachers in our TAFE colleges, with morale at its lowest ebb ever. *The reality is that the success of private providers is made possible by their ability to*

undercut the award pay and conditions of AMES and TAFE teachers (Snelgrove, A. 2013). The 'playing field' is not, and can never be, level when TAFE has to cover costs of infrastructure, high quality facilities and their maintenance, and value-added student services.

Research carried out (Cocks & Thoresen, 2013) into the financial and social outcomes for people with disabilities who have completed an apprenticeship or traineeship reported that the most common barriers, across both graduates with and without disabilities, were related to a lack of resources. Common challenges cited were poor training wages, the cost of equipment or tools required for training, and lack of time (often due to family commitments). Support was the most important factor facilitating course completion among the research participants with disabilities. This support was often provided by, amongst others, TAFE institutes, the employer and informal support.

There already is a shortage of skilled and experienced LLN practitioners and this will be exacerbated by the ongoing spills and position deletions. This shortage will increase as the 55+ age cohort of teachers moves into retirement.

This is in spite of the Federal Government's push in the ***National Foundation Skills Strategy for Adults*** (2012 Report) to address the 7.5m workers who *do not have the literacy and numeracy skills needed to participate fully in today's workforce* (Sen. Evans, *ibid*, Ministerial Foreword). The Federal Government's reform means that it is imperative that more Australians are able to access quality training to improve their LLN and employability skills. This won't happen with continuing retrenchments. The target is *that by 2022 two-thirds of working age Australians will have the LLN skills to take full advantage of opportunities afforded by the new economy... one of the top priorities will be to enhance the quality of foundation skills training on offer and build the workforce that delivers this training.* (*ibid*). TAFE has a very significant role to play as a 'safety net' for those whose schooling didn't deliver the expected LLN skills.

We need to train more teachers experienced in the Australian Core Skills Framework (ACSF) levels, to assist vocational teachers unpacking their training packages and explaining units of competency needed, as per the Smart and Skilled draft recommendations, and help students with identified LLN skills gaps to increase course completion rates.

Finally, the attractiveness of teaching as a career is limited by increasing casualisation of employment opportunities offered to new teachers. Part-time casual and contract teachers do not have access to paid professional development opportunities to keep their skills current. These are common concerns.

A food and beverage/hospitality teacher writes:

I am a teacher of hospitality of over 20 years. I am currently teaching a group of students Certificate 2 and 3 in Hospitality. Certificate 2 is operational, while Certificate 3 is Supervisory level. While most students are capable in the group I have at least half the group has some form of learning difficulty or disability.

- *I have 2 students with ADHD who need extra attention and tuition*
- *2 students who are matured aged from NESB and have little or no literacy or computer skills*
- *2 students... have learning difficulties*
- *1 student who is suffering from severe anxiety when stressed*
- *1 student who is suffering from bouts of depression and suicidal tendencies*

While I try to accommodate these students it is negligent and irresponsible and to the detriment of other students that support staff and Adult Education [LLN teachers] has been basically discarded and the onus of coping with the blended classes is left to the teacher who does not have the counselling or educational skills to meet the challenge of a blended class.

If the success of education is based on cost effectiveness and completed courses then heaven help those students who in 2014 will be forced to take entitlements to enrol in hospitality courses under contestable funding and heaven help the teachers who will lack any support services and have to battle away being teacher/ mentor/ counsellor/ tutor/administrator. Who would want to be a TAFE teacher in this environment?

3.0 RECOMMENDATIONS: How to build and maintain a strong public TAFE system into the future.

1. In NSW, abandon the proposed 2014 contestable funding model until there have been real public discussions and consultations, all stakeholders have been able to contribute to the process, and design features and impacts have been tested and found both reliable and viable. Any proposal needs to be evidence based and in favour of education.
2. Learn from the mistakes in such states as Queensland and Victoria and redress these by reinstating funding to TAFEs as the leading and pre-eminent provider of public education. Australians have this right to a world-class TAFE system.
3. Provide transparency in TAFE funding and keep TAFE's 'full-service provider' funding.
4. Continue to ventilate vital issues and solve the problems caused by this impasse of seemingly opposite ideologies between Canberra and the three eastern states.
5. Engage the public in discussions about TAFE before making crucial changes.
6. Recognise that TAFEs cannot compete with for-profit providers; it's not a level playing field when RTOs cherry-pick popular, cheap to run courses and can deliver courses out of the back of a truck.
7. Recognise that TAFEs provide realistic vocational pathways, and that their qualifications are more than just pieces of paper.
8. Recognise that TAFE's bottom line should never be profit and that funding education and training is an investment, not a cost.
9. Abandon the artificial barriers of TAFE Institute silos and get them working together to save duplication of services and infrastructure. To that effect, we recommend returning to one TAFE system in NSW (centralised) with the re-establishment and appropriate funding of central support services.
10. Re-implement a requirement for university level teaching qualifications and support TAFE teachers to upgrade qualifications from the current requirement of a Certificate IV in Training and Assessment. This lower qualification is a compliance model, not an educational one.
11. TAFE should be quarantined from any marketisation and contestability of funding. TAFE has to provide accessible pathways for disadvantaged youth, students with disabilities, students from non-English speaking backgrounds, Indigenous students, apprentices & trainees.
12. Provide funding for clerical support. Compliance heavy issues overwhelm teachers and head teachers, reducing time spent on quality delivery and face to face teaching time with students.
13. Provide funding to support online delivery. This means funding for teachers to prepare quality online learning material, and including initial and ongoing computer literacy and technological support.
14. Redress the trend towards further casualisation of all teaching, and create more full-time positions through adequate funding.

15. Start subsidising apprentices rather than subsidising employers of apprentices so young people who can't afford apprenticeships and are living under poverty line have a real choice to break the generational unemployment cycle which affects so many families in this situation.
16. Continue to fund equity and support services including libraries, computers, learning support and counselling. These are vital services to TAFE students.
17. Allow eligible students to make informed choices between TAFE colleges and approved training organisations by ensuring only high quality RTOs are offered subsidised training. This will require a significant increase in the funding of ASQA.
18. Build the workforce that delivers foundation skills training so we can have a chance at reaching the 2022 Australian Government target where two-thirds of working ages Australians will have the LLN skills needed to take full advantages of opportunities afforded by the new economy.
19. Force state governments to abandon proposed models of individual entitlements and recognise that students will choose those RTOs offering certificates and diplomas in 6 months as opposed to being educated and trained at TAFE for over two years, with full learner support.
20. Ensure TAFE continues to meet critical skills needs for disadvantaged learners by committing funds to TAFEs to supply the 'community obligations' entitlements for Certificate I and Certificate II courses in LLN.
21. Fund an increase in the number of auditors to investigate and act upon private RTOs who are not delivering quality educational and training services. Provide negative sanctions where necessary, including deregistration and fines.
22. Recognise that TAFE provides essential qualifications in every area of the economy – nurses, mechanics, engineers, childcare workers, artists, writers, plumbers, electricians, language/literacy/numeracy and so on... Australia needs TAFE!
23. Allow and encourage TAFE and TAFE Managers to be in the business of education, not business.
24. Ensure the survival and thriving of our TAFEs across Australia, and the hundreds of campuses spread across regional, rural and metropolitan areas.
25. Keep TAFE affordable and accessible to all. Then we'll truly be moving towards 'a clever country'.

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APPENDICES

APPENDIX A – Teacher comments.

1. HEAD TEACHER HOSPITALITY:

The role of a head teacher has change dramatically over the years, there is very little provision for training. There is an abundance of new systems put in place with, little or no training and if there is training, it is often very poor e.g. SAP.

Systems such as MEVI (online enrolments) were put in place to make the life of the student easier and enrolment more flexible, this is true, however, I believe it has increased the workload of a head teacher by at least 50 hours at each enrolment time. Enrolment is no longer a couple of weeks per year it is now several months. In some areas enrolment is very straight-forward and in other areas complex (managing RPL [recognition of prior learning] and class placement) which is very time consuming. Enrolments are now taking place from late October to early March for semester 1 and late April to early August for semester 2. Teacher support for the majority of this time is limited as they have returned to the classroom and are unavailable for assistance. Each individual enrolment requires and individual response (usually from the head teacher) this in turn often ends up in a dialogue taking further time.

MEVI and TIPA (budgeting planning software) has bought forward all timelines for planning and preparation of classes for the upcoming semesters, again increasing pressure on the head teacher for earlier deadlines.

I have noticed my Head teacher colleagues under and enormous amount of pressure to meet deadlines based on systems and deadlines on top of this workload there are audits, validation, new training packages, TAE10 (CIV Workplace Training & Assessment) updates for themselves and staff. Then there's the looming *Smart and Skilled*, is anybody ever going to break this to us? A disaster in public education how to deskill a nation!!

New PTC (part-time casual) teachers are not trained and equipped for teaching, the TAE10 is not a relevant certification for a new teacher to be equipped to walk into a class room and deliver a class. This then takes further time from head teachers and teachers to support and equip the teachers for classroom readiness.

Recently many of my Head Teacher colleagues were required to apply for their positions with some of them likely to lose their jobs, they were faced with a range of questions at interview which were so far out of the realm of the Head Teacher position, they returned from their interviews more stressed than before they went in. They were faced with questions related to sales and marketing, promotion, growth of business, we are highly skilled **trade** teachers who have moved into an administrative and teaching role, again with minimal training to perform this duty, are we now expected to be marketing experts?

The role and of a head teacher has changed so much over the years with **no** recognition of the increased workload, while we are on teaching conditions of **10 – 14 hours teaching per week, 16-20 hours RD and admin + 5 hours off site**, I am rarely able to enter a classroom prepared for class, work many hours above what is programmed to ensure customers' needs are met, management deadlines

are met, basic administrative duties are met. Each week I leave the workplace with a long list of essential tasks still not complete. Electronic communication has increased workload immensely, the culture of immediate response and the pressure to provide "quality customer experiences" places great demand on the head teacher, while still teaching classes and attending meetings all in 30 hours on site IMPOSSIBLE.

In a recent discussion with a Head Teacher colleague I was told they are not permitted by their MTL (Manager Teaching Learning) to record the hours they have worked on their TPD. Additional hours are not paid to head teachers, however if they are not able to record additional hours worked nobody will be able to be alerted to this increase in the workload. They are getting around displaying the hours they work (approx. 50 per week or 30% additional to 35 hrs.) by putting in lunch breaks of 3-5 hours so they are able to display start and finish times. This is a Head Teacher who is about to have 2 positions in the college reduced to 1. HMMMMM I guess they will soon be working 100 hours per week, I have never heard so many people say they are "at breaking point".

2. HORTICULTURE TEACHER 1

Change to working conditions: Possibly the major attraction to TAFE teaching. To have our conditions of employment altered so much, without real consultation is "bully-boy" tactics. We have already lost staff and will continue to do so. Also, the new proposals (Tutor / Assessor) will make TAFE teaching much less attractive as a profession.

Teacher qualifications: The govt. have recently been talking about ensuring the QUALITY of School Teachers, by upgrading the qualifications etc of new teachers. What do they do for TAFE Teachers? Insist that new teachers do a Cert. IV in Training & Assessment. This makes a mockery of the time & effort most of us had to put into getting a DEGREE in Education. Also, the level of support for new teachers (to study & learn) has been drastically cut.

Reaccreditation and compliance: We seem to be spending more & more time doing less & less important tasks (like having to re-do a Cert. IV - [my third version] on top of a Teaching Degree) leaving less time to get on with our PRIMARY role : TEACHING students. I was not employed for my computer skills or budgeting abilities. I was employed to teach Trade skills to Students (Apprentices). Once upon a time there were Data Entry people to process enrolments, and Office Assistants, with Admin. skills, that enabled us to focus on our "core business" (ie TEACHING).

Overall decimation of TAFE: It seems to be a goal of current government(s) to wind down TAFE to such a stage that it can no longer perform the long-held roles it has performed for over 100 years ".... *education should not only strengthen job prospects – it should enrich society.*" - (https://www.tafensw.edu.au/about/our_history.htm#.UU-0XhnXEkY)

We need this this enquiry to ask (and answer) some fundamental questions about TAFE, it's role in society and how it will look, in the future. We are dealing with the **education of people**; something the economic rationalists seem to forget! Educational quality cannot be measured simply by numbers and CERTAINLY not, by dollars.

2. HORTICULTURE TEACHER 2

... the Parks & Gardens section are losing 4 of 8 teachers and we are losing support staff which means that the teachers in the horticulture sections will need to do a lot more work in setting up practical work exercises etc.

Something that I feel really needs a mention is the general lack of maintenance that needs to be done around the grounds and the buildings...It is all a symptom of the general wind down of funding for TAFE over the last 10 or so years.

3. HOSPITALITY TEACHER 2

Without Government support regarding TAFE fees, many students will not be able to afford to train. Every strong country needs a good education system.

Stripping funding= reduction in quality of teaching and resources. Though I do agree there is ... money wasted at TAFE, management does not seem to want to listen to the opinion of industry professionals, especially hospitality industry ones who are used to working to budgets.

Education should not be about making a profit and when the voucher system is introduced, many students will go where it is easier and quicker to get a qualification= lack of skills and knowledge of trades, which Australia is severely short of.

4. LANGUAGE LITERACY NUMERACY TEACHER

Two out of four head teacher positions have been deleted 3 colleges in the area of Adult Foundation Education, leaving the remaining 2 HTs working in 3 colleges with a much greater workload. This includes an increase in workplace LLN teaching for commercial and contestable funding which involves hours and hours of compliance documentation and testing, while unpacking a new training package and trying to map outcomes to ACSF (Australian Core Skills Framework) levels as per the federal government's policy. With no educational support, so much of our work involves troubleshooting new software that doesn't talk to other software systems as touted, and dealing with deadlines & administrative matters. Most of these revolve around compliance issues and reporting so that ultimately it is our teaching that suffers, and hence our students... and we're supposed to provide best practice role models to our staff! Everything is geared towards passing the ASQA audit in second semester. We have no guaranteed funding for our Learner Support Study Centre in Semester 2, 2013 and beyond, which is very depressing considering the 20+ years of hard work we've put into developing this wonderful resource for all students, boosting course completions.

It makes no sense to cut TAFE funding or turn vocational education into a private, for-profit business. I fear especially for the disadvantaged, marginalised and disabilities students in future. I also worry about the shortage of qualified language, literacy & numeracy practitioners over the next few years, since many will be retrenched, or take early retirement because of the stress and uncertainty of the commercial and contestable future. This is especially hard for us because our courses have always been fee exempt, since we believe that every Australian has the right to free literacy education. Given the fact that 7.4m Australian workers cannot function adequately in the workplace in terms of LLN this doesn't make sense.

5. COMMERCIAL COOKERY TEACHER

I believe it is demoralising to see a "select group" of TAFE teaching staff that I have worked alongside for a long time being treated very poorly by management. These permanent teachers are having to reapply for their positions as though they have been dismissed. Due to this the atmosphere and culture of the workplace has changed from one of being positive and energised to a place where staff feel threatened with the slash & burn management style. How is this even legal?

My teaching hours have been cut dramatically to align with the head teacher's job to save money. This challenge has me teaching/facilitating the same amount of content and assessing those students in a much smaller number of hours. From the students' perspective this has caused results to suffer as evident so far.

Students coming to TAFE from HSC TVET in their high school and having been marked as competent in their practical skills quite often find the reality of their "competency" is not up to standard and they end up repeating those practical units therefore that been a waste of time in school.

Staffing cuts in Adult study centre means there is more pressure on teaching staff to assist with these students of NESB, LOTE & special needs in our classes. However we do not have the time to do this. Students also in some instances not given options in relation to their learning ie to be facilitated online whether this is their choice or not. It is all about being competitive on the training market but what about the learners and their learning.

Training packages qualifications are being watered down to enable more people to become qualified quicker at the detriment of the quality of the qualification at hand. Due to this the underpinning knowledge and skill is being assessed rapidly and yet the concept of solid learning is being dismissed as there is little time for practice or contextualization. This is especially an area of concern in Food Safety & WHS.

I facilitate & assess 8 units in Cert IV in cookery. The Nominal hours for this are 230 hrs in total. Prior to 2013 I have had 4hrs/week over the semester =72 hrs to cover. $72 \text{ hrs} / 8 \text{ units} = 9 \text{ hrs per unit}$. At present I have 18 hrs to cover the lot so it is down to 2 hours per unit.

6. FOOD AND BEVERAGE/HOSPITALITY TEACHER

I am a teacher of hospitality of over 20 years. I am currently teaching a group of students Certificate 2 and 3 in Hospitality. Certificate 2 is operational, while Certificate 3 is Supervisory level.

While most students are capable in the group I have at least half the group has some form of learning difficulty or disability.

- I have 2 students with ADHD who need extra attention and tuition
- 2 students who are matured aged from NESB and have little or no literacy or computer skills
- 2 students who are slow learners and have learning difficulties
- 1 student who is suffering from severe anxiety when stressed
- 1 student who is suffers from bouts of depression and suicidal tendencies

While Adult Education (and the Study Centre) has been fantastic in trying to accommodate these

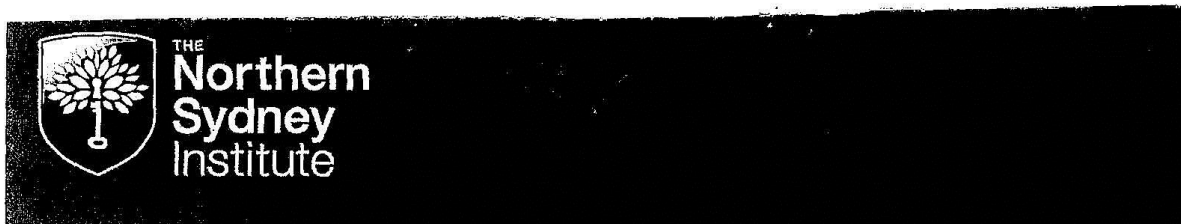
students, unless they are registered as having a disability they cannot receive the proper support they require. With the advent of “Smart and Skilled” and “eLearning” and the cutting of the budget and job losses especially in Adult Education and support staff especially in my College, I would like the government and DEC to consider the following:

- The 2 students who are matured aged from NESB and have little or no literacy or computer skills yet are deemed not to have a disability. What they do have is a learning problem as they require tuition on how to access and use computers and complete assignments and written assessments. Without support this is left to me on top of the other teaching duties I have such as time for the other students, who become frustrated at the pace of the learning because I have to spend time on these students. Part of the resources and ability to complete these units is to use programs such as Didasko and Sakai. These students really struggle. Has there been any thought as to the needs of these students?
- The other students need extra attention and again the fast learners become frustrated and bored because I have to spend time with these students as support service are either overloaded or under-staffed.
- If the people in charge of education thought that eLearning is the way to go it maybe for the students who are computer savvy but the students we are getting at TAFE seem to be who have been pointed in the direction of hospitality because it is perceived as an easy option. This is not the case and over the years I have seen students enrolled in these courses who are either from disadvantaged backgrounds, dysfunctional families or who have disabilities or behavioural problems.
- In addition to this teachers are expected to complete their administrative work i.e. TPDs [Teacher Program Diaries], lesson preparation including on-line delivery, student enquiries, reply to emails received and so on.
- A unit of the course is *Apply Hospitality Skills in the Workplace* (work or work experience). While most students can work enough hours to complete the hours required, some students don't have a job or in the case of one student I have she was doing Accommodation Services and is trying to get work in a Hotel in the front office. She said she was not having much success. I directed her on to “Careers Connect” – an NSI website in which the student tenders their details and hopes for a position. There is no personal contact and on the site no category for Accommodation Services, only Hospitality, so any job opportunities that she receives are not suitable as it is not the right area of hospitality.

While I try to accommodate these students it is negligent and irresponsible and to the detriment of other students that support staff and Adult Education [LLN teachers] has been basically discarded and the onus of coping with the blended classes is left to the teacher who does not have the counselling or educational skills to meet the challenge of a blended class.

If the success of education is based on cost effectiveness and completed courses then heaven help those students who in 2014 will be forced to take entitlements to enrol in hospitality courses under contestable funding and heaven help the teachers who will lack any support services and have to battle away being teacher/mentor/counsellor/tutor/administrator. Who would want to be a TAFE teacher in this environment?

Head Teacher Commercial Cookery (Pool Assessment Ref. No. THEH/HT1)



Expression of Interest – Pool Assessment

Pool Reference Number: THEH/HT1
Position Title: Head Teacher Commercial Cookery
Enquiry Officer:

SELECTION CRITERIA

1. Demonstrated ability to lead, motivate and develop a team to achieve business objectives and meet budgetary, legislative and regulatory requirements.
2. Demonstrated ability to develop and maintain positive customer relationships and leverage business and commercial opportunities.
3. Demonstrated ability and commitment to develop and deliver commercial programs, flexible learning options and, where relevant, programs in the workplace that meet industry and customer needs.
4. Demonstrated capacity to lead and manage change and team performance and capability development.
5. Demonstrated experience in implementing innovation in the workplace.
6. Demonstrated capacity to establish and maintain industry currency and ongoing commitment to professional development.

CLOSING DATE: 13 March 2013

SUBMITTING YOUR APPLICATION:

You can submit your application via the following options:

1. **Email Address:** ↓
2. **Fax:**
3. **Hand Deliver To:**



Expression of Interest – Pool Assessment

Pool Reference Number: THEH/T3
Position Title: Teacher Hospitality & Tourism
Enquiry Officer: Andrea Poletti

SELECTION CRITERIA

1. Demonstrated competence in innovative teaching practice and in meeting and responding to learner needs in a commercial environment.
2. Demonstrated capacity to establish and maintain industry currency and ongoing commitment to professional development.
3. Demonstrated ability to contribute to the development, delivery and maintenance of products to meet industry and customer requirements.
4. Demonstrated ability to work effectively as part of a team.
5. Evidence demonstrating knowledge and application of e-Learning practices and workplace delivery.

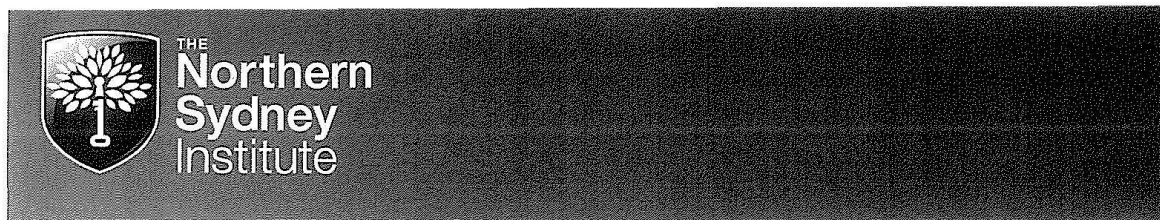
CLOSING DATE: 13 March 2013

SUBMITTING YOUR APPLICATION:

You can submit your application via the following options:

1. **Email Address:** NSI.Staffing@tafensw.edu.au
2. **Fax:** (02) 9942 3972
3. **Hand Deliver To:** Recruitment Section, Level 2, H Block, Meadowbank Campus

For any enquiries concerning submitting your application please contact either Janice McCallum on (02) 9942 3966 or Sarah Willmott on (02) 9942 3965.



Expression of Interest – Pool Assessment

Pool Reference Number: AGE/OC
Position Title: Outreach Coordinator
Enquiry Officer: Helen Cosgrove

SELECTION CRITERIA

1. Demonstrated ability to lead, motivate and develop a team to achieve business objectives and meet budgetary, legislative and regulatory requirements.
2. Demonstrated ability to develop and maintain positive customer relationships and leverage business and commercial opportunities.
3. Demonstrated ability and commitment to develop and deliver commercial programs, flexible learning options and, where relevant, programs in the workplace that meet industry and customer needs.
4. Demonstrated capacity to lead and manage change and team performance and capability development
5. Demonstrated experience in implementing innovation in the workplace.
6. Demonstrated capacity to establish and maintain industry currency and ongoing commitment to professional development.
7. Demonstrated understanding of the commercial and contestable VET market and success in securing funding from a variety of sources.
8. Demonstrated knowledge and high level experience in dealing with access issues for students and the ability to plan, implement and deliver appropriate educational programs for specific student groups including long term unemployed, youth, inmates and women.

CLOSING DATE: 13 March 2013

SUBMITTING YOUR APPLICATION:

You can submit your application via the following options:

1. **Email Address:** NSI.Staffing@tafensw.edu.au
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**TAFE NSW TEACHER AND HEAD TEACHER DESIGNATIONS
AND ENTRY REQUIREMENTS POLICY (DET HR June 16 2005)**

TAFE TEACHER DESIGNATIONS POLICY- for comparison to above EOI selection criteria.

1.2.3 The following common core criteria must be prescribed as entry requirements for all teacher designations:

- High level written and oral communication skills in English.
- Demonstrated commitment to maintaining professional currency.
- Commitment and ability to facilitate learning in an adult environment.
- Proven ability to communicate effectively in a wide range of educational, industrial or community environments.
- Demonstrated commitment to quality customer service.
- Demonstrated ability to contribute to a team environment.
- Proven strengths in problem solving and change management.
- Demonstrated organisational skills applicable to an educational setting.
- Commitment and capacity to implement Equal Employment Opportunity (EEO), Ethical Practice, Ethnic Affairs Priorities Statements, Occupational Health and Safety (OH&S) as they relate to the position.

TAFE TEACHER DESIGNATIONS POLICY- for comparison to above EOI selection criteria

1.3.3 The following common core criteria must be prescribed as entry requirements for all head teacher designations:

- High level written and oral communication skills in English.
- Demonstrated high level of teaching competence.
- Thorough knowledge and technical expertise relevant to current syllabi.
- Demonstrated qualities in educational leadership.
- Demonstrated capacity to lead and develop a team of professional staff members.
- Demonstrated sound administrative skills, and ability to plan, manage and monitor financial, human and physical resources.
- Demonstrated sound interpersonal, negotiation and teamwork skills.
- Proven commitment to quality customer service.
- Demonstrated ability to liaise effectively with industry and community to identify, plan and implement relevant courses and service.
- Experience in setting work priorities, problem solving and meeting deadlines in a high workload environment.
- Demonstrated ability to implement Equal Employment Opportunity (EEO), Ethical Practice, Ethnic Affairs Priorities Statements, Occupational Health and Safety (OH&S) as they relate to the position.