

Position description

Greater together 

Position title:	Aboriginal Learning Engagement Officer, Corrections
Institute/School/Centre/ Directorate/VCO:	Federation TAFE
Campus:	Barwon Southwest - H.M.P. Barwon, Marngoneet Correctional Centre, Karreenga Correctional Centre and Western Plains Correctional Centre. Grampians - H.M.P. Langi Kal Kal and Hopkins Correctional Centre. Travel between campuses may be required
Classification:	Within the TAFE Teacher Range L1.1 to L3.4 depending on qualifications and experience
Time fraction:	Full-time
Employment mode:	Continuing employment
Probation period:	This appointment is offered subject to the successful completion of a probationary period.
Further information from:	Tim Bowler, Associate Director, Corrections and Commercial Telephone: (03) 5327 9805 Email: t.bowler@federation.edu.au
Recruitment number:	JR101410

Position summary

In accordance with the University's Aboriginal and Torres Strait Islander peoples' Workforce Strategy, Policy and Procedure; and under Special Measures Section 12 of the Equal Opportunity Act 2010; the University has designated this position as a targeted Aboriginal and Torres Strait Islander Peoples' position.

Only Aboriginal and Torres Strait Islander People can apply.

The Aboriginal Learning Engagement Officer, Corrections will provide targeted educational support to Aboriginal and Torres Strait Islander learners within correctional facilities in the Grampians and Barwon Southwest region. This role focuses on developing language, literacy, numeracy, and digital literacy skills across various programs, including Certificates in Aboriginal and/or Torres Strait Islander Cultural Arts and Mumgu-dhal tyama-tiyt.

The primary purpose of this position is to empower Aboriginal and/or Torres Strait Islander learners by addressing their specific educational needs and fostering their personal and academic growth within the correctional setting. The Aboriginal Learning Engagement Officer, Corrections will work closely with learners to identify their unique challenges and strengths and contribute to individualised vocational/learning plans to build capacity for effective communication, critical thinking, and digital competency. By doing so, the Aboriginal Learning Engagement Officer, Corrections will help learners to overcome educational barriers, enhance employability skills, and support reintegration into the community upon release.

The position will also be involved in a range of course and program coordination activities which support the effective operation of the Federation TAFE and the achievements of positive learning outcomes for students. Using contemporary industry knowledge and experience, the successful candidate will provide students with the skills they need to succeed in their future careers.

This position may be required to travel and teach at other campuses from time to time, or as agreed.

Portfolio

Federation TAFE is home to vocational education and training delivered by Federation University Australia and offers a broad range of quality education and training programs, reflecting state and national priorities that address the training needs of individuals and industry.

Background

At Federation University, we are driven to make a real difference to the lives of every student, and to the communities we serve.

We are one of Australia's oldest universities, known today for our modern approach to teaching and learning. For 150 years, we have been reaching out to new communities, steadily building a generation of independent thinkers united in the knowledge that they are greater together.

Across our University and TAFE campuses in Ballarat, Berwick, Gippsland, and the Wimmera, we deliver world-class education and facilities. With the largest network of campuses across Victoria, we are uniquely positioned to provide pathways from vocational education and skills training at Federation TAFE through to higher education.

To be successful at Federation University you must be willing to enthusiastically embrace the University's ambition as expressed in Federation University's 2040 Strategic Plan and share the University's values of:

INCLUSION, we champion access and equity for all, creating a welcoming, supportive environment for our diverse learners and staff.

INNOVATION, we innovate to transform, embracing new ideas in teaching, research and operations to continually improve and stay ahead.

EXCELLENCE, we strive for excellence in all that we do, holding ourselves to high standards of quality, integrity and impact.

EMPOWERMENT, we support and trust our people, empowering learners, staff and partners to contribute, lead and succeed.

COLLABORATION, we are stronger together; teamwork and strong partnerships are at the heart of how we operate.

Key responsibilities

1. Provide one-on-one and group tutoring to enhance learners' language, literacy, numeracy, and digital literacy skills.
2. Plan, prepare, deliver and assess training programs in accordance with training packages and/or course requirements using a variety of training and assessment methods appropriate Aboriginal and Torres Strait Islander student and client needs.
3. Utilise culturally appropriate teaching methods and materials to engage learners effectively.
4. Support learners in developing skills required for successful participation in vocational training and education programs.
5. Work collaboratively with teaching staff, correctional facility staff, and other support services to ensure comprehensive support for learners.
6. Assist in the development of culturally inclusive curriculum and resources.
7. Coordinate and deliver workshops and training sessions focused on language, literacy, numeracy, and digital literacy skills.
8. Monitor and track learner progress, providing regular feedback and reporting to relevant stakeholders.
9. Contribute to the continuous improvement of educational programs by providing feedback and participating in evaluation processes.

10. Undertake administrative and co-ordination duties.
11. Participate in the development of annual work plans and the annual Your Growth Matters (YGM) performance development process, including participating in relevant professional development and industry release activities to maintain currency of qualifications, as agreed.
12. Plan, prepare, maintain, coordinate and participate in the evaluation of student teaching and learning resources. Participate in course assessment and moderation activities.
13. Provide pre-course advice to students, participate in student selection and induction, and conduct student entry level assessment, including assisting with language, literacy and numeracy assessments. Prepare training plans and personal individual work plans.
14. Participate in relevant meetings, activities and in relevant internal and external education networks and learning communities. Liaise with industry, community and educational organisations as required to ensure the establishment of positive and co-operative relationships.
15. Work collaboratively as an effective team member and contribute to the achievement of the Federation TAFE's commercial and strategic targets.
16. Reflect and embed the University's strategic plan, and operational purpose, priorities, and goals.
17. Embed effective risk management practices to ensure continuous service delivery. Participate in training and exercises to remain prepared for potential disruptions.
18. Undertaking the responsibilities of the position adhering to:
 - the Staff Code of Conduct, Child Safe Code of Conduct, and Conflict of Interest Policy and Procedure;
 - Equal Opportunity and anti-discrimination legislation and requirements;
 - the requirements for the inclusion of people with disabilities in work and study;
 - Occupational Health and Safety (OHS) legislation and requirements; and
 - Public Records Office of Victoria (PROV) legislation.

Level of supervision and responsibility

The Aboriginal Learning Engagement Officer, Corrections proactively engage with the end-to-end teaching process, using an innovative, student-focused approach and continuous improvement methodologies to deliver quality learning and teaching offerings. Exercising judgement and initiative, the position is accountable for planning and prioritising work schedules to achieve teaching objectives and managing the student learning process, including student participation, the preparation of student learning plans. Aboriginal Learning Engagement Officers are expected to actively pursue ongoing personal professional development in order to meet the objectives of the position.

The Aboriginal Learning Engagement Officer, Corrections are expected to lead in their specialist area and provide culturally appropriate support, advice and guidance to students. The Aboriginal Learning Engagement Officer, Corrections will manage learning needs in a range of learning environments and contexts, including workplace delivery and meeting the skill requirements of employers. The position is further required to take a proactive, culturally collaborative and focused approach, working both independently and in a team environment. The position will be expected to be familiar with training packages and adapt learning and assessment materials to cater for Aboriginal and Torres Strait Islander students and learning environments. Aboriginal Learning Engagement Officers are required to have strong cultural knowledge, mentoring and project management skills to enhance the quality of teaching provided and student learning.

The Aboriginal Learning Engagement Officer, Corrections must comply with all relevant University policies, procedures and processes and are required to always consider the safety and wellbeing of University and TAFE staff and students.

Position and organisational relationships

The Aboriginal Learning Engagement Officer, Corrections report directly to a Program Coordinator, receiving broad direction and leadership from the Operations Manager, Corrections and Associate Director, Corrections and Commercial whilst also working collegiately with staff members within their specialist program area.

The Aboriginal Learning Engagement Officer, Corrections support the University's student retention strategies by providing basic counselling and wellbeing care to students. The position will also liaise with University support services to ensure that students have access to appropriate, professional supports as needed.

The position will liaise with industry, community, and educational organisations to establish positive and co-operative relationships.

Key selection criteria

Applicants must demonstrate they are able to undertake the inherent responsibilities of the position as contained in the position description and are able to meet the following key selection criteria:

Training and qualifications

The successful applicant will hold, at a minimum, the following vocational teaching qualifications:

1. Relevant vocational qualification at the Certificate III, Certificate IV, diploma, or degree level combined with an approved number of years industrial/professional experience.
2. Must hold one of the following credentials:
 - TAE40122 Certificate IV in Training and Assessment or its successor;
 - TAE40116 Certificate IV in Training and Assessment or its successor;
 - A diploma or higher-level qualification in adult education or vocational education and training;
 - A secondary teaching qualification and one of the following credentials:
 - TAESS00011 Assessor Skill Set, or
 - TAESS00019 Assessor Skill Set or its successor, or
 - TAESS00024 VET Delivered to School Students Teacher Enhancement Skill Set or its successor.

Please note: In order to progress beyond the L1.2 level, teachers need to have successfully completed an approved course of teacher training accredited at diploma (Australian Qualifications Framework Level 5) or Advanced Diploma/Graduate Certificate or Associate Degree (Australian Qualifications Framework 6+) which includes supervised teaching practice and studies in teaching methodology or equivalent.

3. Hold a valid Working with Children Check (WWCC) or hold a current registration with the Victorian Institute of Teaching (VIT).
4. A security clearance as required under the contractual obligations with Corrections Victoria and the ongoing maintenance of a green or orange pass status as per Corrections Victoria's policy and procedure processes.

Experience, knowledge and attributes

5. Provide confirmation of Aboriginality and/or Torres Strait Islander Identity or a Statutory Declaration of Aboriginality and/or Torres Strait Islander identity and provide at least one reference from an Aboriginal and/or Torres Strait Islander person.
6. Demonstrated current vocational skills and knowledge in the areas of language, literacy, numeracy, and digital literacy with the ability to apply this knowledge to effectively support Aboriginal and/or Torres Strait Islander learners in a correctional setting.
7. Demonstrated ability in designing and delivering culturally appropriate content that meets the diverse needs of Aboriginal and/or Torres Strait Islander learners, including those with disabilities and from disadvantaged backgrounds.
8. Demonstrated ability to effectively utilise online learning platforms and technologies to engage students and facilitate positive learning outcomes.
9. Demonstrated communication and interpersonal skills, including the demonstrated ability to negotiate and provide guidance and mentoring to a diverse range of students and clients.
10. Demonstrated ability to work independently as well as an effective member of a team and contribute to a safe, respectful and positive workplace culture.
11. Demonstrated knowledge and understanding of the current issues influencing the VET sector, relative to the vocational area.

12. Demonstrated ability to complete administrative tasks, including the ability to maintain accurate online and physical records.
13. Demonstrated working knowledge and application of the Child Safety Standards.
14. Demonstrated knowledge and application of appropriate behaviours when engaging with children, including children with a disability and from culturally and/or linguistically diverse backgrounds.

The University reserves the right to invite applications and to make no appointment.

It is not the intention of the position description to limit the scope or accountabilities of the position but to highlight the most important aspects of the position. The aspects mentioned above may be altered in accordance with the changing requirements of the role.