

Information Package

FACULTY DIRECTOR Institute Manager, Level 5 Human Services, Tourism and Hospitality

Job Reference No: **II09/047A**

Closing date: **Friday, 26 June 2009**

Your role is to provide leadership, strategic direction and support for educational delivery within the portfolio of the position, including developing a commercial culture throughout the Institute so that high quality customer responsive vocational education and training courses are provided and commercial revenue targets of the Institute are achieved; management of the budget of the portfolio and responsible for the performance accountabilities of the portfolio. Provide advice and high level support to the Institute Director and management of the Institute by providing information on educational directions and initiatives.

For specific information regarding the roles and responsibilities of the position please contact: **Dianne Murray, Institute Director (02) 4222 2904.**

For inquiries in relation to Employment Conditions and entitlements or lodgement of application, please contact the Recruitment Coordinator on (02) 4221 8953.

Applications should be marked "**Confidential**" and forwarded to:

Recruitment Coordinator
Human Resources Unit
TAFE NSW - Illawarra Institute
Dapto Campus
PO Box 183
Dapto NSW 2530

Or email to: illawarrarecruitment@det.nsw.edu.au
Or fax to: Human Resources Unit Fax No. (02) 4221 8960

Please ensure the Forms Package is downloaded, forms completed and returned with your application.

Faculty Director, Tourism and Hospitality, Institute Manager Level 5

Location: To be negotiated with successful applicant*

Ref: 1109/047A

Salary: \$135,666 pa

Status: Permanent Full Time

Duties: Position Description available with Information Package.

Information Package: Email illawarrarecruitment@det.nsw.edu.au or Recruitment Officer (02) 4221 8954

Total remuneration package valued at \$149,707 pa including (Salary \$135,666 pa) and employer's contribution to superannuation and leave loading.

*** Location:**

To be negotiated with the successful applicant – a campus within the TAFE NSW – Illawarra Institute within two hours travelling distance of the Directorate Office, Wollongong West.

SELECTION CRITERIA

- Relevant tertiary qualifications or equivalent
- Demonstrated high level knowledge, understanding and application of current VET trends and developments
- Demonstrated ability to provide strategic direction and advice in VET planning.
- Demonstrated high level resource management skills and ability to meet targets on time and within budget.
- Demonstrated ability to provide leadership, manage organisational change and to promote continuous improvement.
- High level conceptual, analytical, negotiation and communication skills.
- Ability to develop and maintain effective internal and external relationships.
- Capacity to lead the Institute in implementing the Department's Aboriginal education and training policies and to ensure quality outcomes for Aboriginal people.

Department of Education and Training

TAFE NSW – Illawarra Institute

Position Description

POSITION TITLE:	Faculty Director Human Services, Tourism and Hospitality
REPORTS TO:	Institute Director
LOCATION:	To be negotiated
DATE:	March 2009

MAIN PURPOSE OF POSITION

Provide leadership, strategic direction and support for educational delivery within the portfolio of the position, including developing a commercial culture throughout the Institute so that high quality customer responsive vocational education and training courses are provided and commercial revenue targets of the Institute are achieved; management of the budget of the portfolio and responsible for the performance accountabilities of the portfolio.

Provide advice and high level support to the Institute Director and management of the Institute by providing information on educational directions and initiatives.

KEY ROLES AND RESPONSIBILITIES

1. Provide high level strategic advice to the Institute Director and Board of Management and Board of Studies on issues regarding educational provision within the portfolio of the position to meet the Institute Business Plan and strategic directions across the state.
2. Provide strategic advice and support to all teaching sections for the portfolio within the Institute to support them in providing “best practice” for the provision of vocational education and training across the Institute consistent within TAFE NSW and Australian Quality Training Framework (AQTF) requirements.
3. Lead the strategic development of the Institute’s education and training business (whole of business) in order to achieve business objectives including core and non-core targets within the portfolio of the position.

4. Responsible for overall budget and performance planning management, monitoring and review for a defined range of teaching sections to ensure Institute targets are met within budget.
5. Identify commercial opportunities for the Institute by maintaining and fostering links with enterprises and industry, to facilitate relevant, current and responsive education and training programs, and enhance partnerships.
6. Represent Illawarra Institute in formal liaison with Curriculum Centres to influence general curriculum implementation guidelines and accredited course development and design decisions, and ensure Curriculum Centre understanding of Illawarra Institute's products and service requirements.
7. Lead, manage and support all managers within the portfolio through performance management systems to achieve a culture of customer responsive, high quality education services within agreed budgets and targets, consistent with Registered Training Organisation (RTO) requirements.
8. Contribute to the development of state and national VET reforms and activities by representing the Institute Director on TAFE NSW and community advisory committees, boards , peak organisations and related bodies so that Illawarra Institute interests are represented.
9. Develop Institute policies consistent with DET/NSW TAFE policies relevant to the provision of educational services within the portfolio to enable operational cohesion across the Institute and Institute delivery and service standards are maintained and monitored.
10. Provide leadership to all educational staff to ensure that educational related activities result in effective and efficient utilization of resources and maximize outcomes for students.
11. Provide leadership in the nurturing, developing and promotion of flexibility and innovation in educational delivery to achieve efficiency, enhance service to student and maximize the use of resources, outputs and educational outcomes.
12. Provide leadership in monitoring consistency with assessment validation framework standards set by the Institute within the portfolio and verifying that staff within the portfolio are meeting the standards.
13. Taking on the role of senior officer in the conduct of investigations and interviews regarding complaints so the Institute has equitable and ethical resolution of issues.
14. Representing the Institute Director on statewide committees and other bodies so the Illawarra Institute's position is represented.

15. Lead, manage and support the Institute in achieving Australian Quality Training Framework and International Standard registration so the Institute is a certified training provider.
16. Lead and manage continuous improvement processes and work based teams within the portfolio of the position so that quality improvement becomes an integral part of all aspects of the organisation and high level customer focused services are achieved.
17. Ensure the principles of EEO, OH&S and the Ethnic Affairs Priorities Statements and ethical practice and other legislative requirements are applied in relation to staff and the delivery of the Institute's products and services.

LOCAL BACKGROUND AND ENVIRONMENT

The Department of Education and Training is an innovative organisation focused on the provision of service to the community through the delivery of innovative and quality education and training.

It is the role of senior staff in the Department to lead the development of an organisational culture which: is focused on the work of staff in schools, colleges and other education and training facilities; exists to deliver services to and support students, staff and the community; promotes the development of key relationships and values and works collaboratively across all areas of the Department and with interest groups; values team work, problem solving and strategic issues management; and promotes the significant role of education and training in the social and economic future of NSW.

More than 1.5 million students (in schools, TAFE and ACE) in NSW benefit from the services of the Department of Education and Training. The Department has a recurrent budget of over eight billion dollars and a workforce of over 82,000 FTE. Its size, power and capacity for coordination provide opportunities to integrate the provision of education and training in ways that had not been possible traditionally.

The challenges and opportunities facing the Department are immediate and significant. Success depends on: provision of quality support to teachers in schools and TAFE Institutes and communities and industries; ensuring that high quality learning and teaching are the central focus of every classroom; providing students with the knowledge, understanding, skills and values for productive and rewarding lives; providing vocational education and training of the highest quality to meet the needs and aspirations of the community and industry; leading the reversal of the declining market position of public schools in some areas; implementation of government initiatives in the provision of educational technology, strategies to attract and retain quality teachers and ensure the wellbeing of all staff.

The Department of Education and Training will meet these challenges and opportunities by strengthening its focus on support for teaching and learning;

ensuring accountability to the Government and community; extending quality procedures and an ethos of customer service throughout the Department; promoting public schools and TAFE Institutes and the teachers who work in them; and creating harmonious and productive relations with the teaching profession and those who represent its members, the community and industry.

Rapidly changing information and communications technology provides further opportunities for the Department of Education and Training to apply and adapt work practices to e-business, online curriculum, flexible delivery of services and products, and strategic use of executive information to inform corporate and educational decisions.

Provision of high quality public education and training services requires the concerted effort of every member of senior staff. These efforts require closer alignment of policy and support through the Department's directorates and portfolios with the needs of schools, TAFE Institutes and all other areas of the Department.

The staffing environment of the Department of Education and Training is diverse and complex. Staff are employed under a number of Acts of Parliament, with the majority being covered by the *Teaching Services Act, 1980*, the *Public Sector Employment and Management Act, 2002* and *TAFE Commission Act, 1990*.

The TAFE portfolio has responsibility for providing high quality VET to 520,000 students and for managing community education across the state.

The Illawarra Institute comprises 14 campuses covering a geographic area from the northern suburbs of Wollongong, south to Eden and west to Cooma, Goulburn and Moss Vale. Within this area the Institute is the major provider of vocational education and training.

The Institute strives to accommodate the organisational mandates for vocational education and training determined at a national, state and regional level. The environment is typically disparate, extremely volatile, and features a range of varying socio-economic and demographic factors that impact on the delivery of educational products and services. This environment necessitates the development of a range of institute plans that accurately identify the demand for services and prescribe the means of satisfying the demand.

Whilst the Institute currently is the major provider of vocational education and training within the region, other providers are steadily expanding within the market.

Within its budget allocation, the Institute determines its capacity to meet identifiable needs and priorities then implement, deliver and evaluate flexible relevant industry/client centered education and training programs.

The Institute operates on a Faculty model with Faculty Directors being responsible for educational planning, resource allocation and staffing issues within their respective

faculties throughout the Institute. District Managers are responsible for delivery and administrative issues in country campuses.

The Institute is aiming to achieve a 'whole of business' model ie the total integration of all sources of funding and the removal of artificial separations in our student and other performance outputs.

The Faculty Directors (4 positions) have a strategic role to play in ensuring that the Institute provides high level customer focused educational services throughout the Institute, across all campuses and in supporting all education staff in the provision of those services. They have a key role in providing advice to the Institute Director on the strategic direction of the profile of the Institute.

ROLES OF POSITIONS SUPERVISED

Administrative support staff who provide clerical, data processing, reception and purchasing services.

Assistant Faculty Director who provide leadership and management of the range of educational programs and services within the faculty through the development, implementation and monitoring of the Faculty's business plan, associated budget and delivery targets in order to achieve quality outcomes consistent with Illawarra Institute management plans.

Head Teachers of specified sections as line manager for those positions which report directly to the Faculty Director.

KEY INTERNAL AND EXTERNAL RELATIONSHIPS

The position holder has contact with the following people or groups:

Internal

- Institute Director as the supervisor of the position for reporting purposes and to provide advice on the educational profile of the Institute
- Executive support staff as line manager of these positions
- Assistant Faculty Director, Head Teachers and teachers to discuss educational issues and to provide leadership and encouragement and provide an awareness of Institute whole-of-business issues.
- Other Faculty Directors to co-ordinate Institute wide provision and provide advice to each other.
- Director, Strategy and Development to give and receive advice on the Institute profile
- Corporate services managers on matters to do with staffing, budgets, and other corporate services issues.
- Curriculum Centre staff to discuss educational directions, training packages and the Institute's requirements
- Training and development staff to discuss educational staff training needs.
- Equity areas to discuss needs of students and strategies for meeting performance targets.
- Marketing services staff to discuss appropriate promotion of courses
- Institute Board of Management to discuss strategic directions and Institute profile

- State Office staff to provide information and to gather information on future directions.

External

- local businesses to determine their educational needs
- local education providers to foster partnerships
- Department of Education, Employment and Workplace Relations (DEEWR) to determine national policies regarding training packages and future directions.

CHALLENGES/PROBLEM SOLVING

The major challenges of the position currently include:

- Providing effective leadership and communication for a portfolio within a geographically dispersed and diverse Institute.
- Implementing high quality education programs in a period of rapid change and increasing competition from a number of sectors
- Providing leadership in enhancing the corporate culture to one that focuses on customer needs and alternate income generation strategies in a whole of business environment.
- Balancing competing priorities to ensure quality decisions are reached on every issue managed.
- Improving the efficiency and effectiveness of resource allocation processes across the Institute in relation to implementing new Training Packages and programs.
- Developing team operation and accountability in relation to the management of areas of responsibility.

DECISION MAKING

The position is directly responsible to the Institute Director for the leadership and management of the provision of education within the portfolio within the framework of the Institute's business plan and strategic directions.

The position makes the following decisions:

- Financial Delegation for the level of the position
- Negotiating ASH (Annual Student Hours) for the Campuses within areas responsible to the position holder.
- Determining the location for the provision of courses.
- Allocation of budgets to sections within the portfolio
- Advice to provide to staff within the portfolio
- Methods of developing a whole of business culture

Other decisions of a high level strategic nature are referred to the Institute Director.

POSITION DIMENSIONS

Staffing

Levels to Institute Director	1
Reporting directly	Assistant Faculty Director
Reporting indirectly	280
Budget	2008/2009 \$14.1 million

KNOWLEDGE, SKILLS AND EXPERIENCE

- Relevant tertiary qualifications or equivalent
- Demonstrated high level knowledge, understanding and application of current VET trends and developments
- Demonstrated ability to provide strategic direction and advice in VET planning.
- Demonstrated high level resource management and ability to meet targets on time and within budget.
- Demonstrated ability to provide leadership, manage organizational change and to promote continuous improvement.
- High level conceptual, analytical, negotiation and communication skills.
- Ability to develop and maintain effective internal and external relationships.
- Proven experience in ensuring principles of EEO, OH&S and the Ethnic Affairs Priorities Statements and ethical practice and other legislative requirements are applied in relation to staff and the delivery of the Institute's products and services.

HOW TO APPLY FOR A JOB

When you apply for a job in the NSW TAFE Commission, it is important that you write a correct and complete application. If you don't write it correctly you may not even get an interview - even if you are the best person for the job!

If that happens, you lose out and we lose out.

We offer jobs to people on the basis of merit. The applicant considered to be the most capable of doing the job is selected. To decide this we look at your qualifications, experience, skills, standard of work, and personal qualities relevant to the advertised position. Choosing the best person for the job is part of TAFE NSW's policy of equal employment opportunity.

For each position there are essential criteria. These are stated in the information package.

The essential criteria must be met if you are to fulfil the duties and responsibilities of the position. If you do not show how you meet these criteria, your application is unlikely to be considered any further.

The selection panel cannot overlook any of the essential criteria.

If a large number of applicants meet all the essential criteria, the selection panel will compare all the applicants and choose for interview those whose applications best meet the criteria.

ARE YOU INTERESTED?

The job advertisement gives you a brief description of the job.

The Information package also gives you the name of a contact person you can phone in relation to the specifics of the job role. You should talk to this person to gain more information about the job.

A talk to the contact person may help you decide whether to apply for the job, and what aspects of your qualifications and experience you should emphasise in your application.

WRITING THE APPLICATION

This is the step. What you write and how you answer each of the selection criteria will determine whether you can pass on to the next step – the interview.

First you should fill in the TAFE NSW job application form. If you have not received one, ask the contact person to send one, or you can collect one from any TAFE NSW location.

Next you should write a statement setting out how you meet the criteria. The best way to set out your statement is to list every criterion as a heading and then explain clearly under each one how you meet it. You may want to write a few paragraphs on each criterion, or write it in point form.

Use examples where appropriate, and do not assume that we all know you can do something. If the essential criteria state you have to have a driver's licence, tell us that you have a driver's licence.

When you address each criterion, you should also include any relevant formal qualifications and industry experience.

QUALIFICATIONS

You should include copies of any relevant qualifications, certificates or licence you have, including academic transcripts if you have them. Do not send originals, but bring them to your interview.

If your qualifications are from overseas you should include copies of:

- All relevant qualifications, with English translations:
- A statement of Australian equivalence for your qualification, or letter of recognition or result of testing from a recognised assessing, registering and /or licensing body:
- Academic transcripts.

If you do not have translations or statements of equivalence, send us a copy of your original qualifications. If you don't have copies of your qualifications, you must send us a statutory declaration explaining what qualifications you have.

INDUSTRIAL EXPERIENCE

TAFE NSW works in close partnership with industry and the community in developing courses and providing relevant training. This is why our teaching positions seek "relevant industrial or commercial experience", as we need people who have direct experience in that area of work, whether in Australia or overseas.

Relevant industrial or commercial experience means that you have been employed or self-employed for the length of time specified in the advertisement in the area of work (which may also be called an “industry”) where you are applying to teach. You should be able to show a range of experience in the industry, and should be familiar with the present technology, processes and /or educational developments in that industry.

Sometimes the criterion specifies that experience needs to be “current”. That is, you have been employed or self-employed in the area of work (or industry) you are applying to teach up until at least 18 months ago, and have experience in the technology and practices which are presently in use in that industry.

If it is longer than 18 months since you were employed in this area of work, but you can demonstrate you have kept up to date with the appropriate technology and practices, you may still apply.

You should include the following information in your application regarding your experience relevant to the position.

You should outline your previous positions held, both in Australia and/or overseas including:

- The name of the organisation where you worked;
- How long you were in each position;
- The type of work you did and your main accomplishments and achievements;
- What your responsibilities were, including if you were responsible for supervising other staff. For example, you should tell us the number of people you supervised, the size of the budget you were responsible for, the size of the plant in which you worked;
- The range of knowledge, skills and experience which you have and how you obtained them;
- Any areas of specialist knowledge you may have; and
- Where relevant, the kind of technology you used/are familiar with.

You should also provide evidence of any ongoing professional development.

COMMUNICATION SKILLS

A common criterion is communication skills, for example, “excellent written and verbal communication skills”.

It is not sufficient just to state you have excellent communication skills. Describe experience you have or things you do in your current job which show your communication skills. For example, you may wish to demonstrate your skills by describing the kind of letters, reports or documents you have written, or whether you have spent a lot of time dealing face to face or on the phone with the general public, clients or students.

EQUAL EMPLOYMENT OPPORTUNITY, OCCUPATIONAL HEALTH AND SAFETY, CULTURAL DIVERSITY, ETHICAL PRACTICE

The essential criteria for a position include a criterion on Equal Employment Opportunity (EEO), Occupational Health and Safety (OH&S), cultural diversity and ethical practice. Again, it is not sufficient merely to state “I am familiar with and strongly committed to the principles of EEO, OH&S, cultural diversity and ethical practice”.

Try to demonstrate that you meet the criterion. For example, explain how you implemented EEO principles when you were involved in recruiting staff or allocating training opportunities, or supervising others.

RESUME

You should also include a resume, which is sometimes called a curriculum vitae or CV, with your application. This should set out details of your education and employment history.

We would like to know all your educational qualifications and what you have studied. You should also tell us what type of work you have done in the past, what organisations you worked for, the period you were employed, the kind of work you did and what your responsibilities were.

If you have gained skills, knowledge and/or/ experience which are relevant to the job but which were gained through voluntary or unpaid work, include them in your application.

REFEREES

In your application you should also include the names and phone numbers of two referees. Our selection panel might need to contact them so that they can find out more about you.

It is important to choose your referees carefully. At least one of these people should be a recent work supervisor, if possible.

It is equally important that your referees know you are applying for the job. They should have an idea of the selection criteria so that they are prepared to answer questions when the selection panel rings them.

It is not necessary to send written references with your application.

SENDING YOUR APPLICATION

You should send your application to the Recruitment Coordinator by the due date. If you are not sure about the date or address don't hesitate to phone the contact person.

THE INTERVIEW

If you are selected for an interview, someone will contact you and tell you when and where the interview will be. Generally, you will be told at least three working days before the interview.

If you need wheelchair access to the interview building, or an interpreter because you are hearing impaired, or have other special needs, tell the person who contacts you so that we can make appropriate arrangements.

If the interview is being held in another city or town, or you cannot physically make it to the interview, it may be possible to organise an interview over the phone. In certain circumstances you may be entitled to reimbursement of your travel costs.

You may be asked to bring a portfolio or samples of your previous work to the interview. You may also be asked to do a test or task to demonstrate you have the skills which are required for the job.

In general, you will be interviewed by three people. These people are the selection panel. They are responsible for choosing someone for the job. You have the right to know who will be on the panel prior to the interview.

The selection panel will always have at least one male and one female on it. It will have an independent person and at least one of the members will be familiar with the work to be done in the job.

No member of the panels will have a close personal relationship with any other member on the panel, or with any of the applicants.

The selection panel will ask questions related to the job description and the selection criteria. They will want to know how well you could do the job, and what skills and experience you could bring to the position.

If you don't understand a question, ask for it to be repeated or re-phrased. If your mind goes blank, ask if you can return to the question later. And if you remember something about an earlier question, come back to it at the end of the interview.

If you find the physical conditions in the interview room too uncomfortable, for example the light from the window is shining in your eyes, tell the selection panel. They will try to fix the problem.

At the end of the interview you will be given the chance to add other information not previously covered in the interview, and ask questions of your own. These questions should show that you are interested in the job and have an understanding of what is required in the job.

Remember, you want to convince the panel that you are the best person for the job.

THE REFEREES

The panel may also want to speak with your referees to get a better picture of you and your work. The panel will usually ask your referees about your past employment and work performance relevant to the selection criteria.

GETTING THE JOB

After the interview, the selection panel will rank you against other candidates and then make a recommendation about who should get the job.

If you are offered the job, you will usually be told on the phone. We would like to know your decision as quickly as possible. If you accept, a letter will be sent to you to confirm that you have the job. When that offer is accepted all other candidates will be advised that they were unsuccessful.

If we do not offer you the position, but believe that you are suitable for the position, your name will be placed on an eligibility list. Names are placed on this list in order of merit, and may be used if the position becomes vacant again within nine months.

The panel may also decide that no-one has met the selection criteria. If this happens the job will be re-advertised and you may need to apply again. Or, the panel may want to interview you and others again.

WHAT YOU CAN DO IF YOU'RE UNSUCCESSFUL

You can speak to the convenor of the selection panel, which will be able to give you constructive advice on how you went in your application and interview. This discussion may help you prepare better applications in the future, and may help you identify your training and development needs.

After the selection process is completed, you have the right to see what the selection panel said about you in its report, your place on the eligibility list and the number of people who applied for the job.

Remember, the selection panel chooses the person who meets the selection criteria. That person wins the job on merit alone.

CHECKLIST

DID YOU

- Telephone the contact person for information about the job?
- Receive the information package?

DO YOU

- Know the closing date and where to send the application?

HAVE YOU SHOWN

- The name and number of the position you are applying for?
- Your name and address?
- A daytime contact telephone number and contact address?

HAVE YOU ATTACHED

- A completed and signed application form?
- A statement explaining how you meet the selection criteria?
- An up to date resume?
- Completed '**Teacher Qualifications Form – Initial**' & certified copies of qualifications as specified on the form?
- The names and phone numbers of two referees?

HAVE YOU

- Kept a copy of your application?

DEPARTMENT OF EDUCATION AND TRAINING

EQUAL EMPLOYMENT OPPORTUNITY (EEO) DATA COLLECTION

Under the Anti-Discrimination Act, all public sector organisations, including the NSW Department of Education and Training, are required to conduct an EEO survey of their staff.

The survey has been prepared by the Office of the Director of Equal Opportunity in Public Employment (ODEOPE).

The data from the survey are required for the annual reporting requirements of ODEOPE and parliament as well as the development and implementation of EEO and other personnel strategies within the Department.

EEO data are also included in the human resource data provided annually to the Premier's Department as part of the Premier's Department Workforce Profile data collection which is conducted across the public sector. The Workforce Profile uses aggregated data to enable the identification of trends amongst groups of staff on a sector wide basis.

The completion of the EEO data collection form is voluntary, however, your cooperation in completing the form to assist in the collection of EEO data would be appreciated. Confidentiality of an individual's EEO data will be maintained at all times. No individual's data will be identified in any reporting on EEO data. Data provided as part of the Workforce Profile data collection do not include either the names or serial numbers of staff.

CHILD PROTECTION AND THE DEPARTMENT OF EDUCATION AND TRAINING

The Department of Education and Training has taken a firm position with regard to child protection in all aspects of education and training. That position is based on a set of clear widely held community expectations of schools and campuses.

The community expects that children and young people under 18 years, while involved in education and training will be protected from all forms of abuse, including sexual, physical and emotional abuse and neglect.

It expects that they will be taught how to protect themselves and to seek help if they are concerned about abuse. The community supports programs which give students the skills to develop positive, non-coercive relationships.

In this context, the Department has the following key responsibilities:

- As an agency responsible for the care and welfare of students, it has a charter to protect the children and young people in its care from sexual, physical and emotional abuse and neglect, and from improper conduct of a sexual nature.
- As a provider of educational programs, it is responsible for informing students of their rights to be protected from abuse and of avenues of support if they have concerns about abuse. In school education it will also teach child protection education to children and young people.
- As an employer of teachers and other staff, it is responsible for ensuring that persons committing child abuse or serious improper conduct of a sexual nature, are not employed or do not continue to be employed when identified and charged and those charges are found proven. Further, as an employer, it is responsible to provide training for staff in the identification of suspected child abuse, notification and reporting procedures, professional standards related to staff-student relationships and implementation of relevant curriculum.

The key focus of the Department of Education and Training's child protection initiatives is within schools that are responsible for the education of the vast majority of our children. There are, however growing numbers of children enrolled in TAFE Courses in joint school/TAFE programs or in TAFE NSW children's centres, playgroups or other child minding services provided by TAFE.

- All TAFE NSW staff who have reasonable grounds to suspect that a student under 18 years of age has experienced abuse or neglect, or is at risk of abuse or neglect, are required to report the suspected abuse or neglect to the Department of Community Services.
- All TAFE NSW staff who have reasonable grounds to suspect that a child enrolled in a TAFE NSW Children's Centre or other child minding facility has experienced abuse or neglect or is at risk of abuse or neglect or are at risk of abuse or neglect, are required to report the suspected abuse or neglect to the Department of Community Services.
- All allegations of improper conduct of a sexual nature by a TAFE NSW staff member against a student under the age of 18 or with any young person under the age of 18 will be investigated by the Child Protection Investigation Unit of the Department of Education and Training.

The Illawarra Institute has implemented Agency and NSW TAFE Child Protection Policy and responsibilities.

The institute will ensure through training and awareness sessions that all staff commencing employment with Illawarra Institute are aware of and understand the policy, individual responsibilities and have the capacity to notify and act where necessary.

EQUAL EMPLOYMENT OPPORTUNITY (EEO)

Equal Employment Opportunity (EEO) is about:

- Making sure that workplaces are free from all forms of unlawful discrimination and harassment, and
- Providing programs to assist members of EEO groups.

EEO groups are people affected by past or continuing disadvantage or discrimination in employment. These groups are:

- women,
- Aboriginal people and Torres Strait Islanders,
- Members of racial, ethnic and ethno-religious minority groups, and
- People with a disability.

Discrimination is treating someone unfairly or harassing them because they belong to a particular group. Under the Anti-discrimination Act 1977, it is against the law in NSW for any employer, including the Government, to discriminate against an employee or job applicant because of their:

- Age,
- Sex,
- Pregnancy,
- Disability (includes past, present or possible future disability),
- Race, colour, ethnic or ethno-religious background, descent or nationality,
- Marital status,
- Carer's responsibilities,
- Homosexuality, or
- Transgender.

Both direct and indirect discrimination are against the law.

Direct discrimination means treatment that is obviously unfair or unequal. **Indirect discrimination** means having a requirement that is the same for everyone but has an effect or result that is unfair to particular groups.

Employees have the right to:

- a workplace that is free from unlawful discrimination and harassment,
- equal access to benefits and conditions
- fair processes to deal with work-related complaints and grievances.

Employees have the responsibility to:

- act to prevent harassment and discrimination against others in the workplace,
- respect differences among colleagues and customers such as cultural and social diversity, and
- treat people fairly (don't discriminate against or harass them).

Managers & supervisors have the responsibility to:

You have the same rights and responsibilities as staff members and you also have the responsibility to:

- take steps to ensure that all work practices and behaviours are fair and free from all forms of unlawful discrimination and harassment
- provide employees with equal opportunity to apply for available jobs, training and development, higher duties and flexible working hours
- ensure selection processes are transparent and the methods used are consistent.

OCCUPATIONAL HEALTH AND SAFETY

What everyone needs to know

The NSW Occupational Health and Safety Act 2000 aims to protect the health, safety and welfare of people at work by laying down general requirements which must be met at places of work in NSW.

The Act covers employees as well as employers and self-employed people.

Employees must:

- Take reasonable care of the health and safety of others
- Co-operate with employers in their efforts to comply with occupational health and safety requirements.

Employer's must:

- Act to ensure the health, safety and welfare at work of their employees

All persons must not:

- Interfere with or misuse things provided for the health, safety or welfare of persons at work

- Obstruct attempts to give aid or attempts to prevent a serious risk to the health and safety of a person at work
- Refuse a reasonable request to assist in giving aid or preventing a risk to health and safety.
- Disrupt a workplace by creating health and safety fears.

What managers need to know:

Employers must act to ensure the health, safety and welfare at work of their employees. They must:

- Maintain places of work under their control in a safe condition and provide and maintain safe entrances and exits
- Make arrangements for ensuring the safe use, handling, storage and transport of equipment and substances
- Provide and maintain systems of work and working environments that are safe and without risks to health
- Provide the information, instruction, training and supervision necessary to ensure the health and safety at work of employees
- Consult with employees to enable them to contribute to decisions affecting their health, safety and welfare
- Adopt a risk management approach to managing workplace health and safety.

Note: This page is intended solely for the use of job applicants. Managers and employees should seek more information once they enter into the workplace. Nothing in this page shall be construed to waive or modify any obligations imposed by the Occupation Health and Safety Act 2000 or the Occupational Health and Safety Regulation 2001.

For more information

If you are interested in finding out more about occupational health and safety, see the WorkCover NSW website <http://www.workcover.nsw.gov.au>

ETHNIC AFFAIRS PRIORITIES STATEMENTS (EAPS)

The NSW Government recognises and values the different linguistic, religious, racial and ethnic backgrounds of all people of NSW.

The Community Relations Commission and Principles of Multiculturalism Act 2000 sets out **four principles of multiculturalism**. These are:

- All individuals in NSW should have the greatest possible opportunity to contribute to, and participate in, all aspects of public life in which they may legally participate.
- All individuals and institutions should respect and make provision for the culture, language and religion of others within an Australian legal and institutional framework where English is the common language.
- All individuals should have the greatest possible opportunity to make use of and participate in relevant activities and programs provided or administered by the Government of NSW.
- All institutions of NSW should recognise the linguistic and cultural assets in the population of NSW as a valuable resource and promote this resource to maximise the development of the State.

All NSW Government agencies must include an **Ethnic Affairs Priorities Statement**

(EAPS) in their annual report to Parliament. These contain the agency's strategies

and plans for future action to meet the principles of multiculturalism.

Strategies include:

- Offering programs and services which reflect the needs of the entire community
- Developing and implementing policies which are sensitive to the needs of all staff and clients
- Providing information in ways that will reach all staff and clients
- Providing language services for all clients
- Ensuring that boards and committees reflect the multiculturalism issues and how these apply in their jobs
- Using flexible, inclusive consultation processes.

A number of NSW agencies have been identified as Key Agencies on the basis of:

- A high degree of client contact, especially in the areas of welfare, justice, education and employment, and/or
- Responsibility for developing and implementing government policy in these areas

These key agencies also required to work closely with the Community Relations Commission in the preparation of their EAPS and to lodge their EAPS with the Commission.

ETHICAL PRACTICE

People who work for the NSW Government must always work ethically and act in good faith in the public interest. This is their public duty.

The Independent Commission Against Corruption has developed these principles to help Government employees make better decisions and resolve ethical dilemmas that they face at work:

Serving public above private interests

Government employees must make decisions and take actions which best serve the public interest. When making decisions, employees should not consider their private or personal interests.

Integrity

Government employees should ensure that any decision made, or action taken has these qualities:

Openness

- Giving reasons for decisions
- Revealing all avenues available to the client or business
- When authorised, offering all information
- Communicating clearly

Honesty

- Obeying the law
- Following the letter and spirit of policies and procedures
- Observing codes of conduct
- Fully disclosing any possible conflicts between the public interest and your personal interest

Accountability

- Recording reasons for decisions
- Submitting to scrutiny
- Keeping proper accessible records
- Establishing audit trails

Objectivity

- Fairness to all
- Impartial assessment
- Merit selection in recruitment and in purchase and sale of government resources
- Considering only relevant matters

Courage

- Giving advice fearlessly and frankly where required
- Doing the right thing even in the face of adversity
- Reporting and dealing with suspected wrongdoing
- Acting in the public interest above loyalty to colleagues or supervisors

Leadership

Demonstrating, by your own ethical behaviour, the value of these principles in serving the public interest. Promoting public duty to colleagues and others in an agency and outside.

For more information

For more information see www.icac.nsw.gov.au You can also ask any Government agency for a copy of their Code of conduct for employees.

Department's Aboriginal Education and Training Policies

Resources to assist employment applicants to address the additional selection criteria

Aboriginal Education Review

<https://www.det.nsw.edu.au/reviews/aboriginaledu/index.htm>

In partnership with the NSW Aboriginal Education Consultative Group Inc (AECG), the Department conducted a review of Aboriginal Education. The *Report of the Review of Aboriginal Education* contains comprehensive recommendations to achieve sustainable improvements in education, employment and participation of Aboriginal people.

Aboriginal Human Resource Development Plan 2006-2008

https://www.det.nsw.edu.au//strat_direction/corporate/ahrd/index.htm

The *Aboriginal Human Resource Development Plan 2006-2008* (AHRD Plan) has been developed to achieve increased representation, participation and retention of Aboriginal staff in the Department and to ensure quality teaching and learning outcomes for Aboriginal people. Additional selection criteria for all school based and non school based promotion positions within the Department which include specific reference to knowledge of and demonstrated commitment to the implementation of the Department's Aboriginal education and training policies is one of many suggested strategies in the AHRD Plan.

Key Departmental reports, policies and plans designed to support the Department's goals and priorities for Aboriginal students and Aboriginal employees include the following.

Aboriginal Education Policy

<https://www.det.nsw.edu.au/policies/A-Zindex/A/index.shtml>

The *Aboriginal Education Policy* is concerned with promoting the education and achievements of Aboriginal students and also includes guidelines to educate all students about Aboriginal Australia. This policy provides a comprehensive set of outcomes as well as performance strategies to guide schools and their communities as well as regions and state office in achieving the overall goals for Aboriginal education.

Aboriginal Education and Training Strategy 2006-2008

https://www.det.nsw.edu.au/strat_direction/index.htm

The *Aboriginal Education and Training Strategy* (AETS) was developed as a direct response to recommendations of the Report of the Review of Aboriginal Education. The AETS has been designed to focus the work of schools, colleges, regions, TAFE NSW and state office directorates towards achieving the goal that: *By 2012,*

Aboriginal student outcomes will match or better outcomes of the broader student population.

***New Partner, New Learning, New South Wales, State VET Plan 2001-2005
(under review)***

http://www.aboriginaleducation.nsw.edu.au/strategic_policies/NPNLbklt_120dpi.pdf

Strategies of the *State VET Plan* have a heightened focus on VET learning programs in TAFE NSW for Aboriginal students.

Additional resources

Aboriginal Education and Training Directorate internet page

<http://www.aboriginaleducation.nsw.edu.au/>

The Aboriginal Education and Training Directorate (AETD) is responsible for improving the education and training outcomes of Aboriginal students. It provides a framework for the development of policies and guidelines.

The AETD internet page contains useful links, current information and contacts which will assist users to obtain information regarding the above mentioned Departmental policies and programs for Aboriginal people as well as information regarding Aboriginal cultural and community activities in NSW.

RELEVANT INDUSTRIAL/COMMERCIAL EXPERIENCE

Relevant industrial/commercial experience means that you have been employed or self-employed for the specified length of time in the area of work (this may also be called an 'industry') associated with the occupation or subject matter you are applying to teach. This should include a range of experience in the work areas associated with this occupation/subject matter, and must include being familiar with the present technology, processes and/or educational development in use in that industry (if applicable).

CURRENT INDUSTRIAL/COMMERCIAL EXPERIENCE

Current industrial/commercial experience means that you have been employed or self-employed in the area of work (or industry) associated with the occupation/subject matter you are applying to teach up until at least 18 months ago, and have experience in the technology and practices in use in that industry at the present time.

However, if you have not been employed in this area of work in the last 18 months, but can demonstrate you have kept up-to-date with the appropriate technology and practices, you may still apply.

You should outline your previous positions held, both in Australia and/or overseas (if applicable), including:

- The nature of each position
- How long you held each position
- The type of work undertaken and your main accomplishments and achievements
- What your responsibilities were, including if you were responsible for supervising or training other staff. Details should be specified, eg. number of people supervised, size of budget you were responsible for, size of plant;
- The range of knowledge, skills and experience which you have and how you obtained them;
- Any area of specialist knowledge you may have; and
- The kind of technology you used or are familiar with (if applicable)

You should also provide evidence of any ongoing professional development that you may be undertaking or have completed.

OVERSEAS QUALIFICATIONS

Some job advertisements say that you need to be registered, licensed, hold a trade certificate, or be a member of a professional association. You may need to get formal recognition of your qualifications before applying for these jobs. For help with this phone:

- Overseas Skills Advisory Service, ph (02) 9707 2500 or (02) 9707 3500.

For other jobs, the selection panel will assess your qualifications. It may be useful to give them a statement which shows the Australian equivalent to your qualification. This may be obtained from:

- Overseas Skills Advisory Service, ph (02) 9707 2500 or (02) 9269 3500
- National Office of Overseas Skills Recognition (NOOSR) ph 1800 020 066

Sometimes, it may be enough if you photocopy the page from the Country Education Profile Booklet which shows your qualification. To get a copy of this booklet, phone Ausinfo on 13 24 47.

If you are not sure what documents or evidence you may need, ask the inquiries person for the job.

Advice and Assistance

For advice about recognition of overseas skills and qualifications, phone the numbers given above for Overseas Skills Advisory Service and NOOSR.

- Department of Immigration and Multicultural Affairs, ph 131 450
- Field Services and Skills Recognition, NSW Dept Education and Training, ph (02) 9266 8704
- Community Relations Commission for a Multicultural NSW, ph (02) 9716 2232
- Ethnic Communities council of NSW, ph (02) 9319 0288
- National Office of Overseas Skills Recognition, ph 1800 020 086

ADJUSTMENTS AT WORK

RIGHTS OF PEOPLE WITH A DISABILITY

Adjustments are ways of changing the workplace or a job so that:

- Employees with a disability can use their skills effectively, job applicants with a disability can compete based on their capabilities, and win positions on merit.

Adjustments are a form of equal opportunity. Adjustments may include:

- Job redesign,
- Changing the workplace or work area,
- Purchasing or modifying equipment, or
- Offering flexible working arrangements.

Adjustments apply to all areas of employment, including:

- Recruitment, selection and appointment,
- Career development,
- Training, and
- Promotion, transfers or any other employment benefit.

The NSW Ant-Discrimination Act, 1977 states that employers are required to provide the necessary services and facilities to enable a person with a disability to carry out a job for which they are qualified. This is the basis of the Public Sector policy to provide work-related adjustments.

Adjustments, Merit Selection and Working in the Public Sector

For some people with a disability, the disability creates a difference in the way they don their work.

Selection committees will take this into account when considering an applicant with a disability for a job.

Enabling an employee to perform well in a job by making a work-related adjustment is consistent with the merit principle.

Managers will make necessary adjustments to enable the person with a disability to use their skills effectively and contribute to the agency's performance and service delivery.

The adjustment required will be determined on the basis of the particular needs of the individual.

Legislation

- It is illegal for employers to discriminate against employees or potential employees on the grounds of disability (NSW Anti-Discrimination Act 1977)
- Public Sector employers are required to promote employment opportunities for people with a disability and to eliminate discrimination from their workplaces on the grounds of disability.

Issues for Employees with a Disability

Employees with a disability who believe that they are being discriminated against because of their disability can:

- Ask their managers and/or the agency's EEO Co-ordinator for advice and assistance,
- Use their agency's grievance procedures to attempt to resolve the matter, and/or
- Complain to the Anti-discrimination Board if they consider their concerns have not been listened to or dealt with.

