

**TEACHER TRAINER  
HANDBOOK 2010**

# TEACHER TRAINER HANDBOOK 09

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# CONTACTS

PRINCIPAL	TERRIE GARDNER
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SCHOOL SECURITY	1300 88 00 21

# CLASS CHECKLIST

## First lesson

- Check for hazards and complete the OHS checklist
- Welcome students
- Introduce yourself
- Talk about OHS
  - Safe practice in your subject
  - Hazards
  - Emergency evacuation
  - If you are at the Business Centre, run the Housekeeping Powerpoint
- Introduce your subject
- Engage students with icebreakers, stories.
- Mark the roll
- If your course is accredited
  - Complete the Student ID checklist
  - Hand out Course Information
  - Hand out Student Handbook, ask students to complete, sign and return the first page to you.

## Every lesson

- Check for hazards. complete the OHS checklist
- Mark the roll
- Leave the room tidy



# OHS CHECKLIST

The Parramatta College      OHS Hazard Identification Checklist      Venue: «Location\_deprecated»

Teacher Name: \_\_\_\_\_ Course: «Name» Course Code: «Code» Start date: «Start\_Date»

Please check the following before each class and sign at the bottom of the column. If you believe you have an immediate OHS Risk please follow the options as set out in your OHS Procedure sheet. There is space on the back of this form to record comments.

Session	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Items and Hazards	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No
<b>First / lesson - Have you:</b> <ul style="list-style-type: none"> <li>• Mentioned No Smoking Policy?</li> <li>• Mentioned Parking options?</li> <li>• Mentioned location of Toilets?</li> <li>• Enquired about any Medical conditions?</li> <li>• Mentioned Ergonomic cautions?</li> <li>• Mentioned Evacuation Procedure (Map found in your folder)?</li> <li>• Located the nearest fire exits?</li> <li>• Located the nearest fire extinguishers?</li> </ul>	There is no need to check these items after the first lesson.  The remaining items must be checked EACH LESSON.				<b>Emergency Contacts (if you have no venue caretaker):</b> <ul style="list-style-type: none"> <li>• School Security – 1300 880 021</li> <li>• Emergency Hotline - 000</li> </ul>			
<b>Every Lesson – Check:</b>	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No
Are the entrances/steps to the room clear and in good order?								
Are the floor coverings safe (not slippery, no cracks, holes etc)?								
Is the lighting adequate?								
Are you using safe desks & chairs?								
Are exit signs operating?								
Are the fire exits accessible & uncluttered?								
Is equipment safe? (if applicable)								
Is safety equipment worn? (if applicable) – Footwear, eyewear etc								
Is the electrical wiring safe (Check for loose covers or wires, frayed or defective leads, broken fittings)?								
Is the temperature in the room comfortable?								
Date Checked								
Signature								

Page 1 of 2    Last printed 6/02/2009 11:11:00 AM    G:\OHS and Welfare\Hazard Identification List\Draft List OHS Haz lists for Sites\MERGE\New workplace Hazard Identification tool ALL VENUES - teachers.doc

The OHS checklist is in your roll folder, behind your roll, or in your plastic box.

Your completed OHS checklist is evidence that you have fulfilled two important aspects of your OHS responsibilities - informing students about good health and safety practice and checking for hazards. Return it with your roll at the end of term.

## YOU MUST CHECK YOUR CLASSROOM EVERY WEEK.


### YOU MUST TICK OR CROSS, SIGN AND DATE EVERY WEEK.

1. **First lesson**
  - Talk about evacuation, fire exits, smoking, parking, toilets, relevant medical conditions, OHS in your subject
  - Check entrances, floors, lighting, furniture, exit signs
  - Tick or cross the boxes
  - Sign and date the column
  
2. **Every class**
  - Check entrances, floors, lighting, furniture, exit signs
  - Tick or cross the boxes
  - Sign and date the column
  
3. **If you find hazards** cross the box and write more on the back of the form. Tell your caretaker or contact us on [admin@parramattacollege.com.au](mailto:admin@parramattacollege.com.au) or 9687 2072.
4. If you have **suggestions about better OHS** write them on the back of the form.
5. In emergencies, evacuate the room and tell your caretaker or **ring the emergency number in your mobile phone.**

**TELL US ABOUT ANY HAZARDS, INJURIES OR DAMAGE  
AS SOON AS YOU IDENTIFY THEM.**

# STUDENT ID – CPI FORM

## ACCREDITED COURSES

		<b>The Parramatta College Inc</b> Confirmation of Participants Identification							
Tutor	Demonstration Tutor	Course Code	3DEMO	Course Name	Demonstration Course	Start Date	1/08/2009	End Date	31/12/2009
Phone - Home	02 1234 5678			Work		Mobile	1234567890		
Course to Run	5 Sessions ( 0 ) Hours			Day	Saturday	Room No:	101	Time:	9:00am to 12:00pm
						Venue:	Arthur Phillip High School		
<b>Confirm Full Name (Please print legibly)</b>				<b>Photo ID</b>					
Enrol No	First Name	Middle Name	Family Name	D/L	Passport	Other	Document Number		
125115	Demonstration		Student						
Tutor's Signature: Date:				Return to College office as soon as all participant's identification has been confirmed.					
<b>THIS FORM MUST NOT BE HANDED AROUND TO PARTICIPANTS</b>				Office use Only: 1. Update SMF in 4D 2. Update CMF in 4D 3. Scan and blob into course as CPI (course code)					
Page	2	Term:	3				1:43 PM	21/07/09	

NSW VETAB requires us to correctly identify students taking part in accredited programs. We must use a student's full name on certificates and statements of attainment, and we must check the name and identity using a drivers licence, passport, Medicare card or other ID (preferably photo ID).

We ask trainers to do this in the first session of a course. For every accredited course you teach, you will get a form called a CPI with your roll which lists the student's name as it appears on our system and has room for you to write the ID number.

1. Explain to students that we must see photo ID and that we must use their full name on certificates and statements. Direct them to the Student Handbook for more information.
2. Ask each student to present ID.
3. Check each student's name as written on the CPI against the name on the identification.
4. Make any corrections on the CPI in clear handwriting. Write down the type and number of the ID used.
5. Sign and date the document.
6. Place the document in the envelope that comes with it, and return it to the College office.

If you have to hold onto the form because a student doesn't have appropriate ID to hand, keep it secure. Never give the form to students to complete.

# CLASSROOM SAFETY

## PREPARE FOR EMERGENCIES

Go over your emergency evacuation instructions with your students in the first lesson. Know where the nearest exits are, and mark the roll early in every lesson. **Evacuation instructions** are located in your roll folder, or on the classroom wall if you work at the Wentworthville Business Centre or the Civic Arcade.

The College will reimburse any reasonable expenses, such as calls from your phone or a student's phone, in emergencies.

## SAFETY IN YOUR SUBJECT

As well as telling your students about emergency procedures, you should cover the safety and health procedures associated with your subject, such as dangers in the use of special machinery, or occupational overuse syndrome. Also ensure that lighting, heating and furniture are comfortable.

Help your students develop good habits, through practise, for using the computer, sitting on chairs and at desks, and working with equipment.

If you are teaching computing or office skills classes, you will be asked to distribute and discuss 'OHS in the office' with your students.

## PERSONAL SAFETY

Finish class on time, and don't encourage students to stay too long after class. Extra questions are best dealt with before class.

If you are at a venue without a caretaker, emergency contact numbers are listed in your roll folder

Do not give out information about a student or another teacher without that person's written permission.

If you are concerned about the behaviour of students, contact your Program Manager for advice.

**In any situation, if it's an emergency, phone 000.**

# ACCIDENTS & EVACUATION

The College will reimburse any reasonable expenses such as calls from your phone or a student's phone in emergencies.

## ACCIDENTS

1. Help anyone who is injured
2. Call emergency services if necessary
3. Isolate yourself and students from the hazard. Your caretaker might have a spare room somewhere else. Otherwise, send the class home and let them know that the office will contact them to arrange a make up class.
4. Contact the office & your caretaker to let us know what has happened.
5. Write down what happened as soon as possible after the event, and forward it to anyone in the College office or to your caretaker.

## LOCKDOWN

Wentworthville public school has lockdown procedures which operate during the day. Instructions are located in the Business Centre.

## EVACUATION

**Evacuation instructions** are located in your roll folder, or, on the classroom wall if you work at the Wentworthville business centre, or the civic arcade

- 1. If there is any danger, evacuate**
2. Take the roll with you. You will need it to check that all your students are present when you are assembled in the designated area.
3. Phone 000, or emergency services if necessary
4. Phone Terrie Gardner on 0417 258 596 when everyone is safe

**Call 000 for police, ambulance & fire brigade**

## Other numbers

Police: 131444

School security: 1300 880 021

**If you have no phone, and the venue has an alarm, activate the alarm if you or students are in danger.**

# EMPLOYMENT CHECKLIST

Before you start work with us, we will send the following paperwork to you.

Please complete and return:

PAYG	Contractor
Financial information form	Financial information form
Tax declaration form	Insurance certificates of currency <input type="checkbox"/> Workers compensation <input type="checkbox"/> Public liability <input type="checkbox"/> Professional indemnity
A completed superannuation choice form	A signed copy of the ATO employee contractor decision tool (sole traders)
Child protection Consent to Screening & Prohibited Employment Declaration	Child Protection Consent to Screening & Prohibited Employment Declaration for <b>every</b> teacher who will work at the College
100 points of identification as required for child protection	Identification as required for child protection for <b>every</b> teacher
Up to date resume & verified copies of qualifications	Up to date resume & verified copies of qualifications for <b>every</b> teacher

Once a year, we need:

PAYG	Contractor
An updated resume or list of training you have undertaken in the calendar year	<b>In December:</b> An updated resume or list of training you have undertaken in the calendar year
	Updated copies of insurance certificates of currency <b>on renewal</b>
	<b>In December:</b> Completed and signed contractors statement regarding your work n the calendar year

# TEACHER QUALIFICATIONS

## PROFESSIONAL DEVELOPMENT

If you work with us, we expect you to take part in professional development activities delivered by the College, including **2 or more professional development sessions** and **at least one validation or moderation session per year for teachers of accredited courses.**

We also expect you to respond to emails, and keep up to date with developments in your field of work.

From time to time you might be invited to attend professional development sessions conducted in cooperation with other Community Colleges

## ACCREDITED COURSES

Trainers of vocational qualifications and accredited courses must have **Certificate IV in Training and Assessment (TAA40104)** or equivalent, and **industry qualifications** and **experience** as outlined in the relevant training package. For more information, talk to the VET Program Manager.

English language and literacy teachers must have **Certificate IV in Training and Assessment (TAA40104)** or equivalent and **specialist qualifications**. The LLN Program Manager can provide further details.

## NON ACCREDITED COURSES

General program teachers must be able to demonstrate skill in their topic areas. They are required to complete a basic training course during their first year of employment with us.

# PREPARATION

When you've agreed with your Program Manager on a course, dates, times and locations, we advertise the course.

We use a number of ways to promote our courses:

- The course guide
- The website
- Email newsletters
- Word of mouth

## LETTER OF OFFER

After the course guide is printed, we send you a letter of offer which asks you to teach the course you agreed to. If there are any mistakes in your letter of offer, or you have any questions, contact your Program Manager.

## COURSE DESCRIPTION

It's essential that we get our facts right so that people know what they are enrolling in. If your course description is wrong, or we have not mentioned materials or equipment that students need, contact your Program Manager so that we can amend the information.

You can check your course description on the website. See **CHECK YOUR COURSES ONLINE** for more information.

## RUNNING AND CANCELLED CLASSES

Generally, we look at each course a few days before the start date to check whether it has enough students, usually 6, to go ahead. You should hear from us 3 working days before the course is due to start. On occasion we might want to hold off a little longer, but in this case we will still contact you 3 working days before the start to let you know we are waiting a little longer.

## PUBLIC HOLIDAYS

We don't run classes on public holidays. If your course is likely to be interrupted by a public holiday, your Program Manager will probably have re-scheduled the session. Check to make sure and remind your students.

## FIELD TRIPS

If you want to take students on a field trip, discuss it with them, and tell your Program Manager and caretaker before the field trip. Our insurance company advises that trips should fall within the general type of activity offered by the College. For example, bush walking along a marked track would be acceptable; taking a group over rough, unmarked or remote terrain may not be. Talk to the Principal if you have any doubts.

When you are out with the students be aware of safety. Keep a list of attendees so you can mark the roll at the next lesson. Ask students to tell you if they are going to leave during the excursion.

## EQUIPMENT

Our store of equipment is limited, so if you expect to need equipment, check with your Program Manager whether it will be available at the venue.

# GOOD TEACHING PRACTICE

## PLANNING

Good planning helps you focus how you will help your students learn.

Consider some of the following:

- What will students learn? Think about the objectives of your course and lessons. Break down the skills you will teach into logical steps, working from what your students already know to the unknown.
- What will you cover in the course, and in the first lesson? Walk through a lesson in your mind to work out how much you can cover. Provide opportunities for practice, for questions and discussion and for frequent revision. You should revise at least at the beginning and end of each lesson.

**Our teachers of accredited courses are observed once a year by a Program Manager, and get feedback on teaching style.**

**The Observation Checklist follows this section.**

**When writing your course plan, remember that in a lesson you will cover:**

### BEGINNING

- Introduction to the College and the course (first lesson)
- OHS information
- Review of previous work

### MIDDLE

- Demonstrations/activities/group work/ practice/discussion

### END

- Summary of key points
- Linking to future lessons

Estimate the time each part will take, and note the equipment, materials, notes or handouts you will need.

## SELF EVALUATION

During the lesson, and immediately after it, you should take the opportunity to evaluate your performance. Make a note of any questions you cannot answer or resources (video, picture, chart or handout) that would have helped you to illustrate a point or to enhance learning.

# GOOD TEACHING PRACTICE

## SET GROUND RULES

You can avoid many problems by modelling and encouraging an atmosphere of respect in your classroom. Ground rules can help. They cover things like start and finish times, how long the class will wait for latecomers, interpersonal issues like respectful language and attitudes.

## POSSIBLE PROBLEMS AND TIPS

One person dominates discussion

- Set limits in ground rules
- Intervene or interrupt. Stress that all viewpoints need to be heard
- Ask person to wait until at least two (or three or whatever) other people have given their views before they offer theirs

**Two people frequently talk when others are trying to listen**

- Refer to your ground rules
- Move across and stand near them
- Be quiet for a few seconds
- If necessary, talk to them away from the rest of the group if the talking is disruptive, and ask for cooperation. Think about your teaching style and examine both content and process.
- If it continues, it may be necessary to ask one student to move to another chair

People with experience in the field who challenge your teaching.

- Acknowledge others' expertise early in the course. A skilled person may be useful.
- In contentious issues focus on the issue, not the individual. Invite others to join the discussion. Challenge misinformation.
- If the group seems annoyed or distracted, talk to the person alone and ask for cooperation.

## Personal attacks

- Interrupt immediately.
- Appeal to the rest of the group if necessary.
- Do not tolerate antisocial behaviour

## Late arrivals

- Refer to your ground rules
- Adults arrive late for all sorts of reasons. Only talk to the person if late arrival is disrupting the class.
- Ensure they receive handouts or other information already distributed to the group.

## Offensive remarks or behaviour

- This behaviour is not acceptable
- Refer to ground rules
- Speak privately if necessary
- Report to your Program Manager
- In extreme situations, call the police if necessary

## In general

If the behaviour is hindering the learning of others, ask the student to leave. Report the incident to the Program Manager as soon as practicable.

# COURSE PLAN

## Instructions for Teachers of VET or General Courses

The college needs to keep records of the course you teach, so we have created this plan. It is useful for teachers/trainers to plan and deliver their courses in a meaningful way. You will need to fill in a form for each course you do. You will need to complete the following:

- Fill in details about your course (name/venue etc.)
- Write a brief course description
- Note down your resources
- Complete a course plan every session to record what you have taught.

### BRIEF COURSE DESCRIPTION

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We need this for our website and brochure. It must reflect what you teach. If necessary, add a few dot points about:

- What participants/students will learn in the course.
- What they will be able to do by the end.

### COURSE INTENT

---

Is the course designed for work, study or leisure? While people come along to a course for different reasons, most people who come to *Pottery for Beginners* are looking for a leisure course. Usually, they aren't planning to work as potters, or to use pottery as one of their day to day work skills. However, people attending *MYOB Payroll* are probably doing it for some work related reason. If your course is designed to develop knowledge and skills that are relevant to work, how does this come across? Do you use work related examples when you are explaining concepts? Do class activities or tasks relate to work?

### OUTCOMES

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What exactly will students be learning and what will they get out of doing this course? EG: Topics, benefits, achievements.

### RESOURCES

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- Do you require a special venue or is a classroom suitable?
- Do you require any special equipment? We will do our best to provide what we can.
- Do the students need to bring anything to class? These should be kept to a minimum but we understand materials can improve the usefulness of the class. Note down the items and their approx costs if any.

# COURSE PLAN

## COURSE PLAN TABLE

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Briefly record what you teach in each session of your course. Tick the appropriate method, or add others. Only add materials if you use anything other than the supplied book and computers.

### Instructions for Teachers of Language, Literacy and Numeracy Courses

Using the attached Course Plan Form, briefly outline how you would teach and assess *Learning Outcome J2 Write an informal Text from Certificate II in Spoken and Written English 91422NSW*. Include any formative and summative strategies you would use.

You need only complete the elements of the Course Plan you think appropriate for delivery of the learning outcome.

### Course Plan Form - *(Please complete one plan for each type of course)*

COURSE NAME	
TUTOR NAME	
DURATION <i>(Eg: 16 hrs)</i>	

### COURSE DESCRIPTION

---

---

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---

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### COURSE INTENT

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The course is designed to develop knowledge and skills that are useful for (prioritise 1,2,3.)

- work
- study

# COURSE PLAN

leisure / personal development

How do you relate the knowledge and skills in the course to its work/study/leisure focus?

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## OUTCOMES

---

Students will learn

● _____	● _____
● _____	● _____
● _____	● _____
● _____	● _____

Students will be able to (benefits of the course)

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## RESOURCES

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Venue: Do you need a special room to run your course other than a classroom? e.g. art room, hall, carpeted room (please tick).  YES  NO

If "YES", Please specify what type of room \_\_\_\_\_

# COURSE PLAN

Please give reason (e.g. need water etc.) \_\_\_\_\_

Equipment: Do you require (please tick):  Overhead projector

Whiteboard

Data Projector

Cassette player

Other (please specify) \_\_\_\_\_

Course Materials: Are there any course materials needed by class participants?

(please tick)

YES  NO

Please specify \_\_\_\_\_

Approx costs if any (General courses only): \$ \_\_\_\_\_ (These should be kept at a minimum)

## OTHER INFORMATION

# GOOD TEACHING PRACTICE

**Course Plan Table**

Date/ Session	Content/Topic	Method	Materials/Resources
1	Introduction & Housekeeping	<input type="checkbox"/> Lecture <input type="checkbox"/> Demonstration <input type="checkbox"/> Practice session <input type="checkbox"/> Assessment <input type="checkbox"/> Other	
2		<input type="checkbox"/> Lecture <input type="checkbox"/> Demonstration <input type="checkbox"/> Practice session <input type="checkbox"/> Assessment <input type="checkbox"/> Other	
3		<input type="checkbox"/> Lecture <input type="checkbox"/> Demonstration <input type="checkbox"/> Practice session <input type="checkbox"/> Assessment <input type="checkbox"/> Other	

# COPYING & COPYRIGHT

## PHOTOCOPIES

If you write your own class notes to give to students, you can send them to the office to be photocopied, collated and forwarded to the centre where you teach. Send the originals to the office at least a week before you need them. Email to [admin@parramattacollege.com.au](mailto:admin@parramattacollege.com.au); send to The Parramatta College, PO Box 2261 North Parramatta 1750; or drop them in to the office at Level 1, Ross Street entrance 410 Church St North Parramatta between 9 and 4 on weekdays. Let the office know how many copies you need, and when you need them.

The photocopier at the Business Centre should only be used for emergencies. Look for instructions, and copyright information, on the wall above the copier.

The College pays a fee to the Copyright Agency Ltd. You must comply with copyright limits summarised below.

## YOU CAN COPY

**HARDCOPY – Books** - 10% of the number of pages OR one chapter

**HARDCOPY – Periodicals** - All or part of an article in an issue or all or part of two or more articles if they relate to the same subject matter.

**HARDCOPY – Anthologies** - All or part of one item if it is not more than 15 pages.

**HARDCOPY – pictures, drawings, maps etc** - All or part if it is not separately published or if it is part of a written work.

**HARDCOPY – Unavailable work** - All or part of a work, except periodicals, if you check that the work will not be available for purchase within 30 days (or 6 months for text books) at the price you would normally pay. Contact the Copyright Agency Ltd regarding text books in this situation.

**You must write, on each page, the title of the work, its author/artist, and the name of the publisher on the copies.**

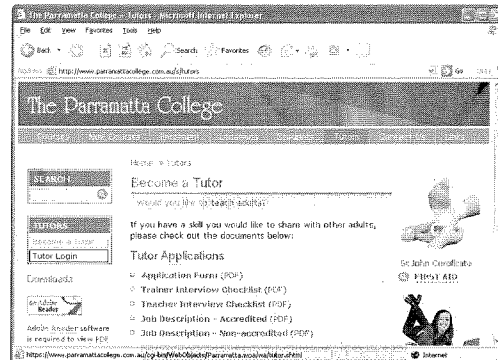
# CHECK YOUR COURSES ONLINE

The Parramatta College web site allows you to sign-in and confirm your courses, make and changes or check their status and enrolments:

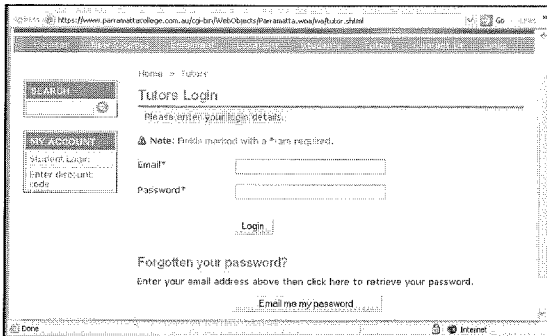
1. Go to [www.parramattacollege.com.au](http://www.parramattacollege.com.au)
2. in the top navigation bar, click on **tutors**

You will see the following page

Click on **tutor login** on the left side of the page.



You should see the following page. Type your email address (the one the College has on its records) in the **email** field.



If you know your password, type it into the **password** field and click **login**.

If you do not know your password or if this is your first login, click on **email me my password**.

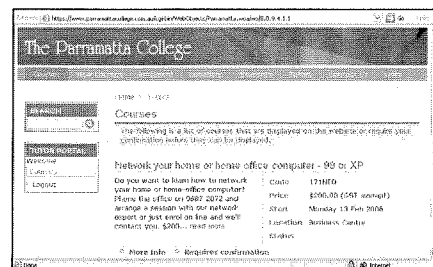
Within seconds, you will be sent an email with the subject **tutor password reminder**. The letter will contain your password.

Log in to the website with this password. Once you have successfully logged in, you should see the following page

To view your courses, click on **courses** on the left hand side of the page in the blue box.

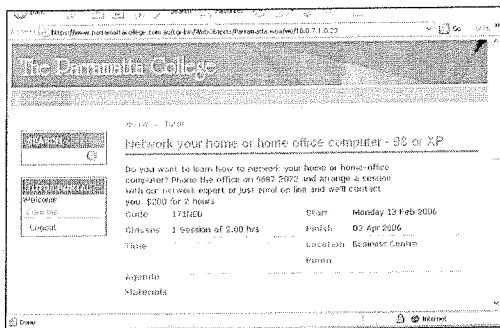
A list of your courses will be displayed as seen in the following example

If you have not confirmed your course details with us, you will see the text **requires confirmation** on the bottom of each course. If you have confirmed your course with us, this text will be missing.



# CHECK YOUR COURSES ONLINE

Click on **more info**. You should see this page



Check the course details. If the details are correct, scroll

down to **confirm ability to teach the course**.

Confirm ability to teach the course

I agree that the above course details are correct.

Click the **I agree.....** tick box and click **confirm**. Repeat this for each course you offer.

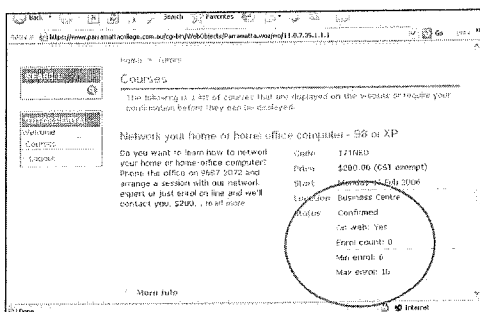
If the course details are incorrect, or you wish to make a comment before confirming the course, scroll down until you see **Notify College of changes**.

In the text box below it, type in the details you wish to change or your comments and click on the **submit** button below the box. This will leave the course unconfirmed and will send an email to the College. We will look at the changes you wish to make and will either make the changes and email you back to confirm or will contact you to discuss the changes.

Notify college of changes

There are changes which need to be made.

Once a course has been confirmed, extra details will show up about the enrolment numbers and its status will change to **confirmed**.



If you find a problem with the minimums and maximums or would like to make other changes later on, you can still scroll down to the **notify College of changes** section and submit your text for review.

**Please note** however that once your course has been confirmed, students will be able to view and enrol in the course, so changes after confirmation must be kept to a minimum.

You can log in at any time and see how many students are enrolled in your course.

To change your email address or password, just email [web@parramattacollege.com.au](mailto:web@parramattacollege.com.au) and tell us your new password or email address. We will change it as soon as possible.

If you have any questions or concerns, email [web@parramattacollege.com.au](mailto:web@parramattacollege.com.au) or phone 9687 2072.

# JOB DESCRIPTION - TEACHERS & TRAINERS

	Accredited - VET	Accredited - ELLN	Non - accredited
<b>Purpose</b>	To plan, deliver, and review education, training and assessment to meet the identified competency requirements of the target group, to the standard required by the College and external accreditation authorities.		
<b>Role Statement</b>	<p><b>Delivery</b></p> <ul style="list-style-type: none"> <li>○ Plan, prepare and deliver courses /training according to the training package or accredited course.</li> <li>○ Provide flexible learning and assessment strategies which will meet the learning needs of a range of students.</li> <li>○ Give current course information to students and make sure core and elective units are identified</li> </ul> <p><b>Professional development</b></p> <ul style="list-style-type: none"> <li>○ Attend and contribute to validation meetings on assessment processes, tools and evidence related to area of expertise</li> <li>○ Attend staff development meetings as required.</li> <li>○ Keep current and professionally alert through regular professional development</li> </ul> <p><b>Record Keeping</b></p> <ul style="list-style-type: none"> <li>○ Complete all record keeping requirements of the position accurately and on time.</li> <li>○ Maintain confidentiality of student, staff and College records</li> <li>○ Use only the current version of materials</li> </ul>	<p><b>Delivery</b></p> <ul style="list-style-type: none"> <li>○ Plan and prepare courses and sessions according to curriculum documents, using adult education principles.</li> <li>○ Deliver courses and sessions according to curriculum documents using adult education principles.</li> <li>○ Use appropriate teaching strategies.</li> <li>○ Review planning and delivery of each program..</li> <li>○ Attend staff development meetings as required.</li> </ul> <p><b>Professional development</b></p> <ul style="list-style-type: none"> <li>○ Attend staff development meetings as required.</li> <li>○ Keep current and professionally alert through regular professional development</li> </ul> <p><b>Record Keeping</b></p> <ul style="list-style-type: none"> <li>○ Complete all record keeping requirements of the position accurately and on time.</li> <li>○ Maintain confidentiality of student, staff and College records</li> <li>○ Use only the current version of materials</li> </ul>	

# JOB DESCRIPTION - TEACHERS & TRAINERS

<p><b>Qualifications and experience</b></p>	<p>Minimum qualifications and experience are listed in Training Package or curriculum documents, but in general are:</p> <ul style="list-style-type: none"> <li>○ 3 years industry experience</li> <li>○ Industry qualifications to at least the level being taught.</li> <li>○ Certificate IV in Training and Assessment TAA40104</li> <li>○ Regular professional development</li> <li>○ An understanding of adult education principles</li> <li>○ Demonstrated experience with adult learners</li> </ul>	<p>Minimum qualifications and experience are listed in Training Package or curriculum documents, but in general are:</p> <ul style="list-style-type: none"> <li>○ Qualifications in adult LLN (eg Post Graduate Diploma Or Certificate In Adult Basic Education or TESOL)</li> <li>○ Certificate IV in Training and Assessment TAA40104</li> <li>○ Regular professional development in adult basic education, TESOL, numeracy education, linguistics</li> <li>○ An understanding of adult education principles</li> <li>○ Demonstrated experience with adult learners</li> </ul>	<ul style="list-style-type: none"> <li>○ Expert knowledge in the subject</li> <li>○ Adult education qualifications</li> <li>○ Experience in teaching adults</li> </ul>
<p><b>Reporting</b></p>	<p>Reporting to the Program Manager. Accountable to the Principal.</p>		
<p><b>Term of employment</b></p>	<p>Employment is casual, for the length of the course. The hourly rate includes a component for preparation, marking, review and assessment.</p>		
<p><b>Wages and conditions</b></p>	<p>NSW Community Colleges Tutors Award or contractor.</p>		

# PRIVACY

The College is bound by the requirements of the Privacy Act. This means we require you to treat the personal information about your students and your colleagues confidentially.

We collect only the personal information we need to do our jobs - to provide education and assessment, to keep records as required by AQTF standards and to report our activity to the National Centre for Vocational Education Research (NCVER).

For other purposes, we do not collect, store or release personal information to any person or organisation without the written permission of the student or staff member. You cannot divulge any personal or attendance information to any other person or organisation without the written permission of the person concerned. Only those members of staff authorised to do so will have access to student information.

Student records held according to our AQTF responsibilities are kept as electronic records for 30 years.

## **UNAUTHORISED USE OF STUDENT INFORMATION**

If you need a student's contact details in order to teach your course, tell the student why, and ask for the details in a way which respects confidentiality.

You are not permitted to ask for students' contact details for any other reason.

## **STUDENT ROLLS**

Keep rolls securely. Never hand them out for students to complete

## **STUDENT ID FOR ACCREDITED COURSES**

Teachers in accredited courses are required to check student ID and record document numbers. This information must be kept securely and returned to the Principal when complete. Never hand out these documents for students to complete

## **CONSENT TO RELEASE INFORMATION**

Refer any requests for information about a student's attendance or progress to your Program Manager. We are not permitted to release any information, verbally or in writing, about a student without that student's written consent.

# STUDENTS WITH LLN BARRIERS

## LLN Barriers

LLN is an acronym for language, literacy and numeracy.

Many of your students will have learned English as a second language. Other students may be native English speakers who struggle with reading and writing.

**Contact the College office and ask to speak to Michael O'Hara our ELLN Program Manager.**

In either case, your student might need assistance to succeed in your class.

If you notice, in the first lessons of your course, that someone is having difficulty:

- following verbal instructions
- writing notes or typing a document (and not with a keyboard skill problem) or
- reading handwritten or typed notes or a computer manual

you might have a student who has difficulties with English language, literacy or numeracy skills.

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# STUDENTS WITH DISABILITIES

## SUPPORT FOR STUDENTS

When people enrol we ask them if they have any disabilities or other special needs that the teacher should know about.

If they answer yes, we will contact them and ask for details about their needs, including about their disability and how it might impact on their learning. If the disability doesn't affect access or learning and the student doesn't need support we won't proceed to the next stage.

We ask students to suggest ways we can modify the venue or support their learning. For example we can reduce the class size so the teacher can give more individual attention to the student without disadvantaging other students.

If the student has a carer, the carer can attend the class free of charge, and take the place of one student.

Other modifications might include enlarging class notes, engaging a signing interpreter, technical aids or wheelchair access to the classroom.

We will also ask for permission to let you know.

## SUPPORT FOR TEACHERS

If the student gives permission, we will talk to you about how you can support the student to achieve.

Much of the support you can give, as teachers, to students with disabilities is

good teaching practice that would help all students learn.

Look at the attached Fact Sheets for ideas. They are from ADCET, the Australian Disability Clearinghouse on Education and Training, and Vision Australia.

[www.adcet.edu.au](http://www.adcet.edu.au)

[www.visionaustralia.org.au](http://www.visionaustralia.org.au)

**Contact your Program Manager if you need assistance to support a student with disability or any other student.**

# LAST LESSON CHECKLIST

## Last lesson

- Thank students
- Talk about other courses that students might interest them
- Hand out and collect evaluation forms according to the procedure
- Sign and date the roll
- Complete any other paperwork
- Return all paperwork to your caretaker or Program Manager

## As with every lesson, make sure you

- Check for hazards and fill in the OHS checklist
- Mark the roll
- Leave the room tidy and clean

# EVALUATION

Evaluation is one of the most important ways we get information about the quality of our courses and our customer service. Because we want honest evaluations, we always ensure anonymity by asking students not to write their name on evaluation forms, and by providing sealed envelopes for completed evaluations

**It's important to avoid any reference, humorous or otherwise, to what students should write.**

**You should leave the room while students are completing evaluations to ensure confidentiality.**

**Do not read the evaluations.**

## **GENERAL PROGRAM / LEISURE COURSES**

Each General Program course is evaluated once a year. Questions focus on learning and enjoyment and how we can improve the course

## **ENGLISH COURSES**

Because many of our English classes focus on basic reading and writing skills, evaluations are verbal discussions, not written feedback. We maintain confidentiality by asking another teacher to conduct an evaluation discussion with a class. This teacher writes up notes from the discussion.

## **BUSINESS (NON ACCREDITED) COURSES**

Evaluations focus on the relevance of the education and training to current and future work needs.

## **ADMINISTERING EVALUATIONS**

- 1. Explain the purpose of evaluations, and the importance of honesty and confidentiality**
- 2. In the case of accredited Learner Questionnaires, read out the instructions at the top of the questionnaire page.**
- 3. Hand the evaluation forms and the envelope to one of the students.**
- 4. Ask the student to hand out and collect forms, and seal the envelope.**
- 5. Tell the students you will be back in 5 (or 10) minutes, and leave the room.**
- 6. Return the sealed envelope to the office with your other paperwork.**

# LEARNER QUESTIONNAIRES

## **HAND OUT**

### **QUESTIONNAIRES ON THE SECOND LAST DAY OF YOUR COURSE OR WHEN ALL ASSESSMENTS HAVE BEEN COMPLETED.**

Please follow these instructions.

1. Explain that evaluations are used by the College to improve our services to students
2. Hand out the questionnaires
3. Ask students to write the date and the course name at the top of the form.
4. Read out the instructions at the top of the learner questionnaire.

*“ Please tell us about your training. Your feedback plays an important role in developing the quality of your education.*

*In this questionnaire, the term ‘training’ refers to learning experiences with your training organisation.*

*The term ‘trainer’ refers to trainers, teachers, lecturers or instructors from your training organisation.*

*Provide one response to each item on the form.*

*Complete using a black or blue pen.*

*Print neatly in CAPITAL letters.*

*Place a clear ‘x’ inside each box.*

*Leave the box blank if the statement does not apply.*

*If you want to change your answer, fill in the entire box and mark the correct box with an ‘x’.”*

5. Ask the students if they have any questions, and reiterate the instructions if you need to.
6. Don’t interpret the questions for students. Let them know that the survey is anonymous and that they can leave any question blank if they don’t understand it.
7. Tell the students that you will leave the room while they fill out the forms.
8. Ask them to place the finished survey forms in the yellow envelope and to seal the envelope when all surveys are inside it.
9. Stay out of the room for 10 minutes to give students time to fill out the survey.
10. Return the sealed envelope to the office with your other paperwork.

Learner Questionnaires are completed by students all across the country. Our results are submitted to NSW VETAB and used to compare the quality of our training and assessment delivery with other Australian RTOs.

# COMPLAINTS

It's important that, as an organisation, we see complaints in a positive light. Most people who are unhappy with service they get in a shop, from a bank, from anywhere, will walk away rather than complaining. If our students do this, they probably won't come back, but we won't know why.

If people complain we have an opportunity to investigate the complaint and try to improve the situation, either for that student or for others.

## **Student Complaints**

We ask students, in our brochure / on our website / in the student handbook, to contact the Principal or their Program Manager if they have a complaint.

We ask for complaints to be put in writing, so we can deal effectively with them. An anonymous complaint is difficult to act on because it may not be legitimately from a student.

In any case, we do not reveal the names of students who complain without their permission, and we would not do so unless we needed to for the resolution of the complaint.

Often we will contact other students for feedback about their experience of a course, a venue, a teaching style, whatever. If we do this we don't

mention that we have had a complaint because we want to get an unbiased opinion.

**If your students have a complaint, please refer them to your Program Manager or to the Principal.**

## **Staff Complaints**

If you have a problem, concern or complaint speak to the Principal, who will try to resolve the complaint.

If your complaint is about the Principal, speak to your Program Manager who will put you in touch with the President of the College Council

As with student complaints, you will be asked to put your complaint in writing.

# GETTING PAID

Remember that your final pay will depend on return of all required paperwork.

PAYG	Contractor
<p>Teachers of accredited and business courses are paid</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> After week 2</li> <li><input type="checkbox"/> After week 4</li> <li><input type="checkbox"/> After week 6</li> <li><input type="checkbox"/> After week 8</li> </ul> <p>Submit your pay claim by 11am Friday Of weeks 2, 4, 6, 8.</p>	<p>Contractors submit invoices, usually at the end of term. However, invoices for courses that finish before the term ends can be submitted on completion.</p> <p>We pay invoices on alternate weeks to wages.</p>
<p>Teachers of general program courses are paid</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> After week 4</li> <li><input type="checkbox"/> After week 8</li> </ul> <p>Submit your pay claim by 11am Friday Of weeks 4, 8.</p>	

# DICTIONARY

## **Copyright**

Copyright in Australia is controlled by the Copyright Agency Ltd. The College has a copyright licence allowing some copying of copyrighted materials.

[www.copyright.com.au](http://www.copyright.com.au)

## **Child protection**

Child protection legislation in NSW is administered by the NSW Commission for Children and Young People. As an education provider, we are responsible for ensuring that people under 18 years can participate safely in our courses.

[www.kids.nsw.gov.au/kids/working.cfm](http://www.kids.nsw.gov.au/kids/working.cfm)

## **Casual employee or contractor?**

PAYG employees are paid an hourly rate, and if they earn more than the required minimum in a month they are eligible for superannuation.

Contractors can be paid by the hour, but are sometimes paid per course or pre student. Contractors are not paid superannuation, and they must carry their own insurance.

If you are unsure, please confirm your contractor status by completing the employee/contractor decision tool on the Australian Taxation Office website. [Http://www.ato.gov.au/businesses/content.asp?doc=/content/00095062.htm](http://www.ato.gov.au/businesses/content.asp?doc=/content/00095062.htm)

# DICTIONARY

## **Access and Equity**

The College aims to be an inclusive education provider that welcomes all students, and treats all students and staff with respect.

The College is open to all people over the age of, with the following provisos:

- Most of our courses have fees. Participation in those courses depends on payment of the fee.
- Some courses have skill, knowledge or qualification pre-requisites which students need to meet in order to be able to participate fully in the class.
- Courses are sometimes targeted at specific groups of people in the community. In these courses, there may be pre-requisites related to the targeting.

The College applies no other pre-requisites to participation in its activities.

We aim to assist people who may have barriers to participation by providing support to people with a disability and to people who need English language, literacy support.

We provide information to students about the course they will be studying so that they can make an informed choice about whether to participate.

## **Disability action plan**

The College has a disability action plan which outlines the strategies we will use to support students with disabilities. Our students are asked, when they enrol, if they have a disability and if they need help to learn. Students who answer yes to the second question are contacted by the relevant Program Manager to discuss support that might be provided for the student and the teacher.

## **Privacy**

The Privacy Act requires us to collect only the information about people that we need to do our jobs, to inform people about how we will be using the information, to store it correctly and not to share the information with people who do not have permission to use it.

For this reason we do not give contact details about students to teachers, except where teachers have a legitimate need to contact students between or before classes. Teachers are not permitted to use students' contact details for any reason unrelated to the College without the permission of the student concerned.

[www.privacy.gov.au](http://www.privacy.gov.au)

## **Equal Employment Opportunity**

It is against the law for employers to treat employees / job applicants unfairly because of their gender, pregnancy, race, marital status, homosexuality, disability, age or transgender, or that of their relatives, friends or colleagues. The Parramatta College aims to employ staff best suited to perform the duties required. We have a duty statement for each position which sets out the duties to be performed and required skills, experience and qualifications.

## **Workcover**

NSW Workcover administers OHS legislation in our state. Workcover requires us all to take responsibility for OHS. We are all responsible for checking College premises and reporting OHS hazards and for discussing emergency procedures with students. Teachers must also discuss good OHS practice in their subject area throughout the course.

[www.workcover.nsw.gov.au](http://www.workcover.nsw.gov.au)

# AQTF 2007 STANDARDS

## STANDARD 1

**The registered training organisation provides quality training and assessment across all of its operations.**

- 1.1 The RTO collects, analyses and acts on relevant data for continuous improvement of training and assessment.
- 1.2 Strategies for training and assessment meet the requirements of the relevant training package or accredited course and are developed in consultation with industry stakeholders. Staff, facilities, equipment, and training and assessment materials used by the RTO are consistent with the requirements of the training package or accredited course and the RTO's own training and assessment strategies.
- 1.3 Training and assessment are conducted by trainers and assessors who:
  - 1.3.1 Have the necessary training and assessment competencies as determined by the national quality council or its successors
  - 1.3.2 Have the relevant vocational competencies at least to the level being delivered or assessed
  - 1.3.3 Continue developing their vocational and training and assessment competencies to support continuous improvements in delivery of the RTO's services.
- 1.4 Assessment, including recognition of prior learning (rpl):
  - 1.4.1 Meets the requirements of the relevant training package or accredited course
  - 1.4.2 Is conducted in accordance with the principles of assessment and the rules of evidence
  - 1.4.3 Meets workplace and, where relevant, regulatory requirements.

## STANDARD 2

**The Registered Training Organisation adheres to principles of access and equity and maximises outcomes for its clients.**

- 2.1 The RTO continuously improves client services by collecting, analysing and acting on relevant data.
- 2.2 Before clients enrol or enter into a contract, the RTO informs them about the training, assessment and support services to be provided, and about their rights and obligations.
- 2.3 Employers and other parties who contribute to each learner's training and assessment are engaged in the development, delivery and monitoring of training and assessment.
- 2.4 Learners receive training, assessment and support services that meet their individual needs.

Learners have timely access to current and accurate records of their participation and progress.
- 2.5 Complaints and appeals are addressed efficiently and effectively.

## STANDARD 3

**Management systems are responsive to the needs of clients, staff and stakeholders, and the environment in which the registered training organisation operates.**

- 3.1 The RTO uses a systematic and continuous improvement approach to the management of operations.

# AQTF 2007 STANDARDS

- 3.2 The RTO monitors training and/or assessment services provided on its behalf to ensure that they comply with all aspects of the aqtf 2007 essential standards for registration.
- 3.3 The RTO manages records to ensure their accuracy and integrity.

## Quality indicators

**Employer satisfaction** (competency development, and training and assessment quality). This indicator focuses on employers' evaluations of learners' competency development, its relevance to work and further training, and the overall quality of the training and assessment.

**Learner satisfaction** (learner engagement and competency development). This indicator focuses on the extent to which learners are engaging in activities likely to promote high-quality skill outcomes, as well as learners' perceptions of the quality of their competency development and the support they receive from RTOs.

**Competency completion rate.** This is calculated for qualifications and units of competency/modules delivered, based on data provided by RTOs on the previous calendar year's number of enrolments and qualifications completed and/or units of competency/modules awarded.

## CONDITIONS OF REGISTRATION

### 1. Governance

The RTO's chief executive must ensure that the RTO complies with the aqtf 2007 essential standards for registration and any national guidelines approved by the national quality council. This applies to all of the operations within the RTO's scope of registration, as listed on the national training information service.

### 2 Interactions with the registering body

The RTO's Chief Executive must ensure that the RTO cooperates with its registering body:

- In the conduct of audits and monitoring of its operations
- By providing accurate and timely data relevant to measures of its performance
- By providing information about significant changes to its operations
- In the retention, archiving, retrieval and transfer of records consistent with its registering body's requirements.

### 3 Compliance with legislation

The RTO must comply with relevant commonwealth, state or territory legislation and regulatory requirements that are relevant to its operations and its scope of registration. It must ensure that its staff and clients are fully informed of requirements that affect their duties or participation in vocational education and training.

### 4 Insurance

The RTO must hold insurance for public liability throughout its registration period.

# AQTF 2007 STANDARDS

## **5 Financial management**

The RTO must protect fees paid in advance and have a fair and reasonable refund policy.

The RTO must have its accounts certified by a qualified accountant to Australian Accounting Standards at least annually, and must provide the certificate of accounts to its registering body on request. If the registering body reasonably deems it necessary, the chief executive must provide a full audit report on the RTO's financial accounts from a qualified and independent accountant.

## **6 Certification and issuing of qualifications and statements of attainment**

The RTO must issue to persons whom it has assessed as competent in accordance with the requirements of the training package or accredited course, a qualification or statement of attainment (as appropriate) that:

- Meets the Australian Qualifications Framework (AQF) requirements
- Identifies the RTO by its national provider number from the national training information service
- Includes the Nationally Recognised Training (NRT) logo in accordance with the current conditions of use.

The RTO must retain learners' records of attainment of units of competence and qualifications for a period of 30 years.

## **7 Recognition of qualifications issued by other RTOs**

The RTO must recognise the AQF qualifications and statements of attainment issued by any other RTO.

## **8 Accuracy and integrity of marketing**

The RTO must ensure that its marketing and advertising of AQF qualifications to prospective clients is ethical, accurate and consistent with its scope of registration. The NRT logo must be employed only in accordance with its conditions of use.

## **9 Transition to training packages/expiry of accredited courses**

The RTO must manage the transition from superseded training packages within 12 months of their publication on the national training information service. The RTO must also manage the transition from superseded accredited courses so that it delivers only currently endorsed training packages or currently accredited courses.