

Position Description



Position title:	STEM Educator, Ballarat Tech School
School/Directorate/VCO:	Federation TAFE
Campus:	SMB Campus. Travel between campuses may be required.
Classification:	Within the HEW Level 7 range
Time fraction:	Full-time
Employment mode:	Fixed-term appointment for two years
Probationary period:	This appointment is offered subject to the successful completion of a probationary period.
Further information from:	Mr Andrew Henwood, General Manager (TAFE) Telephone: (03) 5327 8315 E-mail: a.henwood@federation.edu.au
Recruitment number:	850221

Background

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

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

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

Portfolio

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

Position summary

The Ballarat Tech School (BTS) is a State Government initiative developed to establish Victoria as the Education State. BTS is hosted by Federation University to provide almost 10,000 Ballarat students from seventeen partner schools access to high tech learning in a cutting-edge purpose-built facility. This shared learning centre is a partnership between local schools and industry focusing on preparing students for a changing world, strengthening their employability skills and developing their understanding and application of STEM (Science, Technology, Engineering, and Mathematics) skills.

The Ballarat Tech School provides a stimulating and supportive learning environment in which the students are immersed in positive STEM learning experiences that promote self-confidence, a willingness to take risks and an opportunity to learn about the world around them. Students are challenged to question and reflect on new experiences that link to their prior knowledge and skills, whilst engaging in a technology rich environment.

Working collaboratively, the STEM Educator, BTS is responsible for the program and resource development and design, program delivery, and continuous improvement of online and classroom based programs. The position will also provide professional development opportunities to secondary teachers, as well as community and industry engagement activities. BTS programs link to the five main industry areas of Advanced Manufacturing, Information Technology, Food & Fibre, Health Science and Renewable Energies with an integrated STEM approach to inquiry-based learning.

The STEM Educator, BTS will work collaboratively to develop innovative online and classroom-based programs that align with the Victorian secondary schools curriculum and which establish mutually beneficial relationships with partner schools and other key stakeholders.

Level of supervision and responsibility

The STEM Educator, BTS will work under the broad direction of the Associate Director, Ballarat Tech School, and is responsible

for facilitating online and classroom-based programs, including the design, development and delivery of new and existing programs, as well as coordinating and engaging partner schools, ensuring a positive experience for students and teachers alike. The position will be required to make decisions regarding program design and delivery on a regular basis, recognising the consequences on the relevance and success of the BTS programs for partnering schools.

The STEM Educator, Ballarat Tech School is required to display initiative and generate innovative solutions to ensure the effective coordination of program delivery in line with the operations of the BTS and University policies, procedures and processes. The position requires extensive professional knowledge and experience in teaching and learning and an understanding of learning program contexts and applications.

The STEM Educator, Ballarat Tech School will be required to work simultaneously on a number of projects covering a wide range of activities, each at various stages of progression.

The STEM Educator, Ballarat Tech School requires extensive professional knowledge and experience in teaching and learning and an understanding of learning program contexts and applications.

Position and Organisational relationships

The STEM Educator, Ballarat Tech School reports to the Associate Director, Ballarat Tech School and works closely with other staff in the BTS and partnering schools.

The STEM Educator, Ballarat Tech School will be expected to contribute to the development of University educational learning and teaching policies and procedures and provide advice and assistance to teaching staff, industry and community clients and the broader University community.

The STEM Educator, Ballarat Tech School will be expected to liaise and develop mutually beneficial partnerships and networks with internal and external stakeholders and represent the BTS and the broader University within the community.

Key responsibilities

1. Using design thinking principles and work collaboratively to design, develop and deliver of innovative learning programs on behalf of the BTS by:
 - Coordinating STEM programs through project management including timelines, documentation, implementation and review.
 - Conducting industry and teaching and learning program research in consultation with key internal and external stakeholders as part of the program co-design model.
 - Coordinating the preparation and maintenance of teaching and learning resources within BTS to ensure that programs are operational and meet the needs of the participating schools.
 - Reviewing, modifying and continuously improving BTS programs which adapt to the needs of the participating schools and industry developments.
 - Ensuring the use of technology in the development of collaborative teaching and learning processes.
 - Preparing instructional materials (i.e. handouts, learning activities, etc.) relevant to BTS programs and resources.
2. Facilitate learning experiences for students across years 7 – 12 that build a positive learning environment based on productive collaboration, encouraging and supporting students to be responsible for their learning and facilitating substantive discussions, investigation and creativity.
3. Engage learners in new experiences by assessing their needs and adapting learning programs to expand the learning opportunities of the cohort and use strategies to engage students in a learning process by connecting them to experiences through constructive feedback that supports and deepens their learning.
4. Develop collaborative relationships with stakeholders, including other tertiary institutions, professional organisations, industry groups, local business and school communities with a view to enhance educational opportunities, through projects for the BTS partner schools.
5. Identify and organise guest speakers and trainers to facilitate the knowledge transfer on topics relevant to the BTS and participating schools.
6. Facilitate induction and familiarisation for all visitors to the BTS to develop and ensure an awareness of a 'child safe' learning environment and safe use of BTS equipment and facilities.
7. Conduct professional development training and information sessions related to BTS programs for partnering schools' teachers as required
8. Promote the BTS and associated programs across partner schools and ensure equitable access for all students and teachers.
9. Contribute to the development and design of the BTS website and promote BTS program opportunities.
10. Reflect and embed the University's Principles, Objectives and Strategic Priorities when exercising the responsibilities of this position.
11. Undertake the responsibilities of the position adhering to:
 - The Staff and Child Safe Codes of Conduct and Conflict of Interest Policy and Procedure;
 - Equal Opportunity and anti-discrimination legislation and requirements;
 - the requirements for the inclusion of people with disabilities in work and study;
 - Occupational Health and Safety (OH&S) legislation and requirements; and
 - Public Records Office of Victoria (PROV) legislation.

Training and qualifications

A degree, preferably in Education, with at least four years subsequent relevant experience; or extensive experience and management expertise in related technical or administrative fields; or an equivalent combination of relevant experience and/or education/training. Current registration with the Victorian Institute of Teaching (VIT) is highly desirable.

All University positions delivering education and/or services to children (a child for this purpose is considered to be someone below the age of 18 years) must hold a valid Working with Children Check (WWCC) or hold a current registration with the Victorian Institute of Teaching (VIT).

Key selection criteria

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

1. A degree, preferably in Education, with at least four years subsequent relevant experience; or extensive experience and management expertise in related technical or administrative fields; or an equivalent combination of relevant experience and/or education/training.
2. Demonstrated experience in the design, development and documenting of engaging and innovative educational programs that align to the Victorian Curriculum and Assessment Authority (VCAA) requirements and meet the needs of students across Years 7 – 12.
3. Demonstrated understanding and application of design thinking and 21st century learning/teaching and STEM education principles within a secondary/tertiary educational context and industry application.
4. Demonstrated ability to facilitate a supportive and productive learning environment in which you work collaboratively with young people to promote independence, interdependence and self-motivation taking into account the diversity and differences of learners.
5. Demonstrated ability to implement student voice and youth participation processes that challenge and support young people to develop deeper levels of critical and creative thinking and connect strongly with their learning beyond the classroom.
6. Demonstrated ability to apply information and communication technologies to the teaching and learning process to suit the needs of a diverse range of students, including those with disabilities.
7. Demonstrated ability to work independently as well as an effective member of a multidisciplinary team to achieve learning and teaching objectives and deliver programs.
8. Demonstrated planning, coordination, administration and resource management skills, including the proven ability to review and implement workable solutions.
9. Demonstrated communication and public relations skills in order to be able to liaise and work effectively with a wide range of stakeholders, including members of the University, public and educational communities and industry partners.
10. Demonstrated working knowledge and application of the Child Safety Standards.
11. Demonstrated knowledge and application of appropriate behaviours when engaging with children, including children with a disability and from culturally and/or linguistically diverse backgrounds.

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

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