



QUEENSLAND
TEACHERS' UNION
OF EMPLOYEES



A joint statement from TAFE Queensland, the Queensland Teachers' Union and Together Queensland, Industrial Union of Employees

Foundation Educator

Preamble/Intent

This Joint Statement provides clarity between parties to the *TAFE Queensland Educators Certified Agreement 2023* and the *TAFE Queensland Award – State 2016* regarding the employment conditions and management of Foundation Educators.

This Joint Statement will apply to all Foundation Educators from 4 December 2023 for the life of the *TAFE Queensland Educators Certified Agreement 2023*.

The Foundation Educator role was created to implement a new pipeline for Educator (teaching and/or tutoring) talent. It is acknowledged that often, when recruiting educational staff, applicants possess relevant vocational (industry) qualifications and experience, however, they may not have completed a training and assessment qualification to enable them to teach or tutor. The Foundation Educator role bridges this gap over a period of 12 months (maximum) in which time new appointees must complete a Certificate IV in Training and Assessment (Certificate IV TAE). During this time, the employee will develop educator skills and capabilities, enabling them to progress to an Educator position upon completion of their qualification.

The Foundation Educator role is not designed to replace tutoring or teaching positions, rather it is to be used to provide an additional entry point for new talent. Use of the Foundation Educator role in team structures is not compulsory, however, it may be beneficial in teams where it is difficult to attract new talent or as part of succession planning. The role also provides both the appointee and TAFE Queensland with an opportunity to gauge whether a career in teaching or tutoring is a suitable fit for the appointee.

There should be a reasonable expectation of ongoing work for Foundation Educators, with a genuine intention of progressing the employee into either a Tutor or Teacher position upon completion of the Foundation Educator program. Foundation Educators will not be engaged as a permanent employee, however service as a Foundation Educator will be counted as continuous service for the purpose of TAFE Queensland's commitment to maximising permanent employment.

Advertising

Prior to advertising a Foundation Educator vacancy, hiring managers must assess whether there is a reasonable expectation of ongoing employment for the Foundation Educator at the completion of the advertised term (maximum 12 months) and/or having achieved the training and assessment qualification.

All advertising for the position of Foundation Educator should utilise the generic Foundation Educator role description. This clearly describes the key responsibilities, qualifications and requirements for the Foundation Educator role and how applicants will be assessed for suitability for the position.

When advertising for Foundation Educators it must be stipulated that a six (6) month probationary period applies.

Recruitment

To be engaged as a Foundation Educator, candidates require the following qualifications, skills and experience:

- a) possession of vocational competencies at least to the level of the unit/s of competency that tutorial support is being provided (unless prescribed within the training package);
- b) current industry experience and skills directly relevant to the tutorial support being provided; and
- c) possession of a licence, ticket, professional body credential or registration where relevant, to the vocation in which they are tutoring.

As part of the recruitment process, candidates must provide evidence to demonstrate they meet these requirements and are committed to completing the required study. These entry requirements are also necessary to undertake study in the required training and assessment qualification in which they may progress.

Additionally, the requirement for a Foundation Educator to obtain the Certificate IV TAE within 12 months of commencing employment is a condition of employment. Whilst it is expected that a Foundation Educator will progress reasonably through their studies to obtain the Certificate IV TAE during their appointment, the 12 month timeframe for completion will continue to apply, regardless of a Foundation Educator's employment fraction.

Proof of qualifications and industry currency/experience must be provided at interview or prior to offering the position to the candidate. Pre-employment checks, including referee and qualification checking, must occur prior to offering the position to a candidate. Other than in exceptional circumstances, a criminal history check must be completed prior to an offer of employment being made.

Foundation Educators must complete a probationary period of six (6) months by written agreement between the Chief Executive Officer (or delegate) and the employee prior to commencing employment.

A Foundation Educator role may be offered on a temporary, full-time or part-time basis only (i.e. no permanent appointments or casual engagements will be used for Foundation Educators).

Use of a Competitive Remuneration Allowance (CRA) as outlined in the [TAFE Queensland Educators' Certified Agreement 2023](#) and in the [Competitive Remuneration Allowance procedure](#), may be appropriate in exceptional circumstances to attract and/or retain suitably qualified and experienced talent. The approval to use a CRA rests only with the Chief Executive Officer or Chief Human Resources Officer where compelling reasons can be demonstrated.

Hours of Work

The ordinary hours of duty for a Foundation Educator, exclusive of meal breaks will be a maximum of:

- (a) 36.25 hours per week;
- (b) 10 hours per day (9 hours of contact time); and
- (c) 5 consecutive days.

Conditions of employment

Study/Development Time (SDT)

The maximum ordinary hours of work will be 36.25 hours per week. Of the 36.25 hours per week, 4.25 hours is to be allocated as Study/Development Time (SDT). SDT is provided to Foundation Educators in lieu of discretionary duty time (Section 15.1(c) of the TAFE Queensland Award – State 2016). The remaining 32 hours per week will be programmed by the Manager (or delegate) as a combination of contact and non-contact time.

When determining the appropriate weekly mix of contact and non-contact time, the manager will take into account the Foundation Educator's skills, qualifications and experience, their current state of completion of the Certificate IV TAE and any areas of development required. The mix of programmed contact and non-contact time may change depending on the relevant student cohort/s, class timetables, team program activities, qualification unit/skill set currently being completed by the Foundation Educator and areas of identified development change.

A Foundation Educator in consultation with their supervisor, is to align and prioritise the duties to be performed in SDT to their progression through and completion of the Foundation Educator TAE Pathway. The nature of the duties to be performed in SDT (between 32 hours per week and 36.25 hours per week) is for the Foundation Educator to complete course work, attendance at classes/lectures and assignments for the Certificate IV TAE.

Overtime

Due to the nature of their engagement, a Foundation Educator will not be programmed to perform overtime, however, in extenuating circumstances, a Foundation Educator may accumulate Time Off in Lieu (TOIL) with prior managerial approval should a Foundation Educator be engaged for hours in excess of 36.25 (full-time equivalent) in a week.

Education and Professional Development Time

Full-time Foundation Educators will be afforded five calendar weeks (pro-rata) per calendar year for Education and Professional Development Time (EPDT). During periods of EPDT, Foundation Educators may complete course work, mentoring, professional reflection, study and other educational and industry development and currency activities. In consultation with their supervisor, a Foundation Educator will align and prioritise the duties to be performed in EPDT to their progression through and completion of, the Foundation Educator TAE Pathway.

EPDT is allocated to Foundation Educators in lieu of non-attendance time (section 19) of the TAFE Queensland Award – State 2016. Any unused EPDT will not be paid out on termination, cannot be deferred to the next calendar year or carried over to non-attendance time.

One week of EPDT will be programmed for all Foundation Educators upon commencement of employment for them to complete Stage 1 of the Foundation Educator - TAE Training Pathway. It is highly recommended that Foundation Educators be programmed for one week of EPDT for each

stage of the Foundation Educator - TAE Training Pathway (not to exceed accrual) to assist them complete the program.

Upon completion of a Certificate IV TAE and if there is an offer of employment as a tutor or a teacher, the employee will commence accrual of Non-Attendance Time (NAT) on a pro-rata basis.

Vocational Development

In lieu of Professional Development (section 37) of the TAFE Queensland Award - State 2016, full-time Foundation Educators are able to access, with managerial approval, up to ten days per calendar year (pro-rata) of Vocational Development time. Vocational Development time is to be utilised for maintaining vocational (industry) currency and competency should it be required. Where a Foundation Educator transitions to a tutoring or teaching position after the commencement of the calendar year, any Vocational Development time which has been accessed will be deducted from the employee's ten day allocation of Professional Development for that calendar year.

All other working conditions

The TAFE Queensland Award – State 2016 and the TAFE Queensland Educators Certified Agreement 2023 detail the full conditions of employment applicable for Educators. Unless stated elsewhere in this Joint Statement, the entitlements of a Foundation Educator are provided on a pro-rata basis for part-time employees.

Letter of Offer

The letter of offer is to be given to the successful candidate prior to appointment and must contain:

- a) a copy of the Foundation Educator role description including the key responsibilities,
- b) written confirmation of:
 - i. The nature of the vacancy (e.g. temporary full time/part time),
 - ii. The end date of the temporary engagement (maximum 12 months),
 - iii. The location of the vacancy,
 - iv. The probationary period (6 months and agreed to in writing prior to commencement),
 - v. The Award and Agreement the employee is to be engaged under; and
 - vi. The applicable salary
- c) The requirement to attain the Certificate IV TAE within 12 months of commencing employment,
- d) Confirmation that TAFE Queensland will enrol the appointee in Certificate IV TAE delivered by TAFE Queensland at no cost to the Foundation Educator, subject to the appointee attaining a Certificate IV TAE within 12 months of commencing employment; and
- e) Information pursuant of clause 45(b) of the TAFE Queensland Educators Certified Agreement 2023

Training and assessment qualification

The Foundation Educator is required to attain a Certificate IV TAE within 12 months of commencing employment, but may achieve this sooner. Regions will enrol the Foundation Educator in Certificate IV TAE offered by TAFE Queensland and provide the training free of charge under the TAFE Queensland Funded Accredited Training for Employees Procedure. Where the Foundation Educator has previously enrolled in, or completed, units of competency prior to commencing employment, they will not be reimbursed by TAFE Queensland.

Should the Foundation Educator choose to study/obtain the Certificate IV TAE (or individual units of competency from the qualification) with an external Registered Training Organisation (RTO), the

Foundation Educator does so with the knowledge that this is at their own expense and TAFE Queensland will not reimburse them for any costs associated with this study.

Foundation Educators will complete their Certificate IV TAE training in stages:

- Stage 1 – TAESS00028 Work Skill Instructor Skill Set
- Stage 2 – Design Cluster and commencement of TAELLN421 and TAEDEL415
- Stage 3 – Delivery Cluster and continuation of TAELLN421 and TAEDEL415
- Stage 4 – Assessment Cluster and completion of TAELLN421 and continuation of TAEDEL415
- Stage 5 – Online Cluster and completion of TAEDEL415

For full details refer to the Foundation Educator TAE Training Pathway document v1.4.

Probation period

The Foundation Educator must complete a probationary period of six (6) months, during which they must demonstrate reasonable academic progress towards achieving the Certificate IV TAE qualification. If it is identified by their supervisor that reasonable academic progression is not being achieved, or unsatisfactory performance or conduct occurs during the probationary period, the process as outlined in TAFE Queensland's procedure [725 Probation](#) must be followed.

From the time of their appointment, the Foundation Educator will perform duties under the direct supervision of a qualified Teacher, Senior Teacher, Leading Vocational Teacher (LVT) or Educational Team Leader. They will be advised of their assigned supervisor who will regularly meet and work with them during programmed time to provide ongoing feedback on the Foundation Educator's performance.

The Foundation Educator and their manager will develop a Probation Evaluation plan at the commencement of employment. This plan will set the goals and objectives for the Foundation Educator to achieve during their six (6) month probation period as well as review timelines. The Foundation Educator and the manager will also discuss the following documents and performance expectations at the initial probation meeting:

- [New Educator Induction Starter Kit \(180 FS G\)](#)
- [New Educator Induction checklist \(180 FS I\)](#)
- [Educational Staff Competency and Currency Policy \(PL 180\)](#)
- [New Educator Induction Framework \(180 FS H\)](#).

Refer to TAFE Queensland's procedure [725 Probation](#) for full details of the probation process and responsibilities, including the requirement to conduct regular review meetings.

Supervision and support agreement

Duties performed by the Foundation Educator will be undertaken under the supervision of a qualified teacher, deemed current and competent in myProfile, until the units of competency within the Certificate IV TAE qualification are obtained. Foundation Educators must operate under a [Supervision and Support Agreement \(180 FM A\)](#), and must not determine assessment decisions but may participate in the collection and assessment of evidence of student competency.

The Supervising Educator is accountable for all training provided and assessment evidence collected by the Foundation Educator under supervision. All assessment decisions must be determined by the Supervising Educator. Foundation Educators can participate in the collection of evidence and assist the Supervisory Educator in the assessment of evidence of student competency but cannot be responsible for making the final judgement of competency nor entering the final grade for a unit of competency.

The Supervising Educator **must possess** all of the requirements outlined for a VET Teacher/Trainer (refer PL180), including vocational (industry) competency in the same industry area as the Foundation Educator, and have been deemed current and competent in myProfile.

The level of supervision required will be determined in accordance with the level of training skill and experience held by the Foundation Educator. Initially, supervision will be frequent and involve direct observation of performance. As more TAE skill sets / clusters are obtained, the level of supervision will decrease. Reference TAFE Queensland [180 GL D Supervision Guideline](#).

Mentor

All Foundation Educators will be assigned a mentor, preferably from the same industry area where possible. The mentor must hold vocational (industry) and teaching competency and demonstrated currency (recorded in myProfile) sufficient to support confident application of learning. In some cases, the mentor may be a staff member in an educator capability development or TAE teaching role.

The role of mentor may be performed by an Educational Team Leader, a LVT (either as a general responsibility or designated LVT duty) or as a responsibility as a Senior Teacher or other suitable member of the team. Where there is a request for a reduced teaching load of the mentor to undertake the role, this must be discussed with the teaching team before being negotiated and agreed by the Manager. To ensure consistent practice, where a reduced teaching load is approved for the mentor, it will be a maximum of two hours per week for no longer than 12 months duration.

It should be noted that where LVTs perform the role of mentor as part of their LVT agreement, a reduced teaching load will not be provided. Similarly, Educational Team Leaders will not be provided with a reduction to their teaching load.

It is a requirement that mentors first complete the TAFE Queensland Educational Mentor Program. The mentor will be supported in their role through the [TAFE Queensland Educational Mentor Program](#). Assessment evidence will be aligned to the tasks they will undertake as mentor for the Foundation Educator.

Educator induction program

Foundation Educators must complete the TAFE Queensland HR New Employee Induction training and commence participation in the TAFE Queensland Educator Induction Program within the first week of engagement. Foundation Educators are required to complete the TAFE Queensland Educator Induction Program within nine months of commencing employment. Refer to the [New Educator Induction Framework](#) (180 FS H) for details.

Foundation Educators are also required to complete the [New Educator Induction checklist](#) (180 FS I) as they complete the relevant stages within the program.

Creation of account in myProfile

Upon establishment in AURION, an account will be automatically provisioned in TAFE Queensland's staff profile system (myProfile) for the Foundation Educator. They are required to add information, including supporting evidence, to demonstrate compliance with the relevant legislation, into myProfile within a month of commencing employment. Foundation Educators will receive access to training to support appropriate completion of this activity.

Educational Team Leaders/Managers are responsible for verifying that Foundation Educators have a staff profile and meet the minimum requirements outlined for the role.

Maintaining currency and competency

To ensure ongoing compliance with the Standards for RTOs, all VET educational staff are required to maintain the currency of their skills and knowledge in both their vocational (industry) area and in vocational education and training. This includes obtaining training and assessment qualifications or units of competency, or industry qualifications in order to meet any legislative requirements that come into effect or changes to training package requirements.

Foundation Educators will possess vocational competencies to meet the requirements listed in the training package, to at least the qualification and unit of competency level (or as prescribed in the training package). Vocational competency may be demonstrated by verified, documented evidence that the Foundation Educator possesses the competencies they are delivering or by mapping their skills and knowledge to the current competencies they are delivering.

Currency of industry skills may be demonstrated by documented evidence including, but not limited to:

- i. regular exposure to industry workplaces and/or participation in workplace tasks;
- ii. participation in relevant professional development activities;
- iii. participation in industry networks or professional associations;
- iv. personal development gained through reading of industry journals;
- v. undertaking accredited training;
- vi. returning to work or industry release; and
- vii. other activities deemed appropriate following consultation with industry.

Currency of vocational (industry) training, learning and assessment knowledge and skills may be demonstrated by documented evidence including, but not limited to:

- i. Participation in courses including both external and internal courses, workshops, seminars, webinars and conferences;
- ii. Completion of a Vocational Education and Training product related to training and assessment, or relevant higher education product, both at the qualification and/or unit of competency/module level within the last 12 months;
- iii. Participation in learning networks including professional associations;
- iv. Personal development through reading of relevant vocational education/training publications and other relevant information;
- v. Participation in validation or moderation activities; and
- vi. Observations or working closely with other Educators.

Evidence of ongoing currency must be provided and maintained within the Foundation Educator's staff profile in the myProfile system. More information about these requirements will be provided in the Educator Induction program, including myProfile system training.

For further information, please refer to the TAFE Queensland policies, procedures and information on [SPOT](#).

Individual plan

Upon satisfactory completion of the six (6) month probationary period, the Foundation Educator is required to develop an Individual Performance and Development Plan in myProfile in consultation with their direct supervisor.

Activities to be undertaken to maintain currency and other professional development will be determined through discussion between the Foundation Educator and their Educational Team Leader/manager through the [Performance and Development Planning](#) process and supported within TAFE Queensland currency and competency guidelines and documentation. The details will be documented in the Foundation Educator's Individual Plan within the myProfile system.

Duties to be undertaken

The duties of a Foundation Educator are to:

- i. conduct tutorial activities designed by the supervising teacher, in a range of learning environments including simulated, workplace, online or other mode of delivery, to revise and reinforce learning on content that has been previously instructed by a Teacher, Senior Teacher, LVT or Educational Team Leader;
- ii. facilitate learner skill development, provide support and guidance as directed by the Teacher, Senior Teacher, LVT or Educational Team Leader;
- iii. provide feedback to learners during skills development in preparation for assessment;
- iv. undertake compliance and quality assurance activities, as required;
- v. provide support where academic progression intervention is required as directed by the Teacher, Senior Teacher, LVT or Educational Team Leader;
- vi. contribute to the planning, design and review of educational programs;
- vii. review and maintain their Educator profile to meet competency and currency requirements in area/s of delivery;
- viii. regularly liaise with team members to discuss issues such as tutorial requirements and content; and
- ix. provide advice on trends and practices in industry.

As the Foundation Educator obtains components of the Certificate IV TAE qualification they are able to undertake the duties aligned to the skills gained, without requiring supervision in the classroom for that component. Notwithstanding that, a Foundation Educator is not to be programmed as an educator to undertake any duties where those duties are inconsistent with the duties outlined within the progressive levels of successful skills development and attainment as described within the Foundation Education TAE Training Pathway document or its equivalent replacement.

For further details, please refer to the [Foundation Educator TAE Training Pathway document](#).

Note: a Foundation Educator will remain under a Supervision and Support Agreement until such time as they have gained the full Certificate IV TAE qualification.

Conditions of employment

Unless provided otherwise in this document, a Foundation Educator is appointed with the same conditions of employment as those applicable for Tutors. For full details regarding Hours of Work and Related Matters, refer to the [TAFE Queensland Award – State 2016 \(Section 15\)](#) and the [TAFE Queensland Educators Certified Agreement 2023](#).

Completion of the program

Prior to completion of the Certificate IV TAE qualification and term of the engagement, the manager of the Foundation Educator must assess and clarify the ongoing educational staffing requirements of the team. Where budget and capacity exists to engage Foundation Educators in tutoring or teaching duties (upon attainment of the Certificate IV TAE and completion of the Foundation Educator program), managers must consult with their local Human Resources team on the process to follow to engage the employee in an alternate ongoing role.

A Foundation Educator may be appointed to a tutoring or teaching role earlier than the expiration of their temporary engagement if they complete the required qualification in a lesser time period and should the appropriate delegate approve the appointment.

Where capacity does not exist to offer the Foundation Educator further employment as a Tutor or Teacher, the manager should seek advice from their local Human Resources team prior to the expiration of the temporary engagement.

Reference information

[725 Probation procedure](#)

[727 Performance Planning and Development](#)

[PL180 – Educational Staff Competency and Currency Policy](#), and supporting documentation and forms

[TAFE Queensland Educators Certified Agreement 2023](#)

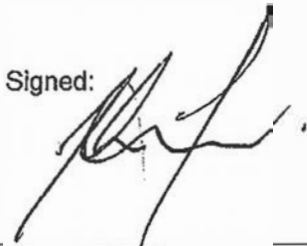
[TAFE Queensland Award - State 2016](#)

[Foundation Educator TAE Training Pathway document](#)

Further information

Speak to your local union delegate/representative or TAFE Queensland Human Resources team if you require further information.

Signed:



John Tucker
Chief Executive Officer
TAFE Queensland

Date: 21/1/24

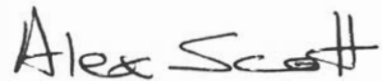
Signed:



Kate Ruttiman
General Secretary
Queensland Teachers' Union

Date: 21/2/24

Signed:



Alex Scott
Secretary
Together Queensland, Industrial
Union of Employees

Date: 06/03/2024