

# Appendices

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## Appendix 1: Semi-Structured Interview

### Head Teachers

1. Can you briefly explain your role within your organisation?
2. Do you strongly identify yourself with TAFE or is your level of commitment divided between TAFE and your learners? Who is your priority?
3. What three changes will have the greatest impact on your work over the next five years?
4. Apart from professional development, what has your managers done to help facilitate change in your organisation?
5. Do you have a rigid or flexible/adaptable approach to customer service within the teaching section?
6. Think of a time a teacher challenged a process implemented by you. Describe what happened (If possible explain one positive and one negative experience).
7. What are some of the obstacles you face within the teaching unit in becoming the best leader you can?
8. Who are involved in making decisions in your teaching unit?
9. Are you more focussed on:
  - a. Input-side factors (student numbers, funding, teaching hours)
  - b. Outcome based factors (Student outcomes, responsiveness, change management, student satisfaction)
10. How do you achieve QUALITY of educational outcomes in the teaching unit? What factors enable or inhibit achieving quality of educational outcomes in your teaching unit?

Further Discussion Points:

- quality of educational outcomes and educational opportunities;
- equality of educational outcomes and equity in educational opportunities; and
- adequacy, effectiveness and efficiency of resource management.

## Teachers

1. Can you briefly explain your role within your organisation?
2. Do you strongly identify yourself with TAFE or is your level of commitment divided between TAFE and your learners? Who is your priority?
3. What three changes will have the greatest impact on your work over the next five years?
4. Apart from professional development, what has management done to help facilitate change in your organisation?
5. What styles are used by your managers to communicate with you?
6. How easy is it for outsiders and newcomers to be admitted and integrated into the organization?
7. Can you give me an example of how your head teacher communicates the common goals of the teaching unit and do you share this goal? How does your leader guide you to achieve this common goal?
8. Think of a time you or another teacher challenged a process implemented by the head teacher. Describe what happened.
9. What are some of the obstacles you face within the teaching unit in becoming the best teacher you can? Does your Head teacher enable you to become the best you can as a teacher/
10. Who are involved in making decisions in your teaching unit?
11. To what extent does the head teacher encourage and reward teachers for improving their skills and performance and for setting and achieving challenging goals with respect to excellence and quality of teaching?
  - a. Level of training offered to organizational members
  - b. Acceptance and encouragement of “entrepreneurship” and “reasonable risk taking” in areas such as teaching delivery & assessment product development.
12. How do you achieve QUALITY of educational outcomes? How does your teaching unit enable or inhibit you from achieving quality of educational outcomes?

**Probes:**

- **Quality as fitness for purpose:** in terms of fulfilling a customer's requirements, needs or desires
- **Quality as value for money:** sees quality in terms of return for investment.
- **Quality as transformation** quality that sees it in terms of change from one state to another. In educational terms, transformation refers to the enhancement and empowerment of students or the development of new knowledge.
  
- **Internal Quality Assurance**

13. What advice would you give to policy makers and VET managers in relation to the changes that have been implemented in the VET sector over the last five years, particularly in relation to the impact of these changes on the work of VET practitioners

## Appendix 2: Focus Group Discussion Points

### Participants: Faculty Managers and Head Teachers

1. What do you consider to be the core mission and purpose of your teaching unit? What is TAFE in the business of?

**Probes:**

- Do all members of teaching unit (Managers, Head teachers, teachers) have a clear understanding of the mission & purpose?
- Do all members have a clear vision of where the organisation is headed?
- Do all members agree with the current mission and purpose?
- What are the teaching unit's responsibilities towards the students, employers, community?
- What are the teaching unit's responsibilities towards the TAFE Institute and government?

2. What are the most serious challenges facing your team at the current time?

**Probes:**

- VET Reforms
- Budgets
- Demand for courses
- Competition
- Time

3. What are the control mechanisms that are used in the teaching unit?

**Probes:**

- Are they 'tight' or 'loose' controls?

- To what extent does the technology used by organisation influence its control systems?

4. How does the teaching unit cope with external environment?

**Probes:**

- Is the teaching unit flexible and adaptable in dealing with external environment?
  - Changes in student expectations
    - Market satisfaction
    - Innovation
  - Changes in customer demand
  - Government

5. What constitutes QUALITY of educational outcomes?

**Probes:**

- **Quality as fitness for purpose:** in terms of fulfilling a customer's requirements, needs or desires
- **Quality as value for money:** sees quality in terms of return for investment.
- **Quality as transformation** quality that sees it in terms of change from one state to another. In educational terms, transformation refers to the enhancement and empowerment of students or the development of new knowledge.

# Focus Group Presentation

 **Welcome to  
Focus Group  
Discussion**

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Researcher Name

**A STUDY INTO THE  
INFLUENCE OF HEAD-  
TEACHER LEADERSHIP ON  
PEDAGOGICAL PRACTICES  
WITHIN TAFE TEACHING UNIT**



**Research Question**







**Why Me?**



# PARTICIPANTS

the University of New England

# RESEARCH DESIGN: DATA COLLECTION

the University of New England

# Guidelines

the University of New England

# ACTIVITIES

Use the posted notes

the University of New England

# ACTIVITY ONE:

Gone To My  
Happy Place...  
Back Soon

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# TECHNICAL AND FURTHER EDUCATION

**Australia's largest VET provider**  
**Spanning across all States**

the University of New England

**1**  
RESEARCH INTEREST



**EDUCATIONAL LEADERSHIP OF TAFE HEAD TEACHERS**

**WARNING**  
ROCK AND A HARD PLACE JUST AHEAD

INSPIRATION

the University of New England

1 RESEARCH INTEREST

**EDUCATIONAL LEADERSHIP OF TAFE HEAD TEACHERS**

**WARNING**  
ROCK AND A HARD PLACE JUST AHEAD

PEOPLE

the University of New England

1 RESEARCH INTEREST

**EDUCATIONAL LEADERSHIP OF TAFE HEAD TEACHERS**

**WARNING**  
ROCK AND A HARD PLACE JUST AHEAD

RESULTS

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1 RESEARCH INTEREST

**PURPOSE**

Leadership

Organizational Culture

Innovation

Benchmark for Quality

the University of New England

Make TAFE provider of choice!!

**PERFORMANCE EXPECTATIONS**

the University of New England

**Challenges for head teachers**

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**DRIVERS OF CHANGE**

pedagogy driven?

the University of New England

### Pedagogical challenges of VET Reforms

Traditional VET Practitioner

VET practitioner of the future

the University of New England

Questions

THANK YOU

the University of New England



## **Appendix 3: Statement of Duties – Head Teacher**

### **STATEMENT OF DUTIES**

#### **HEAD TEACHER – TAFE NSW**

##### **Duties:**

- Perform the teaching role in the most effective manner.
- Ensure the maintenance of a proper standard of education in the section, including:
  - a. Effective recruitment of part-time staff;
  - b. Induction and professional development of all staff;
  - c. Ensuring effective student assessment practices and reporting are implemented;
  - d. Liaison with the community, senior school, institute, college and training division officers on matters relating to curriculum, methods, resources and student services.
- Contribute to the development of curriculum, teaching methods and resources and student assessment procedures.
- Assume the state wide responsibilities of curriculum development, teaching methods and resources, and assessment of students, where specially advertised.
- Provide guidance and assistance to staff on educational and administrative issues and career development and maintain staff relations conducive to a productive work environment.
- Liaise with other sections of the college to ensure effective educational service to students and the community.
- Plan, disseminate information and establish controls to ensure the efficient and effective acquisition and use of staff, accommodation,

plant and equipment, and consumable stores to maintain a balance between student access and educational standards.

- Plan and implement educational programs and organise student enrolment arrangements.
- Provide regular reports on and to the section as required
- Ensure the observance of appropriate safety, health, welfare, security and good housekeeping standards.
- Comply with the requirements and regulations of appropriate legislation.
- Advise and assist students to develop their educational programs and make them aware of the facilities the College provides.
- Exercise all appropriate delegations as detailed in the TAFE Administrative Manual.
- Ensure the principles of equal opportunities in education and employment are applied to all staff and students, including the prevention of overt and covert discriminatory practices.

# **Position Description: Victorian TAFE Institute – Head of Department**

## POSITION DESCRIPTION

<b>Position Title</b>	Head of Department
<b>Position No</b>	13142
<b>Department</b>	Computing and Information Technology (CAIT)
<b>Faculty/Centre</b>	Faculty of Business, Design and Information Technology
<b>Classification</b>	Head of Department (HOD)
<b>Salary Range</b>	\$112,859 p.a. pro rata
<b>Prepared By</b>	D. [Name] Faculty of Business, Design and Information Technology
<b>Date</b>	October 2015
<b>Reference No</b>	4798230004
<b>Approved By</b>	Associate Director, Human Resources
<b>Primary Objectives of Position</b>	<ol style="list-style-type: none"> <li>1. Efficiently manage the human, physical and financial resources within the approved budgets and program profile of the Computing and Information Technology Department in consultation with the Dean.</li> <li>2. Provide academic leadership in managing the curriculum requirements of the Department including new and proposed courses.</li> <li>3. Initiate and implement strategies for the development and marketing of existing and new programs in consultation with the Dean.</li> <li>4. Develop and promote innovative delivery and assessment methods.</li> <li>5. Continuously review, develop and promote excellent learning resources and educational experiences for students.</li> <li>6. Ensure compliance with the Holmesglen Management System and the requirements of relevant external bodies.</li> <li>7. Establish and maintain a safe work environment that is compliant with Holmesglen OH&amp;S policies and procedures for the Department.</li> </ol>
<b>Manager/Supervisor</b>	Dean, Faculty of Business, Design and Information Technology

Subject to the TAFE NSW – Western Sydney Region Information Management System (IMS) and the Holmesglen Management System (HMS) and the requirements of relevant external bodies.





<b>Role Of Subordinates (Where Applicable)</b>	<ul style="list-style-type: none"> <li>▪ Senior Educators within Computing and Information Systems and Course Coordinators</li> <li>▪ Departmental teaching staff (contract/ongoing and sessional).</li> <li>▪ Faculty administrative support staff,</li> </ul>
<b>Internal Communication Requirements</b>	<ul style="list-style-type: none"> <li>▪ Establish and maintain close contact with the Department's teaching staff.</li> <li>▪ Maintain effective lines of communication with <ul style="list-style-type: none"> <li>- Dean, [REDACTED]</li> <li>- Heads of Department</li> <li>- Head of Business Development - [REDACTED]</li> <li>- Staff in other teaching departments</li> <li>- Institute support services.</li> <li>- Students and prospective students</li> </ul> </li> </ul>
<b>External Communication Requirements</b>	<ul style="list-style-type: none"> <li>▪ External clients as required</li> <li>▪ Liaise with the community, industry organisations, professional associations and higher education sector (to promote the interests of the Department and the Institute.</li> <li>▪ Government departments &amp; agencies</li> <li>▪ Universities</li> <li>▪ VET providers</li> <li>▪ Secondary schools</li> <li>▪ Employers &amp; relevant industry bodies</li> </ul>
<b>Specific Accountabilities</b>	<ol style="list-style-type: none"> <li>1. Provide educational leadership.</li> <li>2. Provide on-going planning for the department.</li> <li>3. Promote teaching and learning excellence through innovative delivery and assessment strategies.</li> <li>4. Initiate new programs to meet industry and community needs.</li> <li>5. Under the direction of the Dean prepare an annual program profile.</li> <li>6. Under the direction of the Dean prepare an annual staffing schedule.</li> <li>7. Under the direction of the Dean prepare an annual salaries and non-salaries budget submission.</li> <li>8. Provide advice to the Dean in the selection and induction</li> </ol>

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of suitable specialist teaching staff.

9. Initiate, develop and manage the delivery of fee for service programs in the Department.
10. Effectively and efficiently manage the human, financial and physical resources of the Department so as to ensure that targets are met or exceeded and that all expenditure is monitored
11. Ensure the accurate and timely creation of CRN and enrolment blocks through the current SMS – Banner.
12. Ensure the accurate and timely preparation of class and teacher timetables.
13. Prepare statistical data and reports as required by the Dean.
14. Coordinate student selection and enrolment processes and timely resulting.
15. Liaise with other Departments in the Faculty and the Institute.
16. Engage and work productively with other Faculties and service areas.
17. Foster a culture of excellence, co-operation and respect both within and beyond the department
18. Promote and effect change in delivery and assessment providing a more innovative and engaging student experience.
19. Actively undertake the trialling of new systems, and participate in committees and workflow groups in line with the Institutes Strategic direction.
20. Engage with industry, community and relevant associations to further the ██████████ ██████████ Departments profile in these communities and to provide students with value added education
21. Ensure that the Department is compliant with all ██████████ Management System processes.
22. Participate in internal and external audits (as an auditor or auditee) as required.
23. Prepare a Work/Staff Development Plan for each teaching staff member and review the Plan with each teaching staff member biannually.
24. Ensure that ongoing professional development occurs and all Departmental teaching staff maintain their industry currency.
25. Ensure that staff performance is managed appropriately and that fair workload allocation processes are in place.
26. Act as a role model for other staff members to pursue excellence in all activities of the Department. Promote professional standards in the teaching group by fostering

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	<p>good morale and staff relationships</p> <p>27. In association with the Dean, and in line with the Institute's Strategic Plan, prepare Key Result Areas for the position. Meet with the Dean on a biannual basis to discuss the progress towards meeting the objectives.</p> <p>28. Act in accordance with [REDACTED] Safety policies and procedures to ensure the department is compliant with OH&amp;S legislation.</p> <p>29. Establish and maintain a work environment which is free from discrimination, bullying and harassment in accordance with Institute rules and policies.</p> <p>30. Any other duties as directed and required by the Dean</p>
<b>Qualifications</b>	<p><b>Minimum</b></p> <ul style="list-style-type: none"> <li>▪ An approved teaching qualification.</li> <li>▪ A degree or equivalent trade accreditation</li> </ul> <p><b>Preferred</b></p> <p>Post-graduate qualification in ICT and/or Education</p>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Knowledge of the ICT sector, including current and future trends.</li> <li>▪ Sound applied knowledge of the vocational education and training system.</li> <li>▪ Knowledge of current trends, innovation in teaching and assessment methodologies.</li> <li>▪ Knowledge of the higher education system.</li> <li>▪ Knowledge of policy and regulatory requirements in particular compliance with the Standards for RTOs (2015).</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>▪ Substantial teaching experience</li> <li>▪ Relevant industry experience.</li> <li>▪ Relevant experience in the vocational education and training or higher education.</li> <li>▪ Demonstrated experience in the: <ul style="list-style-type: none"> <li>– Development and management of staff, resources and facilities.</li> <li>– Provision of advice to the community and industry.</li> <li>– Development and implementation of administrative procedures.</li> <li>– Development, implementation and co-ordination of educational programs</li> </ul> </li> </ul>

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<b>Skills</b>	<ul style="list-style-type: none"> <li>- Effective industry and other stakeholder engagement.</li> <li>- Development and effective maintenance of key industry partnerships.</li> </ul> <ul style="list-style-type: none"> <li>▪ Ability to effectively plan and implement new teaching programs and delivery strategies.</li> <li>▪ Ability to communicate effectively both verbally and in written form.</li> <li>▪ Possess the necessary interpersonal skills to effectively relate to students, staff and external bodies.</li> <li>▪ Capacity to locate, collate, analyse and convey complex information.</li> <li>▪ Ability to lead and motivate teaching teams</li> <li>▪ Ability to effectively manage human, financial and physical resources.</li> <li>▪ Ability to perform complex administrative tasks.</li> <li>▪ Ability to make timely responses to requests for information.</li> </ul>
<b>Key Selection Criteria</b>	<ol style="list-style-type: none"> <li>1. Excellent interpersonal skills.</li> <li>2. Ability to communicate effectively both verbally and in written form.</li> <li>3. Demonstrated experience in the management of staff, resources and facilities.</li> <li>4. The ability to effectively lead the planning and implement new and innovative teaching programs and delivery strategies with a 'student-centred' focus.</li> <li>5. Demonstrated capacity to implement and maintain effective entrepreneurial activities.</li> <li>6. Relevant experience in vocational education and training and/or higher education system.</li> <li>7. Ability to implement systems and procedures which comply with a Quality Assured system and legislative requirements.</li> <li>8. Relevant qualifications.</li> <li>9. An understanding of Financial, OHS, Equal Opportunity and Workplace Relations issues.</li> </ol>
<b>Note</b>	<ul style="list-style-type: none"> <li>▪ The Incumbent may be required to perform his/her duties at any campus or location controlled by the Board or</li> </ul>

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## Appendix 4: Data Collection Plan: Focus Group

Expected Outcome	Evaluation question	Reason
Understand educational values of individuals	What is your happy place as a TAFE worker?	The reality of each individuals as VET educator.
Capture Core Mission & Values within TAFE institutes	What do you consider to be the core mission and purpose of your teaching unit? What is TAFE in the business of?	<p>Capture cultural elements of the TAFE institutes</p> <p>Capture cultural elements within teaching units</p> <p>Identify any conflicts</p> <ul style="list-style-type: none"> <li>Do all members of teaching unit (Managers, Head teachers, teachers) have a clear understanding of the mission &amp; purpose?</li> </ul>

		<ul style="list-style-type: none"> <li>• Do all members have a clear vision of where the organisation is headed?</li> <li>• Do all members agree with the current mission and purpose?</li> <li>• What are the teaching unit's responsibilities towards the students, employers, community?</li> <li>• What are the teaching unit's responsibilities towards the TAFE Institute and government?</li> </ul>
Identify how the marketised environment has affected TAFE institutes	What are the most serious challenges facing your team at the current time?	<p>Participant view of how the following has affected their practices</p> <ul style="list-style-type: none"> <li>• VET Reforms</li> <li>• Budgets</li> <li>• Demand for courses</li> <li>• Competition</li> <li>• Time</li> </ul>
Understand the Leadership styles of faculty managers and	What are the control mechanisms that are used in the teaching unit?	<p>Are they 'tight' or 'loose' controls?</p> <p>To what extent does the technology used by organisation influence its control systems?</p>

head teachers		
Appreciation of the rigidity or flexibility of TAFE institute cultures as well as cultures within teaching units.	How does the teaching unit cope with external environment?	<p>Is the teaching unit flexible and adaptable in dealing with external environment?</p> <ul style="list-style-type: none"> <li>○ Changes in student expectations <ul style="list-style-type: none"> <li>▪ Market satisfaction</li> <li>▪ Innovation</li> </ul> </li> <li>○ Changes in customer demand</li> <li>○ Government</li> </ul>
Establish the quality model in TAFE institutes and teaching units	What constitutes QUALITY of educational outcomes?	<p><b>Quality as fitness for purpose:</b> in terms of fulfilling a customer's requirements, needs or desires</p> <p><b>Quality as value for money:</b> sees quality in terms of return for investment.</p> <p><b>Quality as transformation</b> quality that sees it in terms of change from one state to another. In educational terms, transformation refers to the enhancement and empowerment of</p>

		students or the development of new knowledge.
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## Appendix 5: Observations Checklist

<b>Head Teacher Workspace</b>	Open Door <input type="checkbox"/> Clean Desk <input type="checkbox"/> Telephone <input type="checkbox"/>  Feeling of being rushed <input type="checkbox"/>
	Any Tensions
Interaction with students	
Interaction with staff	

Human traffic	
Staff Meetings	
Practical Workshops	

Classroom practice	

<b>Practical Workshops</b>	Open Workshop <input type="checkbox"/> Classroom style <input type="checkbox"/>
Number of teachers in workshop	One teacher <input type="checkbox"/> Two teachers <input type="checkbox"/> Store person <input type="checkbox"/> Technical Assistant <input type="checkbox"/>
Pedagogical Model	

Assessments	
Student Interaction	

Resources Used	
Workshop Atmosphere	
The role of students	
Role of teacher	

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## Appendix 6: Context Forms

### Research Project: A study into the influence of head-teacher leadership on pedagogical practices within TAFE teaching units

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I, ....., have read the information contained in the Information Sheet for Participants and any questions I have asked have been answered to my satisfaction. Yes/No

I agree to participate in this activity, realising that I may withdraw at any time. Yes/N

I agree that research data gathered for the study may be published using a pseudonym. Yes/N

I agree that I may be quoted using a pseudonym. Yes/N

I understand that the study involves participation in focus group discussion and semi-structured interviews. Yes/N

I agree to the interview being audio-taped and transcribed. Yes/N

I would like to receive a copy of the transcription of the interview for review. Yes/N

I am older than 18 years of age: Yes/N

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Participant Name & Signature: ..... Date: ...../...../.....

Participant Email: \_\_\_\_\_

**Statement by Researcher:**

I have explained the project and the implications of participation in it to the nominated participant and I believe that the consent is informed and that he/she understands the implications of participation.

Researcher: Geethani Nair Signature: ..... Date: .....