

# Foundation Educator - TAE Training Pathway

| Pathway   | Stage 1   | Stage 2   | Stage 3   | Stage 4   | Stage 5  |
|---|---|---|---|---|--|
| <b>TAE training to be undertaken</b>  | <b>TAESS00028 - Work Skill Instructor Skill Set</b> <ul style="list-style-type: none"> <li>• TAEDEL311 Provide work skill instruction</li> <li>• TAEPPD401 Work effectively in the VET sector</li> </ul> <p><i>Note: Completion of this Skill Set is the minimum requirement to enable the Educator to be involved in delivery under a Supervision and Support Agreement*</i></p> | <b>TAE40122 Design Cluster</b> <ul style="list-style-type: none"> <li>• TAEDES411 Use nationally recognised training products to meet vocational training needs</li> <li>• TAEDES412 Design and develop plans for vocational training</li> </ul> <p><b>Plus commencing the following:</b></p> <p><b>LLN Unit</b></p> <ul style="list-style-type: none"> <li>• TAE LLN421 Integrate core skills support into training and assessment</li> </ul> <p><b>Practicum Unit</b></p> <ul style="list-style-type: none"> <li>• TAEDEL415 Complete a practicum in a vocational education and training environment</li> </ul>   | <b>TAE40122 Delivery Cluster</b> <ul style="list-style-type: none"> <li>• TAEDEL411 Facilitate vocational training</li> <li>• TAEDEL412 Facilitate workplace-based learning</li> </ul> <p><b>Plus continuing the following:</b></p> <p><b>LLN Unit</b></p> <ul style="list-style-type: none"> <li>• TAE LLN421 Integrate core skills support into training and assessment</li> </ul> <p><b>Practicum Unit</b></p> <ul style="list-style-type: none"> <li>• TAEDEL415 Complete a practicum in a vocational education and training environment</li> </ul>   | <b>TAE40122 Assessment Cluster</b> <ul style="list-style-type: none"> <li>• TAEASS412 Assess competence</li> <li>• TAEASS413 Participate in assessment validation</li> </ul> <p><b>Plus completing the following:</b></p> <p><b>LLN Unit</b></p> <ul style="list-style-type: none"> <li>• TAE LLN421 Integrate core skills support into training and assessment</li> </ul>  | <b>TAE40122 Online Cluster</b> <ul style="list-style-type: none"> <li>• TAEDEL405 Plan, organise and facilitate online learning</li> <li>• TAEASS404 Assess competence in an online environment</li> </ul> <p><b>Plus completing the following:</b></p> <p><b>Practicum Unit</b></p> <ul style="list-style-type: none"> <li>• TAEDEL415 Complete a practicum in a vocational education and training environment</li> </ul> |
| <b>Expected duration to complete</b>  | Two (2) to Four (4) weeks<br><i>Approx. 15-20hrs per week</i>   | Ten (10) weeks<br><i>New intake each term</i>   | Ten (10) weeks<br><i>New intake each term</i>   | Ten (10) weeks<br><i>New intake each term</i>   | Ten (10) weeks<br><i>New intake each term</i>  |
| <b>Timeline</b>   | Pre-Commencement <i>OR</i><br>Prior to Commencement of the Study Term   | 0 to Three (3) months   | Three (3) to Six (6) months   | Six (6) to Nine (9) months  | Nine (9) to Twelve (12) months   |
| <b>Probation Period</b> - Satisfactory progress in TAE training and Educator Induction required to continue |   |   |   |   |  |
| <b>Educator Induction Program</b><br>Refer to <a href="#">Educator Induction Framework</a>                  | <b>TQ Educator Induction Program - Phase 1</b><br>Educator Induction Starter Kit provided on recruitment  | <b>Educator Induction Program - Phase 2</b><br><b>Educator Induction Program - Phase 3</b><br>(including System training i.e. Connect/SMS)  | <b>Educator Induction Program - Phase 4</b><br>(including System training i.e. Connect/SMS)   | <b>Educator Induction Program - Phase 5</b><br>(including System training i.e. myProfile/SMS)   |  |
| <b>Additional training to be undertaken</b>   | On-Boarding<br>Introduction to Foundation Educator role including expectations and role of the Supervisor   | HR Employee Modules<br>Faculty / Portfolio Induction  |   |   |  |
| <b>Duties to be undertaken whilst at this level</b>   | After the Educator Inductions are complete, initial immersion through work shadowing of the Supervisory Educator/Teacher (Supervisor).  | <ol style="list-style-type: none"> <li>1. Work shadowing of the Supervisor in relevant vocational area;</li> <li>2. Conduct tutorial activities designed by the Supervisor to revise and reinforce learning previously instructed;</li> <li>3. Contribute to the planning of learning activities under the direction of the Supervisor;</li> <li>4. Assist the Supervisor to develop the knowledge and skills of learners;</li> <li>5. Provide feedback to learners during skill development in preparation for assessment</li> <li>6. Work skill instruction, progressing to delivery of content under direct supervision of mentor/ supervising educator - initially, part of a session under co-delivery arrangement;</li> <li>7. Conduct general administration of an education program associated to a teaching role, such as participation/roll management; and</li> <li>8. Participate in compliance and quality assurance activities, as required.</li> </ol> | <ol style="list-style-type: none"> <li>1. Facilitate learning of content and skill development in a range of learning environments, including classroom, workplace, simulated and online;</li> <li>2. Provide assistance in student assessment processes, including collection of evidence and provision of feedback;</li> <li>3. Provide supervision and support student participation in learning and assessment activities under direction;</li> <li>4. Monitor academic progress and facilitate access to educational support services, as required;</li> <li>5. Conduct general administration of an education program associated to a teaching role;</li> <li>6. Participate in the planning, designing, delivery and review of educational programs; and</li> <li>7. Undertake compliance and quality assurance activities as directed.</li> </ol> | <ol style="list-style-type: none"> <li>1. Facilitate learning of content and skill development in a range of learning environments;</li> <li>2. Supervise, support and/or contribute to the collection of assessment evidence.;</li> <li>3. Provide support where academic progression intervention is required, under the direction of Supervisor;</li> <li>4. Assist in the preparation and development of learning and assessment resources;</li> <li>5. Conduct general administration of an education program associated to a teaching role; and</li> <li>6. Undertake compliance and quality assurance activities as directed.</li> </ol> | As per previous phases, plus: <ol style="list-style-type: none"> <li>1. Contribute to the review of educational programs and make improvements to learning and assessment activities and/or resources; and</li> <li>2. Assist in the conduct of student assessment, including marking of assessment based on existing benchmarks (assessment decision to be verified by Supervisor).</li> </ol>                            |

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| <b>Supervision arrangements</b> | Develop <i>Supervision and Support Agreement</i> in myProfile or upload <i>Supervision and Support Agreement</i> to myProfile. | Weekly meetings with Supervisor/Mentor; progressing to fortnightly in the third month.<br>When progressing to delivery of content under supervision, meetings to include review of session plans and discussion of learning activities.<br>Debrief session to be held after delivery of content to review and reflect on performance and discuss issues arising. | Fortnightly meetings with Supervisor/Mentor.<br>Meetings to include: <ul style="list-style-type: none"> <li>• Review of content and delivery approach planned;</li> <li>• Review of session plans, including discussion of learning activities;</li> <li>• Facilitation techniques;</li> <li>• Reflection on performance and recommendations for improvements; and</li> <li>• Issues arising.</li> </ul> | Initially fortnightly meeting with Supervisor/Mentor; progressing to monthly meetings.<br>Focus of meeting to be on assessment practices and refinement of delivery strategies and facilitation techniques. |         |

**\*NOTE:** The Educator acting as Supervisor for the Foundation Educator must meet all of the requirements outlined for an Educator/Teacher/Trainer in the [Educational Staff Competency and Currency Policy](#), including vocational competency in the same industry area as the Foundation Educator, and is accountable for all training provided and assessment evidence collected by the Foundation Educator while under supervision. All assessment decisions must be determined by the Supervisor.