

FORM 5.5.05A  
**POSITION DESCRIPTION**



**IDENTIFICATION**

Position Title: Facilitator, ECCE Position Number: VPT002

Section : Pacific TAFE Department: CVET

Location: Vanuatu Campus Category: Academic Grade: PTAFE Facilitator

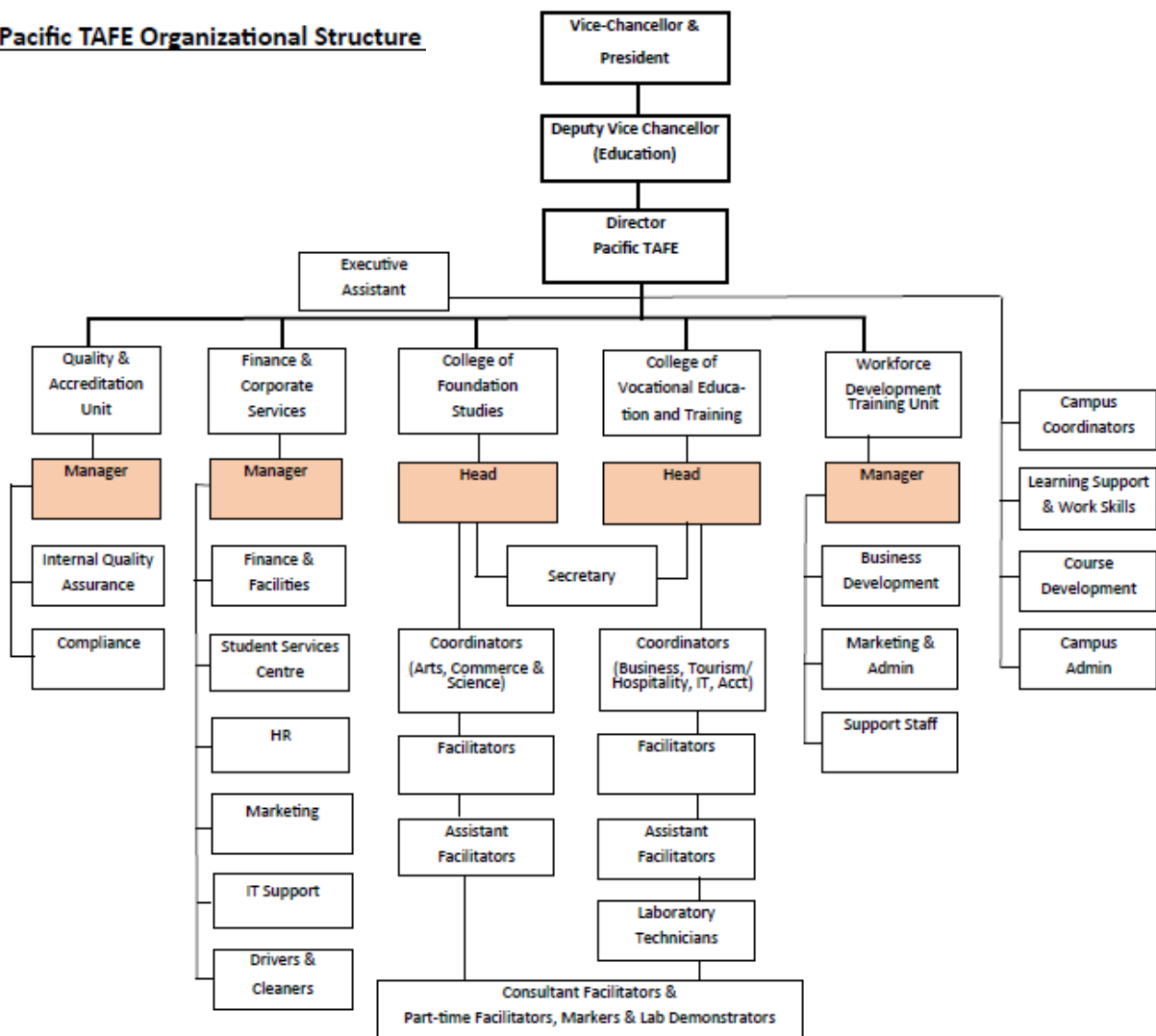
Current Incumbent: \_\_\_\_\_ Date of substantive appointment: \_\_\_\_\_

Reports To: Director, Pacific TAFE Supervised by: Head of College, CVET

**ORGANIZATION CONTEXT**

*Organization chart to identify the job's reporting relationships*

**Pacific TAFE Organizational Structure**



**PURPOSE****PURPOSE**

*This section describes the overall purpose of the job and the overall significance of the job from the organization's point of view. Answers the following questions:*

- What part of the organization's purpose is accomplished by this job?
  - Establish quality delivery of the Early Childhood Care & Education (ECCE) programmes at Pacific TAFE, Vanuatu
- What would not get done if this job did not exist?
  - Quality experience for students in the ECCE programmes.
  - Necessary administrative work to support the Programme Coordinator
  - Facilitation of ECCE courses will be affected.
  - Aligning training and delivery to industry needs and maintaining the quality standards at Pacific TAFE, Vanuatu and the University.
- Why do we need this job at all?
  - The ECCE programme delivery team must deliver a quality learning experience in the newly accredited Pacific TAFE qualifications.
  - This position will be responsible for the overall training role and certain administrative responsibilities of the respective courses in Vanuatu.
  - The position will ensure that Pacific TAFE responsibilities to 'national and international accreditation' are complied with and well maintained.

**NATURE AND SCOPE**

*This section describes the context in which the incumbent is expected to operate describing the working relationships with both internal and external contacts. A description of the working environment and expected pressures the incumbent will encounter as well as the types of competencies he/she must have to perform the responsibilities of the position successfully.*

The Facilitator is expected to lead the development of all processes in the delivery of the ECCE programmes in Vanuatu.

Specifically, the Facilitator will be responsible for assisting in administration of assigned courses which includes marking of assessments, compiling results, uploading notes on Moodle, updating mark sheet on regular basis and adherence to quality requirements.

The Facilitator will work with the Coordinator ECCE programme to plan, deliver and administer all courses as scheduled per semester.

The Facilitator is expected to liaise with industry representatives and facilitate students' Workplace Attachment (WA) training.

Be a team player in Pacific TAFE marketing campaign and work closely with the programme coordinator to grow the numbers in the ECCE programmes at the Vanuatu campus.

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**POSITION DIMENSIONS**

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*Give details of staff and total level of costs within the organization under the position's overall control.*

**Staff Responsible for:**

Directly: None \_\_\_\_\_ Indirectly: None \_\_ Total Level of Costs: Nil \_\_\_\_\_

**Limits of Authority:**

Financial: \$None Non Financial: \_\_\_\_\_

**Key Relationships /Internal and External Contacts:**

*Lists the key inter-relationships that is necessary for effective performance in the job. Also describe the nature of contact most typically expected with those key working relationships*

<p><b>External</b></p> <ul style="list-style-type: none"> <li>• Teaching professionals and schools.</li> <li>• Potential students.</li> <li>• Industry personnel</li> </ul>	<p><b>Purpose of contact</b></p> <ul style="list-style-type: none"> <li>• Information sharing</li> <li>• Marketing</li> <li>• Liaising with Industry on student attachment</li> </ul>
<p><b>Internal</b></p> <ul style="list-style-type: none"> <li>• Coordinator ECCE Programme</li> <li>• Head of College</li> <li>• Director Pacific TAFE</li> <li>• Campus Coordinator, PTAFE Vanuatu</li> <li>• USP – CFL, ITS, SAS</li> <li>• Pacific TAFE staff</li> </ul>	<p><b>Purpose of contact</b></p> <ul style="list-style-type: none"> <li>• Courtesy, giving/receiving information, explaining things, advising, gaining cooperation, facilitating and participation in events.</li> <li>• Teaching and learning, assessment of tasks, assist in admitting and enrolling new and continuing students, assist in marketing of courses.</li> </ul>

**KEY RESULT AREAS / KEY ACHIEVEMENT AREAS**

*Aim: KRAs to have a logical heading. KRAs: 4 – 6.in total Key tasks : 4-5 tasks per KRA. Performance Measures: Identify the performance standards for someone doing the job at the 100% level. Use both quantitative and qualitative measures, Measures the KRA as a whole, not every task. Maximum 3 measures for each KRA Include KRA for Corporate Responsibilities which is generic to all positions*

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Key Result Areas Jobholder is responsible for	Performance Measures Jobholder is successful when
<p><b>1. Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>• Training resource development</li> <li>• Class facilitation</li> <li>• Intervention and remedial work</li> <li>• Skills and attributes</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching materials/resources (prepared in advance to ensure timely delivery to students)</li> <li>• Class preparation/session plans (prepared in advance and used in plans sessions/classes)</li> <li>• Teaching methods/Class delivery (suitable for content and appropriate use of IT, individual and group presentations when applicable)</li> <li>• Technology use (knowledge and use of Moodle and other Microsoft packages when applicable)</li> <li>• Use of ICT tools for training and assessment (knowledge and use of ICT tools such as Webex, zoom etc)</li> <li>• Classroom &amp; distance teaching (clear content and suitable delivery methods)</li> <li>• Consultation, advice and guidance (advertised hours and times, documented evidence of transactions, zero complaints from students)</li> <li>• At-risk students and remedial action (Identified and action taken: documented evidence)</li> <li>• Solicited/unsolicited feedback from students, etc. (documented evidence: SEC survey, emails)</li> <li>• Communication, teamwork, customer/student service, attitude and behavior (Responding to emails and requests, participate in discipline and college meetings, student events, and forums)</li> </ul>

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<p><b>2. Assessment</b></p> <ul style="list-style-type: none"> <li>• Assessment Preparation</li> <li>• Feedback on Assessment</li> <li>• Impact on Student Learning</li> <li>• Enquiries.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessments prepared with marking rubrics according to standards</li> <li>• Assessments conducted as per timelines</li> <li>• Marking – Turnaround time and adherence to marking Rubrics</li> <li>• Written feedback given on each assessment</li> <li>• Timely submission of results to Coordinators</li> <li>• Peer Feedback on class delivery</li> <li>• Written feedback from students to be decided by the Supervisor</li> <li>• Attainment of subject Learning Outcomes by students as indicated by Quality of Teaching criteria</li> <li>• Unsolicited Feedback (e.g. letters/emails/thank you cards from students, alumni and peers, samples of best student work)</li> </ul>
<p><b>3. Consultation</b></p> <ul style="list-style-type: none"> <li>• Provide face to face and online consultation to students</li> <li>• Represent Pacific TAFE at external meetings relating to ECCE programme matters.</li> </ul>	<ul style="list-style-type: none"> <li>• Student consultation schedules for the courses are posted for students' information</li> <li>• Students' consultation requests are facilitated on time.</li> <li>• A professional working relationship is maintained with other team members</li> <li>• Reports on external stakeholder consultations</li> </ul>
<p><b>4. Marketing</b></p> <ul style="list-style-type: none"> <li>• Market all Pacific TAFE programmes</li> <li>• Industry visits</li> </ul>	<ul style="list-style-type: none"> <li>• Provide information and assistance in the marketing of ECCE and overall Pacific TAFE programmes internally and externally.</li> </ul>

**TERMS & CONDITIONS**

Salary: VUV2,567652.35 to VUV2,937543.65

Length of Contract: 3 years

Gratuity and Allowances: \_\_\_\_\_

Other Benefits: \_\_\_\_\_

## POSITION SPECIFICATION

## Qualifications (or equivalent level of learning)

<i>Essential</i>	<i>Desirable</i>
<ul style="list-style-type: none"> <li>• Must have a degree in Early Childhood Education</li> </ul>	<ul style="list-style-type: none"> <li>• A qualification in training &amp; assessment such as Certificate IV in Training and Assessment; Training of Trainers; and International Skills Training.</li> </ul>

## Knowledge / Experience

<i>Essential</i>	<i>Desirable</i>
<ul style="list-style-type: none"> <li>• At least 3 years of relevant industry experience</li> <li>• Good communication and interpersonal skills.</li> <li>• Proven ICT skills and experience.</li> <li>• Team player.</li> <li>• Must be a citizen of one of the member countries of the University.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and experience of competency-based training and assessment.</li> </ul>

## Key Skills / Attributes / Job Specific Competencies

The following levels would typically be expected for the 100% fully effective level:

<i>Expert level</i>	Creative, innovative, and up to date pedagogical knowledge and teaching ability Good interpersonal skills Good computing skills Subject matter expertise
<i>Advanced level</i>	Work experience in flexible teaching and learning techniques Professional approach to implementation of duties Team player
<i>Working level</i>	Facilitate courses as and when required Good computing and teaching skills in renewable energy Subject matter expertise Knowledge of the early childhood curriculum
<i>Awareness level</i>	Renewable energy legal policies, Environmental sustainability; Industry and IT trends – regional/international Willing to learn and implement new teaching initiatives

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**APPROVAL**

Supervisor name: Rosalia Fatiki

Supervisor's Signature: *Rosalia Fatiki* Date: *14/4/24*

Staff Name:

Staff ID:

Staff Signature:

Date: