

Australian Education Union

TAFE Division

Policy on Flexible Delivery

As adopted at the 2002 National TAFE Council AGM

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1. That the AEU consider the feasibility of commissioning a study into the impacts and effects of flexible delivery and flexible learning on learners and learning outcomes AND teachers and teachers' workloads. That the study be broad and representative of as many TAFE environments across the country as is possible and included in the study would be the mapping of the nature of work involved in online delivery and the industrial implications and impacts of this for teachers' work.
2. That the AEU examine the scope to develop an Advanced Diploma level program that is responsive to the issues which arise from flexible delivery including online delivery. The AEU believes that the essence of effective learning and teaching involves a deep appreciation of how people learn and acquire new skills and information literacy competencies. That the AEU be consulted in the development of the program to ensure that the suite of competencies arrived at is consistent with the current and future needs of TAFE teachers.
3. That any teacher choosing to undertake training in the proposed Advanced Diploma level program be given a full allocation of hours (based on nominal hours of the program) to facilitate the pursuit of that professional development.
4. That Branches and Associated Bodies pursue, in the next round of enterprise bargaining, acknowledgement of the workload differences that exist between traditional models of teaching and delivery and the diverse range of delivery modes now in use. This acknowledgement would address the increasing workload pressures experienced by teachers as a result of the changing paradigm present within the TAFE system. A measure of teachers' work must be arrived at that includes the variety of teaching and delivery strategies and the resulting variety and diverse work issues that accompany these. Such a measure would pursue national consistency as one of its primary tenets.
5. That the AEU, as part of consultation with members in the lead up to the Bargaining Forum, establish a reference group of staff interested in Information Communications Technology (ICT) issues. That reference group should examine priority areas for regulation under EB taking account of effective learning and teaching theory and practice, existing ICT practices and their impact on increasing use of ICT on workloads, intellectual property and protection rights (including grievance procedures), and remuneration options.
6. That the AEU believes that where a person employed in TAFE is required to have an understanding of learning and teaching as part of their work then coverage by the AEU is appropriate.
7. That the AEU acknowledges that flexible learning and flexible delivery are concerns of other education unions and that the AEU co-operate with such unions to develop inclusive and comprehensive positions.