QUALIFICATION REQUIREMENTS FOR THE NEW AREAS OF TEACHING AND THE SENIOR YEARS OF SCHOOLING IN NEW SOUTH WALES GOVERNMENT SCHOOLS

May 1995
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1 INTRODUCTION

The purpose of this paper is to provide guidelines for the classification of teachers in new areas of teaching and the senior years of schooling in New South Wales Government schools in line with Clauses 21.1 and 21.2 of the Enterprise Agreement:

Clause 21.1: The Teacher Qualifications Advisory Panel review and make recommendations for qualifications in new areas of teaching, taking into account formal academic qualifications, skills, training and experience.

Clause 21.2: Department/Federation review and make recommendations concerning the qualifications for teachers in the senior years of schooling, taking into account formal academic qualifications, skills, training, experience, and mutual recognition of TAFE teachers.

The guidelines take into account changing curriculum requirements, requests from higher education institutions and students for advice regarding areas of study and a need for flexibility in teacher classification.

The information contained in this paper will enable: universities to guide students regarding appropriate studies; students to maximise their employment prospects through their subject choices; and regional staff to assess applications for employment as a teacher in the new areas of teaching or vocational education subjects in the senior years of schooling.

Methods of gaining classification as a teacher with the NSW Department of Education and Training:

Teachers may be qualified to teach within and/or across key learning areas (KLAs).

Within KLAs teachers may be classified to teach one or a number of subject areas. Teachers may also be classified to teach a range of subjects within the KLA which would allow them to be considered a KLA specialist (ie. a PD/H/PE teacher rather than a PE teacher).

Five methods through which classification can be gained have been identified. Combinations of these methods are acceptable and in some cases necessary. The first two methods apply specifically to people wishing to gain employment as a teacher in NSW government schools. The third and fourth methods apply to teachers wishing to extend upon the subjects they are classified to teach and the fifth method provides for the recognition of skills and prior learning.
Methods for gaining teacher classification with the New South Wales Department of Education and Training include:

Method 1: Completion of appropriate university studies endorsed by the Department for employment purposes.

Method 2: Recognition of qualified teachers from TAFE and other systems.

Method 3: Completion of approved additional training programs including university and Departmental courses.

Method 4: Recognition of current teachers’ relevant training, skills and verified experience.

Method 5: Consideration of prior learning, experience and skills in conjunction with other methods of gaining classification eg. advanced standing for further study or attendance at appropriate additional training programs.
2 ELIGIBILITY TO TEACH TECHNOLOGICAL AND APPLIED STUDIES (TAS) SUBJECTS

2.1 Areas of teacher classification

Areas of teacher classification within the TAS key learning area are:

- design & technology
- engineering science
- hospitality
- food technology
- metal and engineering
- applied studies
- technics
- textiles and design
- technical drawing
- computing studies
- agriculture

The TAS KLA contains a diversity of subjects which are united by an underlying philosophy. No individual teacher would be expected to teach all subjects within this KLA.

Teachers may be classified to teach one or a number of subject areas within the TAS KLA. Teachers wishing to specialise in TAS should be able to teach the mandatory design and technology 7-10 course and at least one other subject in the TAS KLA.

Background about the TAS KLA and details about TAS subjects are provided in Appendix A. Classification guidelines for the industry studies and content endorsed hospitality courses, and the industry studies metal and engineering course are provided in Appendix D.

2.2 Examples of methods of gaining classification as a teacher of TAS subjects

Method 1

Students completing appropriate university courses endorsed by the Department for employment purposes who wish to teach within the TAS KLA must have undertaken a relevant degree with a major in the specialisation in which they wish to teach. Appropriate education studies and methodology are required.

Examples:
1. Completion of a Bachelor of Education (TAS) through a higher education institution will qualify a teacher to teach design and technology (and other TAS subjects depending on specialisation).

2. Completion of an appropriate Bachelor degree plus a Diploma of Education (with relevant methodology) through a higher education institution will qualify a teacher to teach design and technology (and other TAS subjects depending on specialisation).
Method 2

Current teachers from TAFE or other systems wishing to teach one or more TAS subjects in schools will be required to:

- possess qualifications, including teacher education qualifications, to teach the relevant subjects as a full-time TAFE teacher or, if from a system other than TAFE, possess the entry qualifications required in method 1, or be eligible to teach relevant subjects as a full-time TAFE teacher; and
- demonstrate education knowledge and teaching methodology appropriate to working in a secondary school

Example: A full-time TAFE teacher of sheep management and wool will be eligible for classification as a teacher of sheep husbandry and wool.

Method 3

Qualified teachers may undertake relevant approved additional training to build on initial qualifications and/or experience in order to be classified as a teacher of TAS subjects.

Example: A teacher of art who completed the Design and Technology Training Agents (DATTA) course will be eligible for classification as a teacher of design and technology.

Method 4

Experienced teachers who have verified skills and experience in TAS subject areas may be eligible for additional classification.

Example: An experienced teacher of computing studies will be eligible for classification as a teacher of computing studies.

Method 5

The prior learning, industry experience and skills of people wishing to teach subjects within TAS may be acknowledged:

(i) as part of a further credentialling of someone who is already a trained teacher, or
(ii) as part of an advanced standing process in a tertiary teacher education process.

Example: A food technologist with industry experience and TAFE certificates, who completes appropriate teacher education will be eligible for classification as a teacher of food technology.
3 ELIGIBILITY TO TEACH PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PD/H/PE) SUBJECTS

3.1 Areas of teacher classification

Areas of teacher classification within the PD/H/PE key learning area are:

- PD/H/PE
- PD/HE
- PE
- life management studies
- sport, lifestyle and recreation studies
- skills for living
- exploring early childhood

Teachers may be classified to teach one or a number of subject areas within the PD/H/PE KLA. Teachers wishing to specialise in the PD/H/PE KLA should be able to teach the mandatory 7-10 PD/H/PE course and at least one other subject in the KLA.

Background about the PD/H/PE KLA and details about PD/H/PE subjects are provided in Appendix B.

3.2 Examples of methods of gaining classification as a teacher in the PD/H/PE KLA

Method 1

Students completing approved university courses endorsed by the Department for employment purposes who wish to teach PD/H/PE or a subject within the PD/H/PE key learning area must have undertaken a relevant degree with a major in the specialisation in which they wish to teach. Appropriate education studies and methodology are required.

Examples:
1. Completion of a Bachelor of Education (PD/H/PE) through a higher education institution will qualify a teacher to teach PD/H/PE.
2. Completion of an appropriate Bachelor degree plus a Diploma of Education (with relevant methodology) through a higher education institution will qualify a teacher to teach PD/H/PE.
Method 2

Current teachers from TAFE or other systems wishing to teach PD/H/PE subjects in schools will be required to:

- possess qualification, including teacher education qualification, to teach the relevant subjects as a full-time TAFE teacher or, if from a system other than TAFE, possess the entry qualifications required in method 1, or be eligible to teach relevant subjects as a full-time TAFE teacher; and
- demonstrate education knowledge and teaching methodology appropriate for working in a secondary school.

Example: A full-time child care teacher in TAFE will be eligible for classification as a teacher of exploring early childhood.

Method 3

Qualified teachers may undertake relevant approved additional training to build on initial qualifications and/or experience in order to be classified as a teacher of PD/H/PE subjects.

Example: A teacher of home economics who is an experienced teacher of PD/HE, who then completes an approved PE training course will be eligible for classification as a teacher of PD/H/PE.

Method 4

Experienced teachers who have verified skills and experience in PD/H/PE subject areas will be eligible for additional classification.

Examples:

1. A PE teacher who is an experienced teacher of PD/HE will be eligible for classification as a teacher of PD/H/PE.

2. A home economics teacher who is an experienced teacher of PD/HE will be eligible for classification as a PD/HE teacher.
Method 5

The prior learning, industry experience and skills of people wishing to teach subjects within PD/H/PE should be acknowledged:

(i) as part of a further credentialling of someone who is already a trained teacher; or
(ii) as part of an advanced standing process in a tertiary teacher education process.

Example: A human movement graduate with fitness industry certification who completes appropriate teacher education with advanced standing as determined by a higher education institution will be eligible for classification as a PE teacher.
4 ELIGIBILITY TO TEACH HUMAN SOCIETY AND ITS ENVIRONMENT (HSIE)

4.1 Areas of teacher classification

Areas of teacher classification within the HSIE key learning area are:

- history
- modern history
- ancient history
- geography
- economics
- commerce
- business studies
- Aboriginal studies
- office skills
- legal studies
- retail
- studies of religion
- studies of society/society and culture
- Asian social studies

Teachers may be classified to teach one or a number of subject areas within the HSIE KLA. No individual teacher would be expected to teach all subjects within this KLA. Teachers wishing to specialise in the HSIE KLA will maximise employment prospects by being able to teach one or more of: history, economics, geography.

Background about the HSIE KLA and details about HSIE subjects are provided in Appendix C. Classification guidelines for the industry studies and content endorsed retail courses and the content endorsed office skills course are provided in Appendix D.

4.2 Examples of methods of gaining classification as a teacher of subjects in the HSIE KLA

Method 1

Students completing approved university courses endorsed by the Department for employment purposes who wish to teach within the HSIE key learning area must have undertaken a relevant degree with a major in the specialisation in which they wish to teach. Appropriate education studies and methodology are required.

Examples:

1. Completion of a Bachelor of Education (history) through a higher education institution will qualify a teacher to teach history.

2. Completion of an appropriate Bachelor degree plus a Diploma of Education (with relevant methodology) through a higher education institution will qualify a teacher to teach HSIE subjects depending on the areas of specialisation.
Method 2

Current teachers from TAFE or other systems wishing to teach HSIE subjects in schools will be required to:

- possess qualification, including teacher education qualification, to teach the relevant subjects as a full-time TAFE teacher or, if from a system other than TAFE, possess the entry qualifications required in method 1, or be eligible to teach relevant subjects as a full-time TAFE teacher; and
- demonstrate education knowledge and teaching methodology appropriate for working in a secondary school.

Example: A full-time accounting teacher with TAFE who has other business related courses in their qualifications will be eligible for classification as a teacher of business studies and commerce.

Method 3

Qualified teachers may undertake relevant approved additional training to build on initial qualifications and/or experiences in order to be classified as a teacher of HSIE subjects.

Examples:
1 A history teacher whose original degree included some geography who completed approved additional training for geography teachers will be eligible for classification as a teacher of geography.
2 A teacher of history who completed approved additional training in Aboriginal studies will be eligible for classification as a teacher of Aboriginal studies.

Method 4

Experienced teachers who have verified skills and experience in HSIE subject areas will be eligible for additional classification.

Example: A teacher who has experience in teaching society and culture will be eligible for classification as a teacher of society and culture.

Method 5

The prior learning, industry experience and skills of people wishing to teach subjects within HSIE should be acknowledged:

(i) as part of a further credentialling of someone who is already a trained teacher; or
(ii) as part of an advanced standing process in a tertiary teacher education qualification.

Example: A teacher who has para-legal industry experience will be eligible for classification as a teacher of legal studies.
APPENDIX A

TEACHING IN THE TAS KLA

Subjects in the TAS KLA include:

- design and technology 7-10
- design and technology 11-12
- engineering science
- food technology
- applied studies
- sheep husbandry & wool science
- technics
- textiles and design
- technical drawing
- computing studies
- agriculture
- marine studies
- hospitality (industry studies strand and content endorsed course - see Appendix D)
- metal and engineering (industry studies strand - see Appendix D)

Teaching in the TAS KLA involves:

- an understanding that technology involves the purposeful application of knowledge, experience and resources to create products, systems and environments that are responsive to social and environmental needs
- knowledge and skills in the use of teaching methodologies which are appropriate to designing and producing learning experiences
- an ability to structure and promote practical, creative and cooperative learning environments
- subject specific knowledge and skills

Teacher education courses for teachers of the mandatory design and technology 7-10 course should develop:

- knowledge and skills in the processes and methodologies appropriate to the TAS key learning area
- an ability to teach at least six of the prescribed contexts ie. agriculture, the built environment, clothing and accessories, engineered systems, food, health and welfare, information and communication, leisure and lifestyle, manufacturing, transport and distribution
- an understanding of computer applications and basic skills in word processing, desktop publishing, databases, spreadsheets, computer graphics, telecommunications and control systems
- basic graphical skills in visualisation and communication of ideas.
Teacher education courses for design and technology years 11-12 teachers should develop:

- knowledge and skills in the processes and methodologies appropriate to the TAS key learning area
- an ability to facilitate student learning through design projects
- knowledge and understanding about activities of design and production including resource usage, management, marketing and communication
- knowledge and skills in considering diverse social, economic and environmental issues in relation to design and technology activities.

Teacher education courses for engineering science teachers should develop:

- knowledge and skills in the processes and methodologies appropriate to the TAS key learning area
- knowledge and skills relating to the resolution of engineering problems through the application of the principles of engineering mechanics, materials science and graphics
- an understanding of the investigation stages of analysis through the study of prescribed topics (as determined each year for the HSC examination)
- a knowledge of the history of technological change.

Teacher education courses for food technology teachers should develop:

- knowledge and skills in the processes and methodologies appropriate to the TAS key learning area
- knowledge and understanding about food properties, production, product development, processing, marketplace, nutrition and consumption as it applies to domestic, community, commercial, industrial and global settings
- proficiency in the design and preparation of food products for specified purposes
- skills in using appropriate technologies in food contexts.

Teacher education courses for applied studies teachers should develop:

- knowledge and skills in the processes and methodologies appropriate to the TAS key learning area
- knowledge and appreciation of the applications and contributions of mathematics, science and technology to society
- skills in identifying and analysing issues, problems and challenges in society and devising appropriate responses.

Teacher education courses for technics teachers should develop:

- knowledge and skills in the processes and methodologies appropriate to the TAS key learning area
knowledge and skills in the manipulation of materials, tools, equipment and allied processes
knowledge and understanding of the elements of design, planning and construction.

Teacher education courses for textiles and design teachers should develop:

- knowledge and skills in the processes and methodologies appropriate to the TAS key learning area
- knowledge and understanding of fibres, yarns, fabrics, colouring and finishing techniques and appropriate applications
- understanding of the social significance of textiles
- design and construction knowledge and skills applicable to fibres, yarns and fabrics.

Teacher education courses for technical drawing teachers should develop:

- knowledge and skills in the processes and methodologies appropriate to the TAS key learning area
- knowledge and skills related to drawing in industrial, social and leisure applications
- proficiency in the use of drawing instruments, equipment and materials
- the ability to communicate information graphically, orally and in written form to both technical and non-technical audiences
- knowledge and skills in the application of computer technology to the graphics industry.

Teacher education courses for computing studies teachers should develop:

- knowledge and skills in the processes and methodologies appropriate to the TAS key learning area
- knowledge of and advanced practical skills in applications software including desktop publishing, word processing, data bases, spreadsheets, computer graphics, telecommunications, control systems and multi media
- an understanding of basic computer programming
- an ability to use computers to solve problems
- theoretical and practical content knowledge and skills covering the technical, critical and creative aspects of computing including business and industry applications and social implications.

Teacher education courses for agriculture teachers should develop:

- knowledge and skills in the processes and methodologies appropriate to the TAS key learning area
- knowledge and understanding about the variety and complex interactive nature of agricultural systems and the impact of these systems on the environment
- an understanding of the marketing and social factors which impact upon agricultural production systems
- skills in using appropriate technology in agricultural contexts.
APPENDIX B

TEACHING IN THE PD/H/PE KLA

Subjects in the PD/H/PE KLA include:

- PD/H/PE 7-10
- 2 unit PD/H/PE
- 2/3 unit life management studies
- sport, lifestyle and recreation
- exploring early childhood.

Teaching in the PD/H/PE KLA involves:

- subject specific knowledge and skills
- an understanding of "health" and "healthy lifestyles" that act as the integrating principles of the KLA
- an understanding of "health promotion" as the broad context in which the KLA operates
- an understanding of the principles of equity and social justice which underpin all content and processes within the KLA
- a recognition that the KLA is underpinned by participation in regular, frequent and planned physical activity.

Teacher education courses for teachers of the mandatory 7-10 PD/H/PE course should develop:

- an understanding of the philosophical principles underlying the PD/H/PE KLA
- knowledge and skills in communicating, critical thinking, decision making, interacting, moving, performing, planning, problem solving and valuing
- an understanding of and ability to teach the content strands: active lifestyle, composition and performance, growth and development, interpersonal relationships, movement sense, movement skill, personal awareness, personal choice, and promoting health and safe living
- an understanding of the integrated nature of PD/H/PE and an ability to put this into teaching practice.

Teacher education courses for teachers of the 2 unit PD/H/PE course should develop:

- an understanding of the philosophical principles underlying the PD/H/PE KLA
- knowledge and skills in the areas of personal health, community health, movement elements and composition and movement skill and performance
- an ability to teach at least two of the optional modules of the course ie. human
sexuality, community health issues, sociology of games and sport, drug use and HIV/AIDS, first aid and sport injuries, outdoor recreation, biomechanics, exercise physiology, movement composition and sports coaching

- an understanding of the integrated nature of PD/H/PE and an ability to put this into teaching practice.

**Teacher education courses for teachers of the 2/3 unit life management studies course should develop:**

- an understanding of the philosophical principles underlying the PD/H/PE KLA
- knowledge and skills in the core concepts of resource management, lifespan development, interpersonal relationships and well being
- an understanding of and ability to teach the content strands of families, communities, leisure and work
- knowledge of research methodologies and management processes and the application of these to the Independent Research Project.

**Teacher education courses for teachers of the content endorsed course in sport, lifestyle and recreation studies should develop:**

- an understanding of the philosophical principles underlying the PD/H/PE KLA
- knowledge and skills relating to the core areas of healthy lifestyle management, sociology of games and sports, anatomy, physiology, physical fitness and skill acquisition
- an ability to teach at least four of the optional modules ie history of sport, sport sociology, first aid and sport injuries, sports coaching, racquet sports, outdoor recreation, dance, gymnastics, ball games, aquatics and athletics administration.

**Teacher education courses for teachers of the content endorsed course in exploring early childhood should develop:**

- an understanding of the philosophical principles underlying the PD/H/PE KLA
- knowledge and skills relating to the core areas of child growth and development, play and interactions with children
- an ability to teach at least four of the optional modules ie young children with special needs, child safety, food and nutrition, children’s literature, children and the law, children’s services, children and stress, gender, pregnancy and childbirth and cultural contents of childhood
- an understanding of the practical nature of early childhood education and an ability to put this into teaching practice

* Requirements for teaching the content endorsed course skills for living are dependent upon the results of the current Board of Studies review of the course.
TEACHING IN THE HSIE KLA

Subjects in the HSIE KLA include:

- ancient history
- modern history
- geography
- economics
- commerce
- business studies
- Aboriginal studies
- Office skills (content endorsed course - see Appendix D)
- Asian social studies
- legal studies
- general studies
- studies of religion
- studies of society
- society and culture
- retail (industry studies and content endorsed course - see Appendix D)

Teaching in the HSIE KLA involves:

- knowledge of people, their interrelationships and the natural, social and built environments
- the ability to use enquiry learning methodology
- local, national and global perspectives
- the ability to demonstrate the development of values related to the environment, citizenship, ethical behaviour, equity and social justice
- subject specific knowledge and skills in at least one of the classification areas listed above, and
- appropriate education studies and teaching methodology.

Teacher education courses for history teachers should develop:

- a thorough knowledge and understanding of history
- local, national and global historical perspectives
- knowledge of people, their interrelationships and the natural, social and built environments
- the ability to use enquiry learning methodology
- the ability to demonstrate values related to the environment, citizenship, ethical behaviour and social justice
- appropriate teaching methodology.

Teacher education courses for geography teachers should develop:

- a thorough knowledge and understanding of geography
- local, national and global perspectives of geography
- knowledge of people, their interrelationships and the natural, social and built
environments
• the ability to use enquiry learning methodology
• the ability to demonstrate values related to the environment, citizenship, ethical
  behaviour and social justice
• appropriate teaching methodology.

Teacher education courses for economics teachers should develop:
• a thorough knowledge and understanding of economics
• understanding of the local, national and global impact of economic policies and
  practices
• knowledge of people, their interrelationships and the natural, social and built
  environments
• the ability to use enquiry learning methodology
• the ability to demonstrate values related to the environment, citizenship, ethical
  behaviour and social justice
• appropriate teaching methodology.

Teacher education courses for commerce teachers should develop:
• a thorough knowledge and understanding of commerce
• understanding of local, national and global commercial perspectives
• knowledge of people, their interrelationships and the natural, social and built
  environments
• the ability to use enquiry learning methodology
• the ability to demonstrate values related to the environment, citizenship, ethical
  behaviour and social justice
• appropriate teaching methodology.

Teacher education courses for business studies teachers should develop:
• a thorough knowledge and understanding of business planning, development
  and operation
• understanding of the local, national and global impact of business practice
• knowledge of people, their interrelationships and the natural, social and built
  environments
• the ability to use enquiry learning methodology
• the ability to demonstrate values related to the environment, citizenship, ethical
  behaviour and social justice
• appropriate teaching methodology.
Teacher education courses for Aboriginal studies teachers should develop:

- thorough knowledge and understanding of the concept of Aboriginality and of Aboriginal history, tradition and culture
- local, national and global perspectives of Aboriginality
- knowledge of people, their interrelationships and the natural, social and built environments
- the ability to use enquiry learning methodology
- the ability to demonstrate values related to the environment, citizenship, ethical behaviour and social justice
- appropriate teaching methodology.

Teacher education courses for legal studies teachers should develop:

- knowledge and understanding of Australia's legal system
- local, national and global perspectives relating to the law
- knowledge of people, their interrelationships and the natural, social and built environments
- the ability to use enquiry learning methodology
- the ability to demonstrate values related to the environment, citizenship, ethical behaviour and social justice
- appropriate teaching methodology.

Teacher education courses for studies of religion teachers should develop:

- knowledge and understanding of religion including a variety of religious beliefs
- local, national and global perspectives relating to religion
- knowledge of people, their interrelationships and the natural, social and built environments
- the ability to use enquiry learning methodology
- the ability to demonstrate values related to the environment, citizenship, ethical behaviour and social justice
- appropriate teaching methodology.

Teacher education courses for studies of society and society in culture teachers should develop:

- knowledge and understanding of variety of societies and culture
- a thorough knowledge of people, their interrelationships and the natural, social and built environments
- local, national and global perspectives of society
- the ability to use enquiry learning methodology
- the ability to demonstrate values related to the environment, citizenship, ethical behaviour and social justice
- appropriate teaching methodology.

Teacher education courses for Asian social studies teachers should develop:
• thorough knowledge and understanding of Asian societies
• a thorough knowledge of people, their interrelationships and the natural, social and built environments
• local, national and global perspectives of Asian society
• the ability to use enquiry learning methodology
• the ability to demonstrate values related to the environment, citizenship, ethical behaviour and social justice
• appropriate teaching methodology.
TEACHING VOCATIONAL EDUCATION COURSES IN THE SENIOR YEARS OF SCHOOLING

Vocational education courses currently include:

(i) Industry studies:
   ● retail strand
   ● hospitality strand
   ● metal and engineering strand, and

(ii) Vocational content endorsed courses:
   ● office skills CEC
   ● hospitality CEC
   ● retail CEC

New content endorsed course strands to be introduced in 1995 include:

● building and construction
● furnishing
● rural industries

Requirements to teach these courses may include industry experience and additional training.

Industry experience

Appropriate industry experience includes practical workplace experience as recommended by the Vocational Education Training Committee (VETC). Such experience may include extended periods working in industry; voluntary work; operational management duties other than teaching; and providing consultancy services to industry.

Industry experience requirements for each strand have been negotiated with Industry Training Advisory Boards (ITABs) through the VETC. The requirements vary for each strand.

Additional training

Depending upon a New South Wales Government school or TAFE teacher's current qualifications and skills, additional training in specific industry areas may be necessary for the teacher to be classified to teach vocational education courses in the senior years of schooling.
For example, a home economics teacher could gain classification to teach the commercial cookery module of the hospitality course in the senior years of schooling by undertaking further training in the principles and practices of the module.

Details of requirements for teaching specific industry studies and content endorsed strands follow. All training requirements assume prior completion of teaching qualifications.
## Industry studies: specific requirements

<table>
<thead>
<tr>
<th>Element</th>
<th>Retail strand</th>
<th>Hospitality strand</th>
<th>Metals strand</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Qualifications benchmark established for teachers of related discipline</strong></td>
<td>Human Society and Its Environment (Subject speciality: business studies, legal studies, economics, commerce)</td>
<td>Technology and Applied Studies (Subject speciality: home science, home economics, food technology)</td>
<td>Technology and Applied Studies (Subject speciality: industrial arts)</td>
</tr>
<tr>
<td>Approval to teach specific modules</td>
<td>&quot;Planning a business&quot;</td>
<td>&quot;Nutrition&quot;</td>
<td>&quot;Hand and power tools&quot;</td>
</tr>
<tr>
<td>Acknowledgment of individual training needs in training program development</td>
<td>Teacher self assessment of individual training needs, via survey</td>
<td>Teacher self assessment of individual training needs, via survey</td>
<td>Teacher self assessment of individual training needs, via survey</td>
</tr>
<tr>
<td>Approval to deliver individual modules, other than specific modules listed above</td>
<td>On satisfactory completion of a recognised training program, or on recognition of individual qualifications, industry experience and other training</td>
<td>On satisfactory completion of a recognised training program, or on recognition of individual qualifications, industry experience and other training</td>
<td>On satisfactory completion of an recognised training program, or on recognition of individual qualifications, industry experience and other training</td>
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<tr>
<td>Training program</td>
<td>2 days</td>
<td>2 days</td>
<td>2 days</td>
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<tr>
<td>Syllabus orientation, teaching the core, vocational education, CBT etc.</td>
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<td></td>
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</tr>
<tr>
<td><strong>Element</strong></td>
<td><strong>Retail strand</strong></td>
<td><strong>Hospitality strand</strong></td>
<td><strong>Metals strand</strong></td>
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<tr>
<td><strong>Industry strand training</strong></td>
<td>Integrated theory and work placement program:</td>
<td>Training to cover mis en place and food preparation,</td>
<td>Training to cover fabrication techniques welding and thermal cutting and metal</td>
</tr>
<tr>
<td></td>
<td>4 days total</td>
<td>principles and methods of cookery, customer relations and</td>
<td>machining.</td>
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<td></td>
<td></td>
<td>interpersonal skills</td>
<td></td>
</tr>
<tr>
<td>**Structured work placement/</td>
<td>Work placement integral to training program</td>
<td>Visits to industry</td>
<td>Visits to industry</td>
</tr>
<tr>
<td>industry experience**</td>
<td>10 days</td>
<td>2 days</td>
<td>2 days</td>
</tr>
<tr>
<td><strong>Industry/TAFE assessment</strong></td>
<td>Optional</td>
<td>Optional</td>
<td>Optional</td>
</tr>
<tr>
<td>**Structured training program</td>
<td>16 days</td>
<td>12 days</td>
<td>9 days</td>
</tr>
<tr>
<td>duration**</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>**Approval to deliver core and/or</td>
<td>via VETC endorsement, with individual written notification.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
(ii) Content endorsed courses: specific requirements

<table>
<thead>
<tr>
<th>Element</th>
<th>Retail</th>
<th>Hospitality</th>
<th>Office skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Qualifications benchmark established for teachers of a related discipline</strong></td>
<td>Human Society and Its Environment (Subject speciality: business studies, legal studies, economics, commerce)</td>
<td>Technology and Applied Studies (Subject speciality: home science, home economics, food technology for the food production strand. For other strands the ACCESS program will determine teacher training requirements.)</td>
<td>Human Society and Its Environment (Subject speciality: Business studies, legal studies, economics, commerce)</td>
</tr>
<tr>
<td>Approval to deliver core and nominated modules</td>
<td>On satisfactory completion of recognised training program, or on recognition of individual qualifications, industry experience and other training.</td>
<td>On satisfactory completion of recognised training program, or on recognition of individual qualifications, industry experience and other training.</td>
<td>On satisfactory completion of recognised training program, or on recognition of individual qualifications, industry experience and other training.</td>
</tr>
<tr>
<td><strong>Training program Orientation to vocational education, syllabus requirements and CBT.</strong></td>
<td>2 days</td>
<td>2 days</td>
<td>2 days</td>
</tr>
<tr>
<td></td>
<td>4 days TAFE delivered training</td>
<td>Assessment under the ACCESS program</td>
<td>2 days TAFE delivered training.</td>
</tr>
<tr>
<td>Element</td>
<td>Retail</td>
<td>Hospitality</td>
<td>Office skills</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>---------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Other training requirements.</strong></td>
<td>10 days structured work placement.</td>
<td>Completion of specific ACCESS modules based on individual teacher need.</td>
<td>Access to Open Learning Office Skills Project (OLOSP) self paced learning package.</td>
</tr>
<tr>
<td><strong>Structured training program duration.</strong></td>
<td>Maximum 16 days.</td>
<td>Maximum 12 days depending on specific individual need.</td>
<td>Maximum 4 days depending on individual need.</td>
</tr>
</tbody>
</table>