

**Faculty of Education Learning and Teaching Committee (FELTC)*****Student Representatives: Terms of Reference*****General description of the role**

Enhancing our students' experience is central to the aims of the Faculty of Education Learning and Teaching Committee (FELTC). The two FELTC Student Representatives (ITE and postgraduate) have important roles in ensuring that the perspectives and interests of Initial Teacher Education (ITE) students and postgraduate students (HDR and coursework) are given due consideration in the decisions that influence our learning and teaching programs and practices.

**Duties regarding FELTC meetings**

- *Seek out the student perspective through a range of media.* This may involve engaging with the diverse ITE/postgraduate student body via email, social media, face-to-face interactions, postgraduate newsletter and student engagement sessions. The student representatives would seek positive feedback and issues of concern relating to learning and teaching, such as curriculum, assessment, professional experience, wellbeing, expectations, and communication between students and staff.

(ITE representative) *Represent the student voice across all ITE students.* This includes those enrolled in the Bachelor of Education (Primary, ECE, Specialisations, Applied Learning and HPE) and Master of Teaching (Primary and Secondary). It also includes students based on all three Tasmanian campuses, as well as those studying online within Tasmania, interstate, and overseas.

(Postgraduate representative) *Represent the student voice across all postgraduate students (HDR and coursework).*

- *Attend monthly FELTC meetings.* Meetings are held every first Tuesday of the month between 1-3.30pm. In exceptional personal circumstances, apologies submitted in writing to the Executive Officer prior to the meeting would be accepted. A written report should still typically be provided.
- *Prepare a written report for discussion at each meeting.* The FELTC has report templates that should be used and submitted within stated timelines. A written report may not be necessary at every meeting and alternatives (e.g. verbal report) should be discussed with the Director of Student Engagement (DOSE) and notification provided to the Executive Officer.
- *Read all agenda items before the meeting.* In order to ensure that a variety of perspectives are represented, including the students', each member of FELTC should be prepared to respond to items when relevant.

**Feeding back to students**

- The Student Representatives will report to the student body on topics discussed at and decisions made within FELTC meetings only on the explicit advice of FELTC. This advice will be listed as action items in the relevant meeting minutes.
- The Student Representatives are encouraged to direct students to relevant University of Tasmania resources and information at their discretion.
- The Student Representatives are not expected to report specific student concerns to staff or to mediate between staff and students. Rather, their role at FELTC is to raise issues of a more general nature. They are to direct students with specific concerns to the appropriate channels of communication.

## **Accountability and support**

- The Student Representatives are accountable to the Associate Dean, Learning and Teaching. The Associate Dean, Learning and Teaching provides strategic direction for the role of the Student Representatives and is responsible for making appointments to this role.
- The Student Representatives are supported by the Director of Student Engagement. The Director of Student Engagement (DOSE) offers collaborative, operational support for the role of the Student Representatives and provides advice in exercising their duties.

## **Characteristics of the Student Representative**

### *Ability to:*

- Think critically and broadly in order to represent the student perspective across a wide range of issues;
- Use professional judgement when communicating sensitive issues so that confidentiality and anonymity are maintained wherever necessary; and
- Maintain a high level of engagement in relation to learning and teaching within the Faculty of Education.

### *Understanding of:*

- The need to avoid generating unnecessary concern and/or confusion amongst students;
- How to communicate professionally and ethically in a range of contexts (including social media).

## **Benefits of the role**

- Developing skills in leadership, problem-solving, communication, diplomacy, and advocacy
- Gaining insight into committees and management
- Personal satisfaction in representing the student voice
- Contributing to an improved student experience at the Faculty of Education

## **Recruitment to the role**

These are voluntary roles, offered to exceptional ITE/postgraduate students for a two-year term, with opportunity to renew for an additional year where justified by performance. The Student Representatives may choose to finish their voluntary role at FELTC any time before the two years, giving due notice to the Associate Dean, Learning and Teaching. The term may finish any time before two years at the discretion of the Associate Dean, Learning and Teaching, in cases of professional misconduct (e.g. serious breaches of confidentiality). Expressions of interest are invited via email to all ITE/postgraduate students.

## **Conflict of interest**

Student representatives are required to bring to the attention of the Chair, any conflict of interest or potential conflict they may have with any item on the agenda and the FELTC shall determine if a conflict exists. If a student representative is deemed to have a real or perceived conflict of interest in a matter that is being considered at a meeting, he/she will be excused from discussions and deliberations on the issue where a conflict exists.