

Job Opening Report

Job Opening Summary

Department	018045(Mildura Senior College)	Location	Mildura Senior College
Classification	Classroom Teacher	Role Type	Primary Teacher; Secondary Teacher
Job Posting Title	EAL Literacy Support Teacher (Cluster)		
Subjects/Duties	English - Additional Language	Level	Primary/Secondary P-12
Begin Date	29/01/2024	End Date	27/01/2025
Regular/Temporary	Fixed Term		
Hours	30.40		
Reference #	1390670		
Contact Name	Belinda Hudak		
Phone	03 5021 2911		
School Website	www.milsen.vic.edu.au		
Apply By	19/12/2023		

Position Descriptions

Visible Description Type	Internal and External Conditions of Employment
Description	<ul style="list-style-type: none"> All staff employed by the Department and schools have access to a broad range of employment conditions and working arrangements. Appointment of successful applicants will be made subject to a satisfactory pre-employment conditions check. A probationary period may apply during the first year of employment and induction and support programs provided. Detailed information on all terms and conditions of employment is available on the Department's Human Resources website at http://www.education.vic.gov.au/hrweb/Pages/default.aspx
Visible Description Type	Internal and External EEO AND OHS Commitment
Description	The Department values diversity and is committed to workforce diversity and equal opportunity in schools and all education workplaces. The Department recognises that the provision of family friendly, supportive, safe and harassment free workplaces is essential to high performance and promotes flexible work, diversity and safety across all schools and Department workplaces.
Visible Description Type	Internal and External Role

The classroom teacher classification comprises two salary ranges- range 1 and range 2. The primary focus of the classroom teacher is on the planning, preparation and teaching of programs to achieve specific student outcomes. The classroom teacher engages in critical reflection and inquiry in order to improve knowledge and skills to effectively engage students and improve their learning.

As the classroom teacher gains experience his or her contribution to the school program beyond the classroom increases. All classroom teachers may be required to undertake other duties in addition to their rostered teaching duties provided the responsibility is appropriate to the salary range, qualifications, training and experience of the teacher.

Classroom teacher Range 2

Range 2 classroom teachers play a significant role in assisting the school to improve student performance and educational outcomes determined by the school strategic plan and state-wide priorities and contributing to the development and implementation of school policies and priorities.

A critical component of this work will focus on increasing the knowledge base of staff within their school about student learning and high quality instruction to assist their school to define quality teacher practice.

Range 2 classroom teachers will be expected to:

- Have the content knowledge and pedagogical practice to meet the diverse needs of all students
- Model exemplary classroom practice and mentor/coach other teachers in the school to engage in critical reflection of their practice and to support staff to expand their capacity
- Provide expert advice about the content, processes and strategies that will shape individual and school professional learning
- Supervise and train one or more student teachers
- Assist staff to use student data to inform teaching approaches that enable targets related to improving student learning outcomes to be achieved.

Description

Classroom teacher Range 1

The primary focus of the range 1 classroom teacher is on further developing skills and competencies to become an effective classroom practitioner with structured support and guidance from teachers at higher levels and the planning, preparation and teaching of programs to achieve specific student outcomes. These teachers teach a range of students/classes and are accountable for the effective delivery of their programs. Range 1 classroom teachers are skilled teachers who operate under general direction within clear guidelines following established work practices and documented priorities and may have responsibility for the supervision and training of one or more student teachers.

At range 1, teachers participate in the development of school policies and programs and assist in the implementation of school priorities.

The focus of a range 1 classroom teacher is on classroom management, subject content and teaching practice. New entrants to the teaching profession in their initial teaching years receive structured support, mentoring and guidance from teachers at higher levels.

Under guidance, new entrants to the teaching profession will plan and teach student groups in one or more subjects and are expected to participate in induction programs and other professional learning activities that are designed to ensure the integration of curriculum, assessment and pedagogy across the school.

Teachers at range 1 are responsible for teaching their own classes and may also assist and participate in policy development, project teams and the organisation of co-curricular activities.

Visible Internal and External
Description Type Selection Criteria

Description SC1 Demonstrated understanding of the

Education Departments initiatives and how they relate to EAL/D students. These initiatives include the EAL/D Elaborations of the Australian Professional Standards for Teachers, the Principles of Teaching and Learning P-12 and the Principles of Assessment for Learning.

SC2 Demonstrated high level classroom teaching skills and the capacity to work with colleagues to continually improve teaching and learning, while incorporating the high impact teaching strategies.

SC3 Demonstrated ability to monitor and assess student learning data using the EAL Developmental Continuum (or demonstrate a commitment to develop these skills), and to use this data to inform teaching for improved student learning.

SC4 Demonstrated high level written and verbal communication skills and high level interpersonal skills including the capacity to establish and maintain collaborative relationships with parents, other employees and the broader school community to focus on student learning, wellbeing and engagement.

SC5 Demonstrated behaviours and attitudes consistent with Department values, including a commitment and capacity to actively contribute to and manage major curriculum or student activities and a commitment to continually improving teaching quality and capacity through the application of knowledge, skills and expertise derived from

ongoing professional development and learning.

**Visible
Description Type**

Internal and External
Responsibilities

The EAL Literacy Support Teacher ' s role is to provide professional support to students and teachers in schools, who have isolated New Arrival Students or who have small numbers of EAL/D students, and to work at Mildura English Language Centre as required.

Tasks to be undertaken by the EAL Literacy Support Teacher will include:

Description

- Working with the MELC Assistant Principal and School leadership team to map EAL/D provision within each school; determining areas where additional support would be beneficial.
- Building the capacity of classroom teachers to meet the needs of EAL/D students within mainstream classrooms
- Working with small groups of EAL/D students to address specific areas of learning
- Supporting teachers to assess EAL/D students using the EAL/D Continuum and TEAL resources
- EAL needs using the Developmental Continuum and to incorporate EAL teaching and learning strategies into the curriculum.
- Sharing new EAL/D initiatives and resources with school leaders and classroom teachers

- Providing some direct EAL teaching to model and build teacher capacity for EAL delivery within each school
- Teaching at the Mildura English Language Centre

Visible Description Type Internal and External Location Profile

Mildura English Language Centre (MELC) is a campus of the Mildura Senior College. MELC provides a full time intensive English language program for newly arrived migrant, refugee and international students from years Prep to 12.

MELC's aim is to prepare students for the English demands of mainstream schooling or other alternative pathways. MELC provides an introduction to the English language as well as learning in and through English. MELC also provides students and their families with an understanding of the Victorian schooling system and life in Australia.

Description

At MELC, we are committed to providing a secure caring learning environment where staff and students respect cultural and religious differences. MELC provides equal opportunity for students of P-12 age range, regardless of sex, ethnic background, race, religion or economic status.

MELC teachers are required to differentiate the learning to take into account students previous access to and experience of schooling, their age and their rate of language acquisition.

MELC values: piece at MELC, Persistence, Empathy, Aspiration, Community, Engagement

Visible Description Type Internal and External VIT LANTITE

Description

To be eligible for employment, transfer or promotion in the principal or teacher class a person must have provisional or full registration from the Victorian Institute of Teaching. In addition, from 3 August 2020, to be eligible for employment in the principal class or teacher class, a person who graduated from a Victorian Initial Teacher Education program after 1 July 2016, must demonstrate that they have passed the literacy and numeracy test for initial teacher education (LANTITE) requirements. This condition is satisfied where the LANTITE requirement is part of the Victorian Initial Teacher Education program completed by the person.

Visible Description Type Internal and External Who May Apply

Description	Teachers currently registered or eligible for registration with the Victorian Institute of Teaching and qualified to teach and/or have demonstrated experience in the curriculum area(s) specified for the position.
Visible Description Type	Internal and External Child Safe Standards
Description	Victorian government schools are child safe environments. Our schools actively promote the safety and wellbeing of all students, and all school staff are committed to protecting students from abuse or harm in the school environment, in accordance with their legal obligations including child safe standards. All schools have a Child Safety Code of Conduct consistent with the Department ' s exemplar available at http://www.education.vic.gov.au/about/programs/health/protect/Pages/childsafestandards.aspx
Visible Description Type	Internal and External DE Values
Description	The Department ' s employees commit to upholding DET ' s Values: Responsiveness, Integrity, Impartiality, Accountability, Respect, Leadership and Human Rights. DET ' s Values complement each school ' s own values and underpin the behaviours the community expects of Victorian public sector employees, including those who work in Victorian Government Schools. Information on the DET values is available at http://www.education.vic.gov.au/hrweb/workm/Pages/Public-Sector-Values.aspx

Job Postings			
Description	Posting Type	Post Date	Remove Date
Internet	Internal Posting	05/12/2023	19/12/2023
Internet	External Posting	05/12/2023	19/12/2023

Job Information	
Created By	09638123(Heidi Earle)
Created	05/12/2023
Opening to Fill	L(Limited Number of Openings)
Target Openings	1

Available Openings	1
Business Unit	DOEBU(Dept of Education and Training)
Company	DOE(Dept of Education and Training)
Status Code	010 (010 Open)
Reason for Job Opening	
Status Date	05/12/2023
Date Authorized	05/12/2023
Fixed Term Reason Verified	

Employees Being Replaced	
Employee ID	Name
09030251	Allison Day

Staffing information	
Region	AUS
Schedule Type	Full-Time
Work Period	DOE Weekly