

## Job Opening Report

### Job Opening Summary

<b>Department</b>	018045(Mildura Senior College)	<b>Location</b>	Mildura Senior College
<b>Classification</b>	Classroom Teacher	<b>Role Type</b>	Primary Teacher; Secondary Teacher
<b>Job Posting Title</b>	EAL Classroom Teacher		
<b>Subjects/Duties</b>	English - Additional Language	<b>Level</b>	Primary/Secondary P-12
<b>Begin Date</b>	28/01/2025	<b>End Date</b>	26/01/2026
<b>Regular/Temporary</b>	Fixed Term		
<b>Hours</b>	38.00		
<b>Reference #</b>	1445611		
<b>Contact Name</b>	Claire Kelly		
<b>Phone</b>	03 5150 4700		
<b>School Website</b>	www.milsen.vic.edu.au		
<b>Apply By</b>	05/11/2024		

### Position Descriptions

<b>Visible</b>	Internal and External
<b>Description Type</b>	Conditions of Employment

**Description**

- 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

Applicants seeking part-time employment are encouraged to apply for any teaching service position and, if they are the successful candidate, request a reduced time fraction. Such requests will be negotiated on a case-by-case basis and will be subject to the operational requirements of the school.

**Description**

The Department of Education is committed to the principles of equal opportunity, and diversity and inclusion for all. We value diversity and inclusion in all forms - gender, religion, ethnicity, LGBTIQ+, disability and neurodiversity. Aboriginal and Torres Strait Islander candidates are strongly encouraged to apply for roles within the Department. 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. It is our policy to provide reasonable adjustments for persons with a disability (see [Workplace adjustment guidelines](#)).

Additional support and advice on the recruitment process is available to Aboriginal and/or Torres Strait Islanders from the Koorie Outcomes Division (KOD) via [marrung@education.vic.gov.au](mailto:marrung@education.vic.gov.au)

**Visible Description Type** Internal and External  
Role

**Description**

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.

### 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-curricula activities.

<b>Visible Description Type</b>	Internal and External Other Information
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Dear Applicant

Thank you for your interest in this vacancy at  
**Mildura English Language Centre**

<b>Description</b>	<ul style="list-style-type: none"><li>• Applicants should address the key selection criteria.</li><li>• Attaching your letter of introduction, resume and key selection criteria in one document is most helpful.</li><li>• Day time phone numbers are vital to make appointments for an interview in the event that you are shortlisted.</li><li>• If you have an Employee ID Number, please include it on your application.</li><li>• Three (3) Referees are required. Please provide names, contact phone numbers</li></ul>
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and e-mail addresses (Most recent employer is preferred).

- A copy of your current **Victorian Institute of Teaching** card will be required if successful.

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**Visible Description Type** Internal and External Selection Criteria

**Description**

SC1 Demonstrated high level classroom teaching skills incorporating EAL methodology and the use of High Impact Teaching Strategies (HITS).

SC2 Demonstrated ability to effectively monitor and assess student learning, using a broad range of assessment tools including the EAL Developmental Continuum.

SC3 Demonstrate ability to use assessment data to inform teaching and to individualise students learning.

SC4 Demonstrated high level written and verbal communication skills; incorporating the skills to establish and maintain collaborative relationships with parents from culturally and linguistically diverse (CALD) backgrounds, other employees and the broader school community; to focus on student learning, wellbeing and engagement.

SC5 Demonstrated ability to work with students from a broad range of linguistic, cultural, religious and educational environments; including students from Refugee and Asylum Seeker backgrounds.

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**Visible Description Type** Internal and External Responsibilities

The English Additional Language (EAL) classroom teacher's role is:

Direct teaching of students in multi-age classrooms and from diverse backgrounds for whom English is an Additional Language (EAL).

Direct teaching of students in the development of literacy and numeracy skills in English.

Application of the relevant EAL/D curriculum.

**Description**

Differentiating learning experiences, responding to student learning needs.

Undertaking other classroom teaching related and organisational duties as determined by the MELC Assistant Principal.

Participating in whole centre activities such as parent/teacher meetings, staff meetings, activity days, camps and excursions.

Undertaking other non-teaching supervisory duties.

**Visible  
Description Type**

Internal and External  
Location Profile

MELC Profile

**Description**

Mildura English Language Centre (MELC) is a campus of the Mildura Senior College, and is located in the heart of Mildura, in north-west Victoria 545 kilometres from Melbourne MELC provides a full-time intensive English language program for newly arrived migrant and refugee students from years Prep to 10.

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.

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-10 year level, regardless of sex, ethnic background, race, religion or economic status.

MELC teachers are required to differentiate the learning to consider student's

previous access to and experience of schooling, their age and their rate of language acquisition.

We are committed to Respectful Relationships and being a Safe School. The MELC values of *Persistence, Empathy, Aspiration, Community and Engagement* reflects the culture and behaviours we aim to develop in our students.

**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:



<https://www2.education.vic.gov.au/pal/child-safe-standards/policy>

**Visible** Internal and External  
**Description Type** DE Values

**Description**

The department's employees commit to upholding the department's Values: Responsiveness, Integrity, Impartiality, Accountability, Respect, Leadership and Human Rights. The department'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 department values is available at:

<https://www2.education.vic.gov.au/pal/values-department-vps-school-employees/overview>

### Job Postings

Description	Posting Type	Post Date	Remove Date
Internet	Internal Posting	22/10/2024	05/11/2024
Internet	External Posting	22/10/2024	05/11/2024

### Job Information

<b>Created By</b>	09638123(Heidi Earle)
<b>Created</b>	22/10/2024
<b>Opening to Fill</b>	L(Limited Number of Openings)
<b>Target Openings</b>	1
<b>Available Openings</b>	1
<b>Business Unit</b>	DOEBU(Dept of Education and Training)
<b>Company</b>	DOE(Dept of Education and Training)
<b>Status Code</b>	010 (010 Open)
<b>Reason for Job Opening</b>	
<b>Status Date</b>	22/10/2024
<b>Date Authorized</b>	22/10/2024
<b>Fixed Term Reason Verified</b>	

### Staffing information

<b>Region</b>	AUS
<b>Schedule Type</b>	Full-Time
<b>Work Period</b>	DOE Weekly

