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 Classroom Teacher		
Subjects/Duties	English - Additional Language; Generalist - Primary Teaching; Generalist - Secondary	**Level**	Years P-12; Years P-12; Years P-12
Begin Date	27/01/2027	**End Date**	25/01/2028
Regular/Temporary	Fixed Term		
Hours	38.00		
Reference #	1535488		
Contact Name	Lewis Gunn		
Phone	03 5021 2911		
School Website	www.milsen.vic.edu.au		
Apply By	18/11/2026		

Position Descriptions

Visible Internal and External

Description Type 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	Internal and External
Description Type	Diversity and Inclusion
Description	The department is committed to diversity and inclusion and developing a workforce that is representative of the community we service. We value diversity and inclusion in all forms - culture, gender, religion, ethnicity, LGBTIQA+, 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 safe, respectful and inclusive workplaces is essential to high performance and promotes flexible work and diversity across all schools and Department workplaces. It is our policy to provide reasonable adjustments for staff with disability (see Workplace adjustment guidelines). Additional support and advice on the recruitment process is available to Aboriginal and/or Torres Strait Islander candidates from the Koorie Outcomes Division (KOD) via marrung@education.vic.gov.au 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.

Visible	Internal and External
Description Type	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.

Visible Internal and External
Description Type Other Information

Description

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

- Applicants should address the key selection criteria.
- Attaching your letter of introduction, resume and key selection criteria in one document is most helpful.
- Day time phone numbers are vital to make appointments for an interview in the event that you are shortlisted.
- If you have an Employee ID Number, please include it on your application.
- Three (3) Referees are required. Please provide names, contact phone numbers and e-mail addresses (Most recent employer is preferred).
- A copy of your current **Victorian Institute of Teaching** card will be required if successful.

Part-time applicants and/or other subject areas are also welcome to apply.

Graduate teachers welcome to apply.

Visible Internal and External
Description Type Selection Criteria

Description

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

SC2 Demonstrated ability to effectively monitor and assess student language progression, using a broad range of diagnostic tools aligned with the Victorian Curriculum F-10 EAL and EAL Reporting Resource.

SC3 Demonstrated ability to use linguistic assessment data to inform explicit teaching and to individualise student learning pathways.

SC4 Demonstrated high-level written and verbal communication skills, including the ability to establish collaborative, trusting relationships with parents from culturally and linguistically diverse (CALD) backgrounds, school colleagues, and the broader community to optimize student learning, wellbeing, and engagement.

SC5 Demonstrated capability to support and teach students from a broad range of linguistic, cultural, religious, and educational environments, including those from Refugee and Asylum Seeker backgrounds with interrupted formal schooling.

Visible Description Type	Internal and External Responsibilities
Description	**he 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. • Direct teaching of students in the development of literacy and numeracy skills in English. • Application of the relevant EAL/D curriculum. • Differentiating learning experiences, responding to student learning needs, by applying trauma-informed teaching methodologies to support students with interrupted schooling or refugee backgrounds. • Contributing to the development, implementation and evaluation of a curriculum area or other curriculum program within the school. • Work alongside Multicultural Education Aides (MEAs) and utilise phone interpreting services to foster strong home-school partnerships with EAL families. • 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
Description	Mildura English Language Centre (MELC) is a campus of Mildura Senior College, located in north-west Victoria, approximately 545 kilometres from Melbourne. MELC provides a full-time intensive English language program for newly arrived migrant and refugee students from Prep to Year 10, aged 5 to 17 years. MELCs purpose is to equip students with the English language skills, knowledge and confidence needed to successfully transition into mainstream schooling or alternative education and training pathways, including TAFE. Through explicit English language instruction, students learn both in and through English while developing the academic, social and cultural skills required to thrive in Australian schools. In addition to supporting students' language development, MELC works closely with families to build their understanding of the Victorian education system and life in Australia, fostering strong partnerships between home and school. Small class sizes enable teachers to provide highly differentiated instruction that responds to each student's individual needs. Curriculum planning is informed by students' prior

educational experiences, age, English language proficiency and rate of language acquisition, ensuring learning is personalised and responsive.

At MELC, we are committed to providing a safe, inclusive and supportive learning environment where every student is valued and respected. We celebrate the rich cultural, linguistic and religious diversity of our community and promote equity for all, regardless of sex, ethnicity, race, religion or socioeconomic background. Our values of **Persistence, Empathy, Aspiration, Community and Engagement** underpin our teaching and learning, guiding the behaviours, attitudes and aspirations we seek to foster in every student.

Visible Internal and External
Description Type Qualification Requirements

Description

To be eligible for employment, transfer or promotion in the principal or teacher class:

- The person must have provisional or full registration approved by the Victorian Institute of Teaching; and

null if the person completed an Australian postgraduate level initial teaching program or course of study on or after 1 January 2024, they must demonstrate that they have satisfactorily completed a postgraduate level accredited initial teacher education program that has been accredited by an Australian State or Territory Teacher Regulatory Authority as satisfying the requirements of the Australian Institute for Teaching and School Leadership 'Accreditation of initial teacher education programs in Australia: Standards and Procedures'; and

null a person who graduated from a Victorian Initial Teacher Education (ITE) program after 1 July 2016 must also 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 ITE program completed by the person).

Details of qualification requirements as updated from time to time can be found at Recruitment in Schools.

Visible Internal and External
Description Type 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 Internal and External
Description Type 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	04/11/2026	18/11/2026
Internet	External Posting	04/11/2026	18/11/2026

Job Information

Created By	09638123(Heidi Earle)
Created	23/07/2026
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	04/11/2026
Date Authorized	04/11/2026
Fixed Term Reason Verified	

Employees Being Replaced

Employee ID	Name
08379043	Gavin Alexander

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

Screening Questions	
Question	**Description**
3007	I currently have
3008	Voluntary Departure Package
3009	VIT LANTITE Requirement
3012	Right to work / Visa
3016	Applicant Pool question