



Mildura Senior College (MSC)
Mildura English Language Centre
Position Description

Job Details

Job Posting Title EAL Literacy Support Teacher / Cluster Role

Location Mildura English Language Centre

Classification Classroom Teacher

ROL Reference 1184730 **Hours** 38.00

Employment Type Fixed Term
Start 24.02.2020 End 23.02.2027 *
**Replacing a teacher on parental absence & you will be employed until the end date specified in the employment contract or earlier in the following circumstances:*

- The date the teacher you are replacing resumes duty subject to you receiving at least 12 weeks' notice; or
- The date the teacher you are replacing ends their fixed term employment subject to you receiving at least 12 weeks' notice.
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Role Type Primary Teacher, Secondary Teacher

Level Primary / Secondary P-12

Subjects /Duties English – Additional Language

Phone 03 5021 2911 **Contact Name** Belinda Hudak

Apply By 13.02.2020 **School Website** www.milsen.vic.edu.au

Location Profile

The Mildura English Language Centre (MELC) is located in the grounds of the Mildura Senior College. The Mildura English Language Centre provides a full time, intensive English course for newly arrived migrant, refugee and international students from P-12. The aim of the Centre is to prepare students for mainstream schooling or alternative pathways. The Centre provides an introduction to the English language, the Victorian system of education 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. The Centre 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 and experience of schooling, their age and their rate of language acquisition.

Selection Criteria
<p>SC1 Demonstrated knowledge & 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.</p> <p>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.</p> <p>SC3 Demonstrated knowledge & understanding 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.</p> <p>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.</p> <p>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.</p>
Roles – Classroom Teacher
<p>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.</p> <p>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.</p> <p>Classroom teacher Range 2</p> <p>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.</p> <p>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.</p> <p>Range 2 classroom teachers will be expected to:</p> <ul style="list-style-type: none"> - 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. <p>Classroom teacher Range 1</p> <p>The primary focus of the range 1 classroom teacher is on further developing skills and competencies to</p>

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.

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:

- 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.

Who May Apply

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.

EEO & OHS Commitment

The Department values diversity and is committed to workforce diversity and equal opportunity in schools and all education workplaces. The Department recognised 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.

Child Safe Standards

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>

DET Values

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>

Mildura Senior College Values

Respect, Resilience, Responsibility, Independence and Success

Conditions of Employment

- 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>