



POSITION DESCRIPTION

Melbourne Graduate School of Education

Tutor – Clinical Teaching Practice (Initial Teacher Education)

POSITION NO	0047134
EMPLOYMENT TYPE	Casual employment for 2019
SALARY	Rates of Payment for Casual Academic Staff are set out in: Schedule A https://staff.unimelb.edu.au/human-resources/salary-benefits-leave/salary-scales/MPF1170-ScheduleA.pdf
SUPERANNUATION	Employer contribution of 9.5%
WORKING HOURS	Casual teaching during February-July, and July-November
OTHER BENEFITS	http://about.unimelb.edu.au/careers/working/benefits
HOW TO APPLY	Please do not apply via the University's Careers site. All applications must be submitted via the Casual Tutor Recruitment System (CTRS): https://ctrs.app.unimelb.edu.au/ctrs/
CONTACT FOR ENQUIRIES ONLY	MGSE HR for enquiries: mgse-hr@unimelb.edu.au (Reference "Casual Tutor – CTP" in the subject line) <i>Please do not send your application to this email address.</i>

For information about working for the University of Melbourne, visit our website:
about.unimelb.edu.au/careers

Position Summary

The *Tutor, Clinical Teaching Practice* is responsible for supporting pre-service teachers (Teacher Candidates) to successfully complete professional experience practicum placements and meet all subject and assessment requirements. These placements enable Teacher Candidates to develop as professionals, attain Australian Professional Standards for Teachers (APSTs) at the graduate level and demonstrate the readiness to teach.

The Master of Teaching (MTeach) is the Melbourne Graduate School of Education's (MGSE) flagship initial teacher education program. The program comprises five streams and aims to develop interventionist practitioners capable of using evidence to inform the design of learning interventions for a diverse range of learners.

The integrated approach to delivery of the MTeach between the University and external partners is a fundamental element of the program's success. The professional experience component typically comprises three subjects (Clinical Teaching Practice 1, 2 and 3) taken sequentially from semesters 1-3 of a 4-semester, two-year full-time equivalent Masters course.

The position of *Tutor, Clinical Teaching Practice* is responsible for teaching into the professional experience subjects of the Master of Teaching and supporting Teacher Candidates on-site and remotely during their supervised teaching practice across a range of Victorian placement settings.

The Tutor will make effective contributions to teaching and learning and pastoral support. The Tutor will work closely with key stakeholders including Mentor Teachers and Student Teacher Coordinators in partner placement settings (schools and early learning providers), and University colleagues across the full suite of subjects for the relevant program stream/s across the two-year graduate entry professional teaching qualification.

The Tutor conducts and moderates the assessments, observes and provides feedback to Teacher Candidates, and supports their professional learning and development through the delivery of seminars and evaluation and reporting processes, in line with the theoretical underpinnings of the clinical teaching model. Tutors play a key role in supporting Mentor Teachers to be responsive to the needs of Teacher Candidates during placements.

As an established teacher educator and/or practitioner, the Tutor will deliver high quality and sustainable learning and teaching practices in a range of areas relevant to the professional experience curriculum and the Australian Professional Standards for Teaching. Specifically, the Tutor will demonstrate expert content and pedagogical knowledge and highly effective classroom teaching and mentoring in clinical teaching practice.

The Tutor will work as part of a team of Tutors, and within each assigned subject will support an allocated cluster of Teacher Candidates under the direction of the Subject Coordinator/s. Within each stream, Tutors will report to the University's academic Subject Coordinator/s, who work under the guidance of the *Curriculum and Research Leader – Work Integrated Learning*. The Tutor collaborates with Placement Team and Partnerships staff to ensure high quality delivery of professional experience and continuous improvement. See Attachment A for a summary of roles associated with professional experience.

1. Key Responsibilities

The Tutor is responsible for the supervision of Teacher Candidates undertaking Clinical Teaching Practice subject/s and support for their development to link theory with practical application. Tutors supervise an allocated number of Teacher Candidates ensuring compliance with subject policies and procedures in collaboration with the Subject Coordinator/s and the Placement Team. The actual number of Teacher Candidates allocated to Tutors will be informed by placement patterns, specific needs of the cohort and travel implications.

1.1 TEACHING INSTRUCTION AND PERFORMANCE ASSESSMENT

- ▶ Deliver one face to face seminar and two online seminars, in collaboration with the Subject Coordinator.
- ▶ Observe each Teacher Candidate's teaching for the allocated subject and provide feedback on teaching. Tutors are expected to undertake one face to face observation and feedback session, plus one online / telephone session for each student enrolled in the subject. Additional observations and feedback sessions will be determined by the Subject Coordinator.
- ▶ Conduct all subject assessments in consultation with Mentor Teachers and undertake marking and moderation of assessment (with the Subject Coordinator) to ensure consistent and equitable assessment outcomes for all Teacher Candidates.
- ▶ Monitor academic/teaching progress and support the Subject Coordinator/s to manage performance reviews, placement terminations and processes associated with unsatisfactory progress, as required.

1.2 RELATIONSHIP BUILDING AND PARTNERSHIPS

- ▶ Support Mentors Teachers to provide quality placement experiences for all Teacher Candidates through induction processes, provision of information and advice, and promotion of the MGSE Partner Hub, an online professional learning resource.
- ▶ Support and collaborate with Mentor Teachers regarding observations of teaching, provision of feedback, and assessment of teaching performance.
- ▶ Support MGSE Placement Team and Partnerships Manager to facilitate and sustain effective collaborative relationships and partnerships with Student Teacher Coordinators and Mentor Teachers.

1.3 ESSENTIAL ADMINISTRATIVE DUTIES

- ▶ Attend meetings as required - team meetings, induction and professional learning and development sessions, and semester preparation days for Teacher Candidates.
- ▶ Ensure that Mentor Teachers submit timely assessment reports to facilitate assessment and results processes, and complete and submit assessment to the Subject Coordinator.
- ▶ As required, support the process for obtaining permission and consent from schools/centres, and parents/guardians to ensure the use of video and audio technology to record Teacher Candidates' teaching performance.

2. Selection Criteria

2.1 ESSENTIAL

- ▶ A Masters degree in Teaching and/or equivalent teacher professional experience in a school/early childhood education centre / setting.
- ▶ Understanding of the clinical teaching theoretical underpinning of the Master of Teaching program, in particular, an evidence-based, interventionist and individualised approach to learning and teaching.
- ▶ Experience in mentoring pre-service teachers in schools/early childhood centres.
- ▶ Excellent organisational and time management skills and high-level communication and interpersonal abilities.
- ▶ Available for the Master of Teaching program on the scheduled days throughout the year (see Course Schedule on the MTeach website, refer to section 6.2 below):
 - Early Childhood and dual Early Childhood & Primary streams: Tuesdays and Wednesdays
 - Primary stream: Mondays and Tuesdays
 - Secondary stream: Thursdays and Fridays.

NB. During the week-long block placement rounds, availability may be required from Monday-Friday.

- ▶ Valid driver's license with access to a vehicle for visiting partnership schools/centres.
- ▶ Valid Working with Children Check.

2.2 DESIRABLE

- ▶ Doctoral degree in Teaching or a discipline area.
- ▶ Victorian Institute of Teaching (VIT) registration.
- ▶ Practising teacher who is actively teaching within a school, or early childhood centre.
- ▶ Demonstrated interest in supporting the ongoing development of the teaching profession.
- ▶ Strong professional network to enhance MGSE's relationship and partnership building strategy.
- ▶ Commitment to ongoing professional learning and development.

3. Special Requirements

- Unrestricted right to work in Australia.
- Any offer of employment may be conditional upon receipt and maintenance of a valid Working with Children Card.
- Extensive travel across metropolitan and regional Victoria is required. Reimbursement for travel can be sought on the provision of a travel log and submission of an electronic claim via the University's Human Resources Information System (Themis). In the case of rural placements accommodation/meals expenses may be reimbursed.
- Due to the timetabling the program Tutors are required to demonstrate a commitment to working across all scheduled placements days to ensure the minimum requirements of

supporting Candidates can be met. With the exception of semester-preparation days held in advance of each placement period, there is no expectation to work during Victorian school holiday periods. Any absence during academic semester time that may impact on the ability to fulfil the key requirements of the role must be approved by the Curriculum and Research Leader – Work Integrated Learning.

4. Equal Opportunity, Diversity and Inclusion

The University is an equal opportunity employer and is committed to providing a workplace free from all forms of unlawful discrimination, harassment, bullying, vilification and victimisation. The University makes decisions on employment, promotion and reward on the basis of merit.

The University is committed to all aspects of equal opportunity, diversity and inclusion in the workplace and to providing all staff, students, contractors, honorary appointees, volunteers and visitors with a safe, respectful and rewarding environment free from all forms of unlawful discrimination, harassment, vilification and victimisation. This commitment is set out in the University's People Strategy 2015-2020 and policies that address diversity and inclusion, equal employment opportunity, discrimination, sexual harassment, bullying and appropriate workplace behaviour. All staff are required to comply with all University policies.

The University values diversity because we recognise that the differences in our people's age, race, ethnicity, culture, gender, nationality, sexual orientation, physical ability and background bring richness to our work environment. Consequently, the People Strategy sets out the strategic aim to drive diversity and inclusion across the University to create an environment where the compounding benefits of a diverse workforce are recognised as vital in our continuous desire to strive for excellence and reach the targets of Growing Esteem.

5. Occupational Health and Safety (OHS)

All staff are required to take reasonable care for their own health and safety and that of other personnel who may be affected by their conduct.

OHS responsibilities applicable to positions are published at:

<http://safety.unimelb.edu.au/people/community/responsibilities-of-personnel>

These include general staff responsibilities and those additional responsibilities that apply for Managers and Supervisors and other Personnel.

6. Other Information

6.1 ORGANISATION UNIT

Melbourne Graduate School of Education

6.2 COURSE INFORMATION

General information – Master of Teaching (all streams):

<https://education.unimelb.edu.au/masterofteaching>

Course schedule – for a detailed summary (classes and placement structure), review the *What will I study?* section of the relevant stream’s webpage via the above link.

Course handbook (includes subject information for *Clinical Teaching Practice* suite):

- Early Childhood – <https://handbook.unimelb.edu.au/2019/courses/mc-teachec>
- Early Childhood and Primary – <https://handbook.unimelb.edu.au/2019/courses/mc-teachep>
- Primary – <https://handbook.unimelb.edu.au/2019/courses/mc-teachpr>
- Secondary – <https://handbook.unimelb.edu.au/2019/courses/mc-teachsa>
- Internship – <https://handbook.unimelb.edu.au/2019/courses/mc-teachsi>

See Attachment A for a summary of key roles involved in MGSE professional experience.

6.3 BUDGET DIVISION

Our Vision:

Together we equip people to address the major educational challenges of our times.

Our values:

Respect, Integrity, Curiosity, Fairness and Transparency

Our Mission

The Melbourne Graduate School of Education fosters staff productivity, growth and engagement in a collective effort to enrich the contribution that education makes to society.

- We conduct research and teaching that leads to the transformation of education practice both within and beyond the profession.
- We stimulate learning that enriches the potential of students from around the world, enabling meaningful careers and profound contributions to communities.
- We provide research leadership, setting the direction for high impact, innovative and responsive research that addresses the pressing issues of our times.
- We lead purposeful engagement with society, sharing our resources and expertise as part of collaborative efforts to build a resilient, equitable and sustainable future.

The Melbourne Graduate School of Education (MGSE) is Australia’s number 1 and among the world’s finest for Education (QS World Rankings by Subject).

MGSE is a hub of high impact research and teaching. Home to a number of internationally recognised experts, we are at the cutting edge of teaching and research in our field.

Part of the University of Melbourne’s Parkville campus, we are based at 234 Queensberry Street and 100 Leicester Street. Our buildings are designed specifically for graduate education students, offering a range of contemporary learning and social spaces.

Our flagship Master of Teaching is based on a clinical approach to teaching and is a significant shift away from traditional approaches to teacher education. We also offer a range of professional development and higher degree research courses for people working in education and related professions. A large number of significant research projects are based here, and we work closely with local, national and international partners on a wide range of projects across education and related disciplines.

For more information about us, visit: <https://education.unimelb.edu.au/>

6.4 THE UNIVERSITY OF MELBOURNE

Established in 1853, the University of Melbourne is a leading international university with a tradition of excellence in teaching and research. The main campus in Parkville is recognised as the hub of Australia's premier knowledge precinct comprising eight hospitals, many leading research institutes and a wide-range of knowledge-based industries. With outstanding performance in international rankings, the University is at the forefront of higher education in the Asia-Pacific region and the world.

The University employs people of outstanding calibre and offers a unique environment where staff are valued and rewarded.

Further information about working at The University of Melbourne is available at <http://about.unimelb.edu.au/careers>.

6.5 GROWING ESTEEM, THE MELBOURNE CURRICULUM AND RESEARCH AT MELBOURNE: ENSURING EXCELLENCE AND IMPACT TO 2025

Growing Esteem describes Melbourne's strategy to achieve its aspiration to be a public-spirited and internationally-engaged institution, highly regarded for making distinctive contributions to society in research and research training, learning and teaching, and engagement. <http://about.unimelb.edu.au/strategy-and-leadership>

The University is at the forefront of Australia's changing higher education system and offers a distinctive model of education known collectively as the Melbourne Curriculum. The new educational model, designed for an outstanding experience for all students, is based on six broad undergraduate programs followed by a graduate professional degree, research higher degree or entry directly into employment. The emphasis on academic breadth as well as disciplinary depth in the new degrees ensures that graduates will have the capacity to succeed in a world where knowledge boundaries are shifting and reforming to create new frontiers and challenges. In moving to the new model, the University is also aligning itself with the best of emerging European and Asian practice and well-established North American traditions.

The University's global aspirations seek to make significant contributions to major social, economic and environmental challenges. Accordingly, the University's research strategy *Research at Melbourne: Ensuring Excellence and Impact to 2025* aspires to a significant advancement in the excellence and impact of its research outputs. <http://research.unimelb.edu.au/our-research/research-at-melbourne>

The strategy recognises that as a public-spirited, research-intensive institution of the future, the University must strive to make a tangible impact in Australia and the world, working across disciplinary and sectoral boundaries and building deeper and more substantive engagement with industry, collaborators and partners. While cultivating the fundamental enabling disciplines through investigator-driven research, the University has adopted three grand challenges aspiring to solve some of the most difficult problems facing our world in the next century. These Grand Challenges include:

- ▶ Understanding our place and purpose – The place and purpose grand challenge centres on understanding all aspects of our national identity, with a focus on Australia's 'place' in the Asia-Pacific region and the world, and on our 'purpose' or mission to improve all dimensions of the human condition through our research.

- ▶ Fostering health and wellbeing – The health and wellbeing grand challenge focuses on building the scale and breadth of our capabilities in population and global health; on harnessing our contribution to the ‘convergence revolution’ of biomedical and health research, bringing together the life sciences, engineering and the physical sciences; and on addressing the physical, mental and social aspects of wellbeing by looking beyond the traditional boundaries of biomedicine.
- ▶ Supporting sustainability and resilience – The sustainability and resilience grand challenge addresses the critical issues of climate change, water and food security, sustainable energy and designing resilient cities and regions. In addition to the technical aspects, this grand challenge considers the physical and social functioning of cities, connecting physical phenomena with lessons from our past, and the implications of the technical solutions for economies, living patterns and behaviours.

Essential to tackling these challenges, an outstanding faculty, high performing students, wide collaboration including internationally and deep partnerships with external parties form central components of Research at Melbourne: Ensuring Excellence and Impact to 2025.

6.6 GOVERNANCE

The Vice Chancellor is the Chief Executive Officer of the University and responsible to Council for the good management of the University.

Comprehensive information about the University of Melbourne and its governance structure is available at <http://www.unimelb.edu.au/governance>