

# Master Teacher

## Position Description

<b>Position Title</b>	Master Teacher				
<b>Group</b>	Victorian Academy of Teaching and Leadership				
<b>Division</b>	Teaching Excellence				
<b>Job Family</b>	Executive Class				
<b>Classification</b>	Executive Class	<b>Employment Status</b>	Fixed term, full-time	<b>FTE</b>	1.0
<b>Salary Range</b>	Base of Executive Class				
<b>Position reports to</b>	Principal In Residence				
<b>Location</b>	North Melbourne / CBD (some travel to regional sites may be required)				
<b>Position Contact</b>	Justine Mackey, Principal In Residence, 0417 810 693 justine.mackey@education.vic.gov.au				

## About the Department

The Department leads the delivery of education and development services to children, young people and adults both directly through government schools and indirectly through the regulation and funding of early childhood services, non-government schools and training programs.

The role of the Department of Education and Training is to support Victorians to build prosperous, socially engaged, happy and healthy lives. It does this by supporting lifelong learning and healthy development, strengthening families and helping to equip people with the skills and knowledge for a 21st century economy and society.

Staff work in a diverse range of roles across the Department. The Department recognises that its people are its greatest asset, and having the right people and culture are integral to fulfilling our goals. The Department strives to be an organisation that respects the skills and contribution of its people, and values innovation and collaboration.

The Department also works in conjunction with the following statutory bodies: Adult, Community and Further Education Board; Children's Services Coordination Board; Disciplinary Appeals Boards; Victorian Children's Council; and Victorian Institute of Teaching.

Further information about DET is available at [www.education.vic.gov.au](http://www.education.vic.gov.au).

## ORGANISATIONAL VALUES

### Victorian Public Sector Values

DET employees commit to the public sector values as outlined in Section 7 of the Public Administration Act 2004, DET has adopted these values more information: <http://www.education.vic.gov.au/Public-Sector-Values.aspx>



## Role Context

### Victorian Academy of Teaching and Leadership

In 2021, the Victorian government announced the creation of a new statutory authority: [the Victorian Academy of Teaching and Leadership](#). The Academy commenced operations in January 2022 and delivers targeted, evidence-based professional learning for government school leaders and for high-performing teachers from government, Catholic and independent schools across Victoria.

The Academy is based in a purpose-designed CBD site, in existing facilities in North Melbourne and will also be based at 7 Academy regional sites (Bairnsdale, Ballarat, Bendigo, Geelong, Mildura, Moe and Shepparton). This will ensure that rural and regional teachers are able to access high-quality professional development regardless of their location.

The provision of professional learning for Victoria's highly skilled teachers builds on and incorporates the work of the former Bastow Institute of Educational Leadership, providing an unprecedented state-wide opportunity for teaching excellence and for benefits to every school, classroom and student.

The legislated objectives of the Academy are:

- to improve outcomes for school students through the provision of specialised teaching and leadership excellence programs for exceptional teachers and school leaders;
- to increase equity of access to professional learning to lift the quality of teaching across Victoria;
- to provide a dedicated pathway for established exceptional teachers to contribute to school and system improvement;
- to improve the quality of school leadership; and
- to raise public awareness of the capability and status of school leaders and teachers in the science and practice of teaching.

The functions of the Academy are to:

- Design and deliver specialised cross-sectoral teaching programs and educational leadership programs for school leaders, informed by the expertise of its Board and in partnership with leading experts, tertiary institutions and other key stakeholders
- Provide expert, cross-sector advice to the Minister and the Department on matters relating to educational leadership, teaching and professional practice, and the impact of professional learning on student outcomes to inform broader school education policy and programs
- Develop and publish research, guidance, resources and materials for use by other providers of professional learning to influence the quality of market-delivered programs and support schools to make evidence-informed choices
- Monitor and evaluate the effectiveness and impact of the Academy's professional learning programs on practice and student outcomes to inform continuous review and adaptation of program design and delivery, and to inform expert advice to the Minister and the Department
- Partner and collaborate with relevant organisations including schools, tertiary institutions, community organisations, professional associations and other providers to identify the needs of the profession, support the delivery of services and enhance the impact of its programs
- Influence and advocate for evidence-informed teaching and leadership practice to promote and instil public trust and confidence in the profession and all Victorian schools, and support efforts to attract a more diverse and highly skilled workforce to meet the educational needs of Victoria's communities and the future Victorian economy.

Governance of the Academy is through a joint reporting relationship to the Department of Education Secretary and to an independent Board. The Board represents a balance of educational and corporate expertise, and cross-

school sector and community interests. The Board has both advisory and decision-making responsibilities and is directly accountable to the Minister of Education for the performance of the Academy's functions.

## Role Purpose

The Teaching Excellence Division designs and delivers the in-house Teaching Excellence Program (TEP) – an Australian-first cross-sectoral (government, Catholic and Independent schools) professional learning program to teachers – empowering them to deliver better outcomes for students. The Division includes experts in policy and program management and a significant number of temporary teaching service staff to support 'in-house' delivery of the program.

This Division works closely with the Academy Services Division for seamless participant support and customer service, the Business Services Division for efficient learning space and technology management and coordinates state-wide program delivery with the Regional Division. It will also support Academy Alumni and Fellowships.

The Master Teachers are teachers-in-residence who support and facilitate the curriculum design, consultation and provision of professional learning for the TEP. The professional learning is targeted to highly-skilled teachers in Victoria. The role offers an opportunity for highly-skilled practitioners to co-design, collaborate and leverage expertise within and across disciplines.

Working within a Divisional team, Master Teachers support the Teaching Excellence Division to facilitate, co-design, and continuously improve the TEP and contribute to meeting the Academy's objectives. Collectively, the Division leads the strategic direction and ongoing iteration of the TEP and the Fellowship program for highly-skilled teachers across government, Catholic and Independent schools.

This position is suited to Classroom Teachers, Learning Specialists, Leading Teachers and Principal Class officers who have demonstrated successes in schools in relation to discipline-based pedagogy expertise, evidence-informed pedagogical practices and experience in achieving student learning growth. This position will attract candidates who are:

- recognised as a teaching expert in their discipline area
- leaders in curriculum and professional learning design
- experienced in developing and providing high-quality, evidence-informed, continuous professional learning
- highly skilled and experienced at leading and contributing to collaborative, high-performing teams in a range of settings
- highly experienced at critical reflection, solving authentic problems of practice using continuous learning improvement cycles
- committed to sharing their expertise with excellent teachers who share a passion for exemplary teaching and the provision of excellence in professional learning
- able to thrive in a context of uncertainty and change.

This role involves:

- deep understanding of evidence-informed, high-quality knowledge and pedagogical practices in at least one discipline area across a range of school contexts
- knowledge and skills to read, analyse, evaluate, and apply a range of data sources to improving teaching and learning in different school contexts
- applying key knowledge, skills and dispositions in discipline area-focused and responsive pedagogy professional learning, design and provision
- collaborative co-design of discipline-based, evidence-informed professional learning activities across sectors and discipline groups in collaboration with the broader Division team and external partners

- developing and enhancing professional relationships with TEP participants to enhance and sustain their learning experiences
- the ability to collaborate with an array of stakeholders, including Academy teams, teaching and subject-matter experts, participants, professional associations, and cross-sectoral partners
- building and sustaining professional learning networks and supporting participants to complete practitioner inquiry portfolios to capture evidence of their TEP learning experiences
- facilitate aspects of the TEP learning program in collaboration with other expert presenters and partners
- engage with key stakeholders, including through visits to schools.

The role will be suited to discipline and pedagogical expert practitioners with deep knowledge and skills in one or more of the following disciplines:

- The Arts
- English
- Health, Physical Education
- Humanities
- Languages
- Mathematics
- Science
- Technologies

Appointment to these positions provides an opportunity to enrich your own and participants' teaching expertise in the discipline, professional practice leadership, and will further enhance your school improvement expertise.

### Key accountabilities

Accountabilities	Key Activities
Team effectiveness	<ul style="list-style-type: none"> <li>• Contribute to excellent team dynamics by modelling Victorian Public Sector values and behaviours</li> <li>• Encourage and motivate all team members to achieve and sustain high standards of performance</li> <li>• Enhance and improve team processes by providing expert leadership and embedding collaborative practices</li> <li>• Lead and model constructive formal and informal feedback in all learning and operational activities</li> </ul>
Strategy and service delivery development	<ul style="list-style-type: none"> <li>• Collaborate, co-design, and facilitate aspects of the specialised TEP</li> <li>• Support the development and delivery of the Academy priorities across the government, Catholic and Independent sectors</li> <li>• Support the Director and managers in the Teaching Excellence Division to develop and implement professional learning operating models that support central and regional provision Take personal responsibility for identifying, managing, mitigating and escalating issues and risks effectively, including quality assurance and compliance risks.</li> </ul>
Facilitating and maintaining effective relationships	<ul style="list-style-type: none"> <li>• Collaboratively foster and facilitate effective internal and external relationships with Academy colleagues, government agencies, professional associations, industry and education sector partnerships, and community groups to iterate the design and provision of TEP</li> <li>• Contribute to cross-agency and sector collaboration, providing the 'practitioner voice' in building and sustaining professional and personal relationships</li> </ul>

	<ul style="list-style-type: none"> <li>Support and foster teaching excellence improvement across sectors through the communication of information, and proactive advocacy for enhancing professional learning, teaching and student outcomes and achievement</li> </ul>
Discipline Area: Co-design and development of discipline specific teaching and learning programs for teachers	<ul style="list-style-type: none"> <li>Contribute to the co-design, planning and implementation of TEP and the Academy</li> <li>Co-design and develop high-quality professional learning activities within the TEP in a specialist teaching area, enabling participating teachers to learn and apply exceptional teaching and learning classroom practices</li> <li>Collaboratively manage relationships with internal and external stakeholders to refine curriculum design. This includes co-design with Academy colleagues, sectors, universities, and organisations across the state.</li> <li>Work effectively as a member of the Teaching Excellence Division and multi-disciplinary teams to provide and harness, model and promote expert advice in relation to learning areas and pedagogy that leads, shapes and improves the TEP.</li> <li>Disciplines include: <ul style="list-style-type: none"> <li>The Arts</li> <li>English</li> <li>Health, Physical Education</li> <li>Humanities</li> <li>Languages</li> <li>Mathematics</li> <li>Science</li> <li>Technologies</li> </ul> </li> </ul>
Relationship Management	<ul style="list-style-type: none"> <li>Collaboratively foster and facilitate effective relationships within TEP participants to provide a high-quality professional learning experience</li> <li>Collaboratively foster and facilitate effective internal and external relationships with Academy, Department and Regional colleagues, Learning Area professional associations, and community groups to improve the design and provision of TEP</li> </ul>
Knowledge and capability development	<ul style="list-style-type: none"> <li>Model and promote high-quality, evidence-informed teaching and learning practices by building participants' and colleagues' capabilities and knowledge of discipline-specific knowledge, learning communities practitioner inquiry, and responsive pedagogies</li> <li>Co-design and facilitate high-quality professional learning activities and tools specific to a discipline</li> <li>Create, share, use and manage learning area and pedagogical knowledge related to TEP activities in a discipline</li> </ul>

### Required Capabilities

Knowledge and Skill	Capability Description
Educational Leadership	<ul style="list-style-type: none"> <li>Demonstrates outstanding capacity for visionary and exemplary educational leadership of a school or college.</li> <li>Has highly developed skills in leading and managing change including the leadership of others in the process of change.</li> </ul>
Resource, managerial and administrative ability	<ul style="list-style-type: none"> <li>Has outstanding financial, organisational and resource management skills</li> </ul>



Planning, policy and program development and review	<ul style="list-style-type: none"> <li>Models exemplary values appropriate to the facilitation and co-design of professional learning programs with a demonstrated capacity to achieve high quality outcomes for participants and students</li> <li>Demonstrates the ability to implement Department policies to a high level</li> <li>Has a deep understanding of, and experience in using of learning technologies to improve teaching and learning quality.</li> </ul>
Leadership	<ul style="list-style-type: none"> <li>Models a highly developed capacity to motivate staff, develop their talents and build effective teams</li> <li>Presents a clear capacity to foster learning environments that takes account of the individual needs of learners and helps them to develop their teaching abilities and talents.</li> </ul>
Interpersonal and communication skills	<ul style="list-style-type: none"> <li>Demonstrates highly developed interpersonal and communication skills in individual, small group and community contexts</li> <li>Demonstrates exemplary values pertaining to personal qualities of objectivity, sensitivity and integrity</li> <li>Has a proven ability to work with a range of education stakeholders and the community to improve the quality of teaching and raise the status of teaching</li> </ul>
Influence and Negotiation	<ul style="list-style-type: none"> <li>Builds support for TEP-related ideas to ensure buy-in and ownership of learning with TEP participants and the broader Teaching Excellence Division and Academy teams, education stakeholders, and professional learning providers</li> </ul>
Stakeholder Management	<ul style="list-style-type: none"> <li>Fosters innovative solutions and approaches to resolve TEP participant issues</li> <li>Identifies and manages a range of complex and often competing needs</li> <li>Identifies issues in common for various stakeholders and builds mutually beneficial partnerships to resolve these issues</li> <li>Understands, promotes, identifies, and responds to the different needs of stakeholders to facilitate cross-disciplinary alignment with other professional learning and teaching programs and organisations to ensure essential outcomes are achieved</li> </ul>
Problem Solving	<ul style="list-style-type: none"> <li>Analyses TEP issues from different perspectives and uses reliable evidence to solve problems</li> <li>Consults with the broader Teaching Excellence Division team to identify and propose workable solutions to problems</li> <li>In consultation with the Teaching Excellence Division stakeholders, implements solutions, evaluates effectiveness and adjusts actions as required</li> </ul>
Specialist Expertise for Program Development	<ul style="list-style-type: none"> <li>Demonstrates knowledge and experience in facilitating and leading high-quality, evidence-informed continuous professional learning</li> <li>Demonstrates knowledge of excellence in teaching and learning including deep, evidence-informed learning area knowledge and curriculum, pedagogy, instructional practices and assessment.</li> <li>Has extensive experience in leading teams of teachers and school improvement initiatives to support and illustrate the learning progress of all students in a discipline area.</li> </ul>
Relationship Building	<ul style="list-style-type: none"> <li>Establishes and maintains effective relationships with participants and colleagues from the Teaching Excellence Division, broader Academy teams, and key stakeholders</li> <li>Builds trust by modelling and sustaining integrity with consistent and respectful actions, values and communication</li> <li>Promotes harmony and consensus among TEP participants and with colleagues through diplomatic handling of disagreements</li> <li>Identifies potential issues and setbacks and maintains awareness of the broader political, organisational, and demographic contexts in which we operate</li> </ul>

## QUALIFICATIONS

- Essential : Bachelor's degree in Education
- Desirable: Relevant Qualification in curriculum & assessment specialist expertise

## KEY SELECTION CRITERIA

- Demonstrated educational Leadership
- Demonstrated resource, Managerial and Administrative ability
- Demonstrated experience of Planning, policy and program development and review
- Demonstrated leadership of staff
- Demonstrated interpersonal and communication skills

### EEO AND OHS Commitment

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.

### 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/chilsafestandards.aspx>

### VIT / LANTITE

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.