

INFORMATION FOR APPLICANTS

Classroom Teacher – Hindi – Fixed Term

Start Date: 28 January 2025

End Date: 26 January 2026

Time Fraction: 1.0

Closing Date: 12 November 2024

Job number: 1447865

Instructions

Applicants are free to structure applications in any manner they choose; however, they must include the following:

- That you address the Selection Criteria and attach a brief work history, including the names and contact details (email address and phone number) of three professional referees.
- Applications must be lodged on [Recruitment Online](#) by the closing date.

Selection Criteria

SC1 Demonstrated knowledge of the relevant curriculum, including the ability to incorporate the teaching of literacy and numeracy skills. Demonstrated experience in responding to student learning needs.

SC2 Demonstrated experience in planning for and implementing high impact teaching strategies, guided by how students learn, and evaluating the impact of learning and teaching programs on student learning growth.

SC3 Demonstrated experience in monitoring and assessing student learning. Demonstrated experience in using data to inform teaching practice and providing feedback on student learning growth and achievement to students and parents.

SC4 Demonstrated interpersonal and communication skills. Demonstrated experience in establishing and maintaining collaborative relationships with students, parents, colleagues and the broader school community to support student learning, agency, wellbeing and engagement.

SC5 Demonstrated behaviours and attitudes consistent with Department values. Demonstrated experience in reflecting upon practice and engaging in professional learning to continually improve the quality of teaching.

Further Information

For more details regarding this position please contact Sharni Mullin, HR Manager on 9407 9709 or at sharni.mullin@education.vic.gov.au

LANGUAGES METHODOLOGY COURSE

OVERVIEW OF PROFESSIONAL LEARNING PROGRAM

The Languages Methodology Course is structured around a blend of synchronous and asynchronous learning, with significant emphasis on face-to-face interactions during critical phases of the course.

The course will be run in a hybrid mode combining online synchronous learning, asynchronous self-directed learning, and on-campus in-person learning.

The course provides learning materials and activities specifically designed to enable these teachers to become system leaders who can mentor other teachers of these languages and assessments that have the additional utility as shared teaching resources.

DELIVERY MODE AND DURATION

- 8 weeks of synchronous and asynchronous learning in each term (Term 4, 2024 and Term 1, 2025) - total 16 weeks
- Each of these 16 weeks contains 10.5 hours of learning organised as:
 - 2 hours of pre-class asynchronous learning
 - 2.5 hours of synchronous online learning (via Zoom or similar platform)
 - 6 hours of post class self-directed learning using the supplied resources, and activities that build and extend the learning
- There will be 4 days of on-campus learning. Each day lasts 6.5 hours (total 26 hours).
- The final week in Term 2, 2025 will have one 6-hour day of on campus learning for participants to share their assignment via presentations of teaching resources, units of work and designed learning activities.

TIMELINE

	Dates	Type of learning
Term 4, 2024	Weeks 2 to 5 (hours shown are per week)	2 hours pre-class asynchronous learning 2.5 hours synchronous online class 6 hours self-directed learning
	Week 6	Mid-term break (2 full days)
	Week 7 to 10	2 hours pre-class asynchronous learning 2.5 hours synchronous online class 6 hours self-directed learning
Term 1, 2025	Week 2	On-campus Classes 4 x 6.5 hour days of on campus classes (2 days per week) Including guest speakers Catering will be provided for morning tea, lunch and afternoon tea
	Week 3-6	2 hours pre-class asynchronous learning 2.5 hours synchronous online class 6 hours self-directed learning

	Week 7 to 10	2 hours pre-class asynchronous learning 2.5 hours synchronous online class 6 hours self-directed learning
Term 2, 2025	Week 2	On-campus classes for assignment/presentation Catering will be provided for morning tea, lunch and afternoon tea

In total, the course requires 200 hours of participation across the three modes of asynchronous, synchronous online, and in-person learning. This is equivalent to the requirements of the two compulsory language specialisation units pre-service teachers undertake.

COURSE CONTENTS

There are four topics each term (1 per fortnight).

1. Introduction - becoming a languages teacher
2. Language teaching pedagogy
3. Interpretive communication
4. Presentational & interpersonal communication
5. Fundamentals of language assessment
6. Diversity in language programs & student diversity and differentiation in the language classroom
7. digital technologies and resourcing the languages program
8. languages in the senior years & designing and evaluating language programs

The on-campus classes between terms will revisit the previous topics and allow participants to make practical use of their learning in activities such as micro-teaching, discussions and guest speaker presentations and Q & A sessions.

FINAL ON-CAMPUS LEARNING (WEEK AFTER THE END OF TERM 1, 2025)

- Present assessment two products (units of work) and discuss materials generated through the assignment tasks
- Revisit material covered in previous 16 weeks

ON-CAMPUS CLASSES

The first four days of on-campus classes to be held at our Clayton campus, include guest speaker sessions in which experienced languages teachers and leaders of languages programs in school will share their knowledge and experience with the participants in presentations and Q & A sessions.

All five days of on-campus classes include catered morning tea, lunch and afternoon tea.

ASSESSMENT TASKS

These three suggested assessment tasks can be modified as required. Each participant will receive detail written and verbal feedback on assessment tasks two and three with suggestions for modifications to make them suitable for use in future teaching. Moderation and feedback of assessment task one will be provided throughout the course.

ASSESSMENT TASK ONE: COMMUNITY OF PRACTICE FORUM POSTS – 20% of total mark

These forum posts will cultivate a community of practice among participants, enabling them to share insights, challenge each other's perspectives, and collaboratively refine their teaching methodologies through continuous dialogue and feedback.

Objective: Promote a community of practice through the sharing and engagement with reflections on practice shared in an online forum.

ASSESSMENT TASK TWO: DEMONSTRATION LESSON - 30% of total mark

This task gives participants experience in integrating theoretical knowledge about language teaching with practical application, enhancing their teaching repertoire and reflective practice.

Objective: To plan and deliver a lesson in Hindi or Punjabi that demonstrates effective language teaching strategies, engages students, and incorporates the Victorian curriculum's requirements.

ASSESSMENT TASK THREE: CLIL UNIT OF WORK OR A VCE UNIT OF WORK - 50% of total mark

This task encourages participants to apply Content and Language Integrated Learning (CLIL) methodologies to design engaging and educational content that fosters both subject knowledge and language acquisition.

Objective: Design a unit of work that integrates content from a non-language subject with Hindi or Punjabi language learning, applying the principles of CLIL and the principles of scaffolded and cognitively demanding instruction.