

## ADVERTISEMENT CURRICULUM DEVELOPMENT CONSULTANT

**Employment Type:** Full Time (contract role, ending 31 December 2017)

**Location:** Melbourne (Flinders Lane)

- Flexible work practices (choice of where and when to work), enabling achievement of outcomes
- Passionate, professional and ambitious team, working together to close the education gap

### About Teach For Australia

At age 15, students from low socioeconomic backgrounds are on average almost three years behind their counterparts from high socioeconomic backgrounds. Teach For Australia's vision is of an Australia where *all* children, regardless of background, attain an excellent education.

We work towards this vision by recruiting highly competent individuals from diverse academic backgrounds and train and develop them to become exceptional teachers and inspirational leaders that meet the needs of schools in low socioeconomic communities and the broader education system.

### About the Team

The Teaching & Leadership function is responsible for the oversight of curriculum development, coaching & support of Associates, mentor training, and the university partnership.

### About the Position

Through high quality design of curriculum and training sessions that build expertise in teaching and leadership, this role will ensure that Teach For Australia is effectively providing content that integrates, complements, and meets the standards of its university partner. The Curriculum Development Manager leads the design of specific learning modules that are part of Teach For Australia's jointly planned and delivered MTeach with its university partner. They will also take the lead in adapting existing content, and as required, creating new content that will be taught to Teach for Australia participants in our national residential as well as regionally delivered professional learning within specific learning modules.

### About You

You are passionate about teaching, helping new teachers build their efficacy, and improving equity in educational outcomes for all students. You must have a solid base of personal experience effectively teaching in the classroom, as well as experience in designing and delivering "units" or larger-scale curriculum to pre-service or early-career teachers. You can identify and teach others in the key practical skills that drive effective teaching. You may be experienced in designing or delivering within teacher education programs, and may have prior knowledge or experience working with the Teach For Australia program or similar organisations.

### How to Apply

For an opportunity to take your place in this life-changing organisation, [apply here](#), by midnight on Wednesday 19<sup>th</sup> July 2017.

Enquiries can be directed to Michael Witter at [michael.witter@teachforaustralia.org](mailto:michael.witter@teachforaustralia.org) or 0434 429 823.

# POSITION DESCRIPTION

## CURRICULUM DEVELOPMENT CONSULTANT

<b>Department:</b>	Teacher Education	<b>Employment type:</b>	Full Time
<b>Reports to:</b>	Teaching & Leadership Director	<b>Financial accountability:</b>	\$NIL
<b>Reports:</b>	0 first level (direct) 0 second level (indirect)	<b>Location:</b>	Melbourne

### Role Purpose

Through high quality design of curriculum and training sessions that build expertise in teaching and leadership, this role will ensure that Teach For Australia is effectively providing content that integrates, complements, and meets the standards of its university partner. The Curriculum Development Manager leads the design of specific learning modules that are part of Teach For Australia's jointly planned and delivered MTeach with its university partner. They will also take the lead in adapting existing content, and as required, creating new content that will be taught to Teach for Australia participants in our national residential as well as regionally delivered professional learning within specific learning modules.

### Qualifications and Experience

#### Essential

- At least a bachelor's degree in a relevant discipline
- Teaching experience in a disadvantaged classroom context
- Experience designing and delivering an extended curriculum and/or professional learning for teacher education students or early career teachers, particularly focused around effective teaching practice (planning, instruction, assessment, etc.)

#### Desirable

- Prior experience designing and delivering within teacher education programs is preferred.
- Previous experience as staff member of Teach For All partner or strong understanding of TFA program preferred
- Specific qualifications related to tertiary education delivery (e.g. diploma in tertiary education), educational leadership, or professional development
- Project management systems training

### Skills, Attributes and Knowledge

#### Essential

- Ability to design modules (or units) of content that logically and sequentially build on requisite teacher knowledge and skills around broader thematic foci
- Ability to structure and design program sessions to maximise adult learning, working backwards from key program outcomes
- Strong understanding of the requisite knowledge and skills that drive effective teaching, informed by research and real-world applied experience
- Exceptional oral and written skills
- Very strong personal time and task management skills - demonstrated use of organisational tools to manage multiple priorities
- Strong ability to work effectively with others
- Ability to set goals, devise workplans and manage implementation for long-term projects, both for own work and for projects involving many team members

- Proven ability to develop and leverage relationships toward achievement of goals
- Willingness to travel as required to fulfil the duties of the role

### Desirable

- Project management capability
- Ability to design and deliver university level units/subjects within teacher education
- Ability to use online platforms for managing documentation (e.g. google drive, dropbox, etc.)
- Ability to use major applications within Microsoft Office (e.g. Word, Excel, Powerpoint, etc.)
- Basic Salesforce skills for data tracking purposes

## Key Accountabilities

### Primary

- On allocated learning modules, work with university module leads to determine appropriate learning objectives for Associates, as well as responsibility and mode of delivery between TFA and its university partner.
- Complete, and as required, manage others in the design of all session specific materials within learning modules, including session plans, accompanying resources, suggested readings, and sessional evaluation.
- Working with university staff, ensure that TFA's needs are being met in the design and delivery of method area instruction (content pedagogical knowledge) and set parameters around TFA's involvement in supporting Associates' within these modules.
- Train TFA staff facilitators to effectively deliver content within relevant learning modules.
- Serve as a primary course facilitator, delivering sessions within relevant learning modules across the national residential (Initial Intensive), and as required, support regions in the delivery of content within modules.

### Contributory

- Provide advice and support regarding the overarching curriculum for the Teach For Australia Associate program.
- Work with other leadership staff amongst the Teaching and Leadership team to ensure that all elements of the program are effectively integrated and complimentary.
- Support the relationship management of the university partner by building and sustaining strong relationships with a variety of academic staff.

## Our Values

### Empowering Greatness

We see great possibilities and strive to bring them to life. We seek to lead by example and are agents for change in ourselves, in students and in our society. We create empowering learning environments that enable others to excel.

### Collaboration

We strive to build effective, professional relationships within and across sectors. We have a collaborative mindset that opens us to the opportunities and expertise available through partnerships. We work together - within the organisation, with Associates and with partners, to achieve the individual and systemic changes we seek.

### Innovation

We bring energy and creativity to everything we do. We are excited by new ideas and look for new ways to do things that will bring us closer to achieving our goals. We embrace the opportunity to operate outside our comfort zone as a chance to grow and innovate.

### Outcome Driven

We are inspired by ambitious goals and pursue them with determination. We use fact-based data to think critically about problems and solutions. We take personal responsibility for delivering meaningful, measurable impact within timeframes that are challenging and motivating.

### Humility and Learning

We respect and seek to learn from the communities we serve and the people with whom we work. We recognise the limits of our own experience, ask questions and seek diverse perspectives to inform our views. We work with curiosity and resourcefulness, engage in honest self-reflection and look for ways to continuously improve.

### Resilience

We are resilient when faced with obstacles and undaunted by the scale of the change we seek. We rise to the challenge and never forget why we do what we do.

## Approvals

**Written by:** M. Witter  
**Approved by:** K.Rougos  
**Evaluated by:** F. Lymer  
**Job Grade level:** Senior Manager

**Date:** 7 July 2017  
**Date:** 7 July 2017  
**Date:** 7 July 2017  
**Review date:** 7 July 2017