MELBOURNE
INSTITUTE OF TECHNOLOGY
PRACTICAL EXCELLENCE

POSITION DESCRIPTION-SCHEDULE A

POSITION DESCRIPTION DOCUMENT PURPOSE

The purpose of this position description document is to provide you with a clear understanding of your role, and how that role fits within Melbourne Institute of Technology (MIT) as an organisation.

This document provides an outline of your key areas of accountability and desired outcomes from satisfactory performance of the role. It does not provide an exhaustive list of tasks and activities that are required to be performed in order to fulfil the role.

POSITION DETAILS

Position Title:	ELICOS Teacher
School / Division:	MIT English Language Centre
Campus:	Sydney (On-site, face to face)
Employment type:	Casual
Reports to:	Academic Manager

ROLE

As a ELICOS Teacher at MIT teaching General English and English for Academic Purposes – your responsibilities will include:

- Delivering ELICOS courses to students from a range of backgrounds
- Delivering onsite at MIT's Sydney CBD campus (face to face teaching)
- Monitor, evaluate and assess student English language progression and successful course completion
- Contribute to the development of curricula and learning and assessment resources

MIT VISION AND GOALS

MIT: A proud history, a confident future

Founded in 1996, Melbourne Institute of Technology (MIT) has provided outstanding, employment-focused degrees in Business and ICT for almost 30 years.

MIT grew to over 4,000 students prior to the onset of the Covid-19 pandemic. Like all higher education institutions, MIT was impacted by the closure of international borders triggered by the pandemic.

Since the reopening of international borders, confidence has returned to the international student market. MIT's high-quality student programs and organisational agility will enable it to renew its growth trajectory, achieve University College status, and lay the foundations for the next decade of success.

Vision

MIT aspires to be one of the leading providers of industry-engaged, employment-focused higher education programs, equipping students with the knowledge, skills, and opportunities to build successful careers.

Mission

MIT inspires students and helps them create their future through employment-focused educational programs. These are developed and delivered in collaboration with industry, and underpinned by excellence in learning and teaching, scholarship and research.

Values

- Excellence;
- Integrity;
- Accountability
- Transformational Change, and
- Agility

MIT's overarching goals are to:

- Become one of the top 20 higher education institutes in Australia for high-quality student experiences and learning outcomes
- Attain Self-Accrediting Authority status during 2023
- Progress towards achieving University College status by2027
- Capitalise on the reopening of international borders to rebuild student numbers: achieve pre-pandemic EFTSL levels by 2025 and 5-10% growth per annum thereafter
- Achieve student satisfaction and graduate employment outcomes equal to or above industry averages in all courses
- Be renowned for excellence in industry-engaged learning with all students engaging with industry as part of their course
- Continue to deliver outstanding, student-centric support services
- Be recognised as a high-performing employer of choice

MIT ORGANISATIONAL STRUCTURE

MIT business model comprises four (4) key focus areas of Academia, Finance, Marketing and Operations. Our organisational structure is designed to ensure each of these areas is fully resourced. A copy of our organisation chart, depicting lines of authority and accountability, is available to staff.

Our Senior Management Team is responsible for the development of our strategic plan and effective implementation of strategies across all business areas. It comprises our:

- Chief Executive Officer,
- Managing Director,
- Group General Manager & Human Resources Director pro tem; and
- Executive Dean

RESPONSIBILITIES

To effectively discharge your responsibilities you will require an understanding of the challenges facing international students preparing for tertiary study as well as an ability to generate appropriate lessons. This includes: preparing and conducting classes, administering and assessing tests & assignments, contributing to at least one file lesson per week, maintaining accurate attendance records, student counseling, other duties related to teaching and class administration as required.

Reports to the Academic Manager.

The responsibility incorporates the areas as set out below:

Area	Outcomes
Teaching/Delivery of lessons	- Conduct lessons - Ensure marking of assessments in a professional and timely manner - Communicate regularly with the Academic Manager and the Senior Teacher(s) - Attend academic meetings and PDs when requested - Provide consultation and assistance to students - Contribute to administrative functions of the ELIOS department - Develop additional teaching materials as required, teach, correct assessments and collate all the results and submit the same to the Academic Manager. - Planning lessons for the group of students taught. - Student Performance feedback both written and verbally (highlighting areas which require immediate attention/improvement) - Update teaching materials appropriately in consultation with the Academic Manager. - Being a leader in all aspects relating to the institute both within and outside the institute (by adhering to the professional ethics demanded by the position) - Complete end of course evaluation reports - Evaluation of assessments at the end of each teaching period. - Reviewing of all testing instruments at the end of teaching period in consultation with the AM - Attending institute functions/extracurricular activities and any other - activities necessary for the smooth functioning of the Language Centre.

Administration Duties	- Liaising with the Academic Manager on matters of general administration. - Liaising with administration staff to ensure that accurate student records are kept and maintained. - Maintenance of class attendance records and liaises with the Academic Manager in relation to student attendance matters on a weekly basis. - Ensuring confidentiality of all student records that you are in charge of - Some student counselling in both social and academic issues considering that MIT has fully qualified student counsellors. - Undertaking appropriate duties as requested by the AM and staff with authority to do so. - Maintenance of student records specifically progress reports and ensuring that the program is run according to the guidelines set by NEAS. - The teacher is the custodian of all the student records of the students taught. - Conferring with AM in areas of Curriculum development and student issues. - Referral of student issues to AM or to Principal Administrator and other staff as appropriate.
Relationships	Close relationship with the Academic Manager, other teaching staff and other relevant MIT departments

SELECTION CRITERIA

Essential

- A bachelor's degree
- An approved TESOL qualification (CELTA, Graduate Diploma or Master in Education)
- Demonstrated experience of teaching EAP and/or General English
- Excellent written, verbal communication and computer skills

PERFORMANCE MANAGEMENT – SCHEDULE B

Staff performance is managed in accordance with MIT Performance Management System which incorporates:

- Regular performance reviews
- Ongoing feedback
- Identification of professional development needs and provision of support
- Reward structure

Specific performance goals will be set with the appointee during the course of the performance review. The Human Resources Director will provide further details in relation to the MIT Performance Management System.

Focus area	Measure – example
Student retention	Student completion statistics can easily be measured in numbers with specific reasons why students drop out.
Courses Satisfaction	End of each term student satisfaction survey.
Efficient systems and procedures	Response times for counselling services and solving issues
Relationships	Survey results – staff, student
Student Progress	Number of students considered as competent each teaching period.
Delivery of courses	Survey results – staff and students.