

Change 2 Teaching – Initial Teacher Year 2

STATEMENT OF DUTIES

DECEMBER 2025

Number	Generic
Portfolio	Schools and Early Years
Branch	Specified Learning Services
Section/Unit/School	Specified School or College
Supervisor	<p>Direct supervision will be provided by an assigned Supervising Mentor Teacher(s)</p> <p>Line management for this position will be provided by the relevant Principal, School Business Manager and/or Change2Teaching Program Coordinator</p>
Agreement	Schedule 4 – Teachers Agreement 2023
Award	Teaching Service (Tasmanian Public Sector)
Classification	Change2Teaching Initial Teacher Year 2
Employment Conditions	<p>Fixed-term, Part-time</p> <p>Term 1, Year 2:</p> <p>0.6FTE continued from commencement of Term 3, Year 1</p> <p>Term 3, Year 2:</p> <p>0.8FTE from commencement of Term 3, Year 2</p> <p>As part of the study requirements employees will also be required to remain on site for onsite study at a HUB or Spoke school location, in addition to the paid hours of FTE worked above.</p>
Location	Statewide

Context

The Change2Teaching (C2T) program provides a 2-year pathway for degree-qualified individuals to transition to a Teaching career.

Participants are able to earn a salary while they learn, with the Program requiring participants to undertake a Master of Teaching while gaining practical teaching experience as a Department for Education Children and Young People (DECYP) employee.

Primary Purpose

The Change2Teaching Initial Teacher's responsibilities will increase over the duration of the program.

The Change2Teaching Initial Teacher Year 2 will work under the guidance of a supervising mentor teacher and will take responsibility for the management of assigned teaching duties and associated activities.

The Change2Teaching Initial Teacher Year 2 will assist with the planning, preparation and documentation of learning programs for students and assess individual student progress, under the guidance of a supervising mentor teacher.

Level of Responsibility/Direction and Supervision

Under the guidance of a supervising mentor teacher, the occupant is responsible for the successful management of assigned teaching duties and associated activities.

The occupant will receive direction, guidance and feedback from senior teachers and school leaders.

During the period of the appointment, employees are required to:

- Successfully complete DECYPs Child Sexual Abuse Awareness Training;
- Successfully complete DECYPs training in Conduct and Behaviour Policy and Standards;
- Successfully complete Mandatory Reporting Training modules;
- Apply for and be granted a Limited Authority to Teach (LAT) from the Teachers Registration Board (TRB) for Year 2 of the Program;
- Complete the UTAS Master of Teaching in the allocated time provided.

It is the responsibility of the occupant to actively participate, promote and model behaviours which are consistent with the Department's commitment to the safety and wellbeing of

children and young people. This includes the prevention, identification and reporting of child abuse and behaviours which are not consistent with the Department's values.

The occupant is responsible for complying with all Agency policies and procedures, including those relating to fraud and corruption control, record management, confidentiality, conduct and behaviour, mandatory reporting, education, training and assessment.

The Department has a range of delegations across the operational portfolio's which include Finance, People Services and Support (HR) and Facilities. The occupant is responsible for ascertaining the delegations that are assigned to these duties and is expected to exercise any applicable delegations prudently and in accordance with a range of Acts, Regulations, Awards, administrative authorities and functional arrangements.

Primary Duties

1. Plan, teach and assess whole-class programs aligned to curriculum frameworks, integrating literacy/numeracy and using evidence-informed, differentiated pedagogy.
2. Use formative and summative data to monitor progress, adjust instruction, and contribute to school moderation and reporting requirements.
3. Establish and maintain a positive, inclusive classroom climate, applying effective behaviour support and wellbeing strategies for diverse learners (including Aboriginal and Torres Strait Islander students and those with additional needs).
4. Collaborate with mentor teacher(s), colleagues and support staff in designing units, assessments and targeted interventions; engage in team planning and document growth through reflective practice.
5. Communicate effectively with students, colleagues and families/carers via appropriate channels, contributing to personalised learning plans and case meetings as required.
6. Prepare and manage the learning environment, materials and digital technologies as required to support teaching and learning.
7. The incumbent can expect to be allocated duties, not specifically mentioned in this document, that are within the capacity, qualifications and experience normally expected from persons occupying positions at this classification level.
8. In accordance with the *Work Health and Safety Act 2012* the incumbent will actively participate in and contribute to the maintenance of safe working conditions and practices, including the development and implementation of improvement initiatives, safeguarding practices and all mandatory training requirements.

Selection Criteria

The following specific selection criteria must be addressed by candidates. The nominated position objective and duties contained in this statement of duties must also be used to assist in the interpretation of these selection criteria.

1. Demonstrated knowledge of curriculum content and contemporary teaching methodologies relevant to the applicant's area of expertise, including assessment practices that inform teaching and learning.
2. Foundational ability to create and maintain a positive and inclusive learning environment, using classroom management approaches that promote engagement and wellbeing for all learners.
3. Good interpersonal and communication skills, with increasing capacity to collaborate within teaching teams and communicate effectively with students, colleagues and parents/carers.
4. Personal attributes of flexibility, adaptability and motivation, with a developing responsiveness to feedback and capacity to adjust pedagogy to different contexts and student needs.
5. Demonstrated commitment to ongoing professional growth and reflective practice, including the ability to incorporate feedback and adapt to emerging educational trends and technologies.
6. A demonstrated capacity to commit to the Department's values, with the ability to apply them through individual behaviours and actions.

Requirements

Registration/licences that are essential requirements of this role must remain current and valid at all times whilst employed and the status of these may be checked at any time during employment. It is the employee's responsibility to advise the Department if there is any change to the status of a registration/licence. This includes notifying the Department of any new criminal charges or convictions and/or if a registration/licence is revoked, cancelled or has conditions applied.

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- Essential**
- Current Tasmanian Registration to Work with Vulnerable People (Registration Status – Employment);
 - Successful completion of a Bachelor degree in a non-education discipline at an approved tertiary education institution;
 - Enrol and be accepted into the Master of Teaching program at UTAS.

Working within the Department for Education, Children and Young People



Connection



Courage



Growth



Respect



Responsibility

Our values of **Connection, Courage, Growth, Respect, Responsibility** represent the foundation of our Department's culture and guide us in all that we do to ensure **Bright lives. Positive futures** for every child and young person in Tasmania.

We bring our values to life through our everyday behaviours and actions. We want to attract, recruit and retain people who uphold these values and are committed to building a strong values-based culture.

Our Department is committed to building inclusive workplaces and a workforce that reflects the diversity of the community we serve. We do this through a culture that ensures everyone is respected, and has equal access to opportunities and resources. We recognise and respect individual differences as well as people's career path, life experiences and education, and we value how these differences can have a positive influence on problem solving, team dynamics and decision making within our organisation.

We are committed to providing a safe workplace for all employees and have zero tolerance to all forms of violence, including child abuse and harm. The Department is a smoke-free work environment, and smoking is prohibited in all State Government workplaces, including vehicles and vessels.

Employment within the Department is governed by the *State Service Act 2000*. All employees are responsible for ensuring that the standards of behaviour and conduct specified in the State Service Principles and Code of Conduct are adhered to. All employees are expected to act ethically and with integrity in the undertaking of their duties. Employees who breach the code of conduct may have sanctions imposed.

The State Service Principles and Code of Conduct are contained in the *State Service Act 2000* and can be found on the State Service Management Office website at <http://www.dpac.tas.gov.au/divisions/ssmo> together with Employment Direction No. 2 *State Service Principles*. All employees must read these and ensure they understand their responsibilities.

All employees are expected to utilise information management systems in a responsible manner in line with the DECYP Condition of Use policy statement located at [Department for Education, Children And Young People: Information technology policies](#)

Commitment to Children and Young People

This is a Department built entirely for children, young people and their communities. Our ultimate goal is to work together to ensure that every child and young person in Tasmania is known, safe, well and learning. The child is at the centre of everything we do, and the way we do it.

The Department is committed to providing a culturally safe environment which upholds the safety and wellbeing of all children and young people in Tasmania. The Department's Safeguarding Framework, *Safe. Secure. Supported.* underpins this commitment.

All employees must demonstrate and model behaviours which value and respect children and young people, show a commitment to child safety and wellbeing, and display an understanding of the developmental needs of children and culturally safe practices relevant to their position.

APPROVED BY PSS DELEGATE: 520040, Manager – Recruitment Operations – 12/25 SA

Request:

Date Duties and Selection Criteria Last Reviewed: 12/25 DN
