



MacKillop College

Teacher: Secondary School

Position Description

Classification:	Teacher
Reports to:	Learning Leader

About MacKillop College

MacKillop is a Catholic college in the Josephite tradition. Inspired by the spirit of St Mary of the Cross MacKillop, we strive to:

- encourage individuals to reach their full potential as lifelong learners by providing an innovative, challenging and collaborative learning and teaching environment in a rapidly evolving society;
- foster leadership by empowering and developing all members of the school community;
- enhance positive relationships in a supportive community by promoting justice and a sustainable future;
- support wellbeing by affirming the intrinsic dignity of each individual, embracing diversity and empowering active citizenship;
- witness the presence of God amongst us by celebrating our Catholic heritage as a faith community.

Overview of the Role

Teachers share an essential and privileged responsibility with families to support young people in discovering and developing their potential. At MacKillop College, Secondary School Teachers work with students both individually and collectively to foster independent and collaborative learning within inclusive environments that respect the individuality and diversity of every learner.

Through high-quality, evidence-informed teaching and learning practices, teachers design engaging and challenging learning experiences that promote academic growth, critical thinking, and a love of lifelong learning. Working collaboratively within a professional learning community, they continually refine their practice and pedagogy to improve student outcomes and build effective communities of learners.

As members of a Catholic learning community, teachers are committed to the mission and values of Catholic Education and to creating safe, supportive, and respectful environments where every student can thrive academically, personally, and spiritually.

Commitment to Catholic Education

- demonstrate an understanding of the ethos of Catholic education and the Church's teachings
- support and promote our Catholic identity, Josephite tradition and the values of MacKillop College
- contribute to the faith formation of students through participation in prayer, liturgies, retreats and other faith-based experiences
- model the values of the Gospel in interactions with students, families, colleagues and foster an inclusive community that respects the dignity of each person
- demonstrate a willingness to integrate the Church's teachings into all aspects of curriculum

Commitment to Child Safety

- ensure MacKillop College is a safe environment for children and young people
- be familiar with and adhere to the Melbourne Archdiocese Catholic School (MACS) Child Safe policies and Child Safe Code of Conduct
- demonstrate a duty of care to students in relation to their spiritual, physical and mental health and wellbeing
- implement strategies that promote a healthy and positive learning environment
- demonstrate an understanding of child safety standards and legislative obligations for teachers (e.g. mandatory reporting)
- demonstrate appropriate language and behaviour when engaging with children and young people
- report any concerns relating to child safety immediately



Accountabilities

Teaching, Curriculum and Assessment

- Demonstrate contemporary subject expertise and evidence-informed pedagogical practice to support student engagement, learning and achievement
- Plan, deliver and evaluate coherent and sequenced learning programs aligned with curriculum requirements, the MACS Vision for Instruction and College priorities
- Communicate clear learning intentions, success criteria and achievable learning goals for classes and individual students
- Differentiate teaching and learning experiences to respond to the diverse strengths, needs and aspirations of students
- Develop and utilise high-quality learning resources that support student understanding, engagement and achievement
- Design and implement valid formative and summative assessment practices, using student data to monitor progress and inform teaching
- Maintain accurate records of student learning and provide timely, actionable feedback to students and families
- Collaborate with colleagues to plan, review and improve curriculum, assessment and learning programs

Differentiated learning

- identify and respond to students requiring additional learning support, extension or adjustment
- implement evidence-based adjustments and interventions that remove barriers to learning and maximise participation
- contribute to the development, implementation and review of individual learning plans and other personalised learning plans
- collaborate with learning support staff, families and relevant professionals to support student learning and wellbeing
- monitor and evaluate the effectiveness of adjustments and interventions and adapt practice accordingly

Communication

- foster positive partnerships with students, families and colleagues to support student learning and wellbeing
- provide regular, accurate and constructive feedback to students regarding their progress and achievement
- prepare professional and comprehensive reports that communicate student achievement, strengths, areas for growth and recommended next steps
- conduct student progress interviews in a professional, collaborative and solution-focused manner
- initiate timely communication with families regarding student achievement, engagement, attendance or behaviour concerns
- respond to family enquiries professionally, respectfully and within agreed college timeframes

Learning Environment

- create and maintain safe, inclusive, respectful and engaging learning environments where all students can thrive
- build positive and supportive relationships that promote student wellbeing, belonging and engagement
- implement the College Behaviour Curriculum and behaviour support processes consistently and effectively
- establish high expectations for learning and behaviour, supporting students to develop responsibility, resilience and self-regulation
- utilise restorative and reconnection practices to strengthen relationships and support student growth
- promote student voice, agency and active participation in learning

Professional Practice and Collaboration

- work collaboratively with colleagues to enhance teaching practice and student outcomes
 - engage in professional learning, feedback and reflective practice to continually improve professional knowledge, skills and capability
 - support and contribute to a culture of professional growth, continuous improvement and high performance
 - participate in professional review and development processes, including the annual review cycle, and actively engage with professional goals and feedback
 - participate in classroom observation, instructional coaching and other feedback processes to strengthen teaching practice
 - contribute positively to team planning, professional dialogue and whole-school improvement initiatives
 - uphold all professional, legal, ethical and child safety responsibilities in accordance with college policies, legislative requirements and professional standards
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Co-Curricular

- support and participate in co-curricular programs, excursions, camps, retreats, liturgies, assemblies and College events as required
- encourage student participation in co-curricular opportunities that enhance learning, wellbeing and connectedness
- ensure the safety, wellbeing and appropriate supervision of students participating in co-curricular activities
- maintain and oversee the safe use, storage and care of equipment, resources and facilities associated with learning and co-curricular programs

Home Room responsibilities (as applicable)

The Homeroom Teacher plays a pivotal role in fostering a positive, supportive, and inclusive learning environment. As the daily point of contact for students and families, the Homeroom Teacher is responsible for promoting student wellbeing and open communication to support engagement and *enabling young people to better understand and manage their emotions, to develop their sense of self, agency and resiliency. Duties include, but are not limited to:*

- deliver the college's thrive pastoral program and other wellbeing activities that promote student wellbeing, resilience and personal growth
- lead daily prayer and other homeroom routines that support the catholic identity and community life of the college
- build positive relationships with students and foster a homeroom culture of respect, inclusion and belonging
- monitor student engagement, behaviour, attendance and wellbeing, referring concerns and seeking additional support where required
- teach, model and reinforce the expectations of the MacKillop behaviour curriculum and the MACK way
- communicate positively and professionally with students, families and relevant college staff regarding student wellbeing, engagement and progress
- support students to develop organisation, study habits, goal setting, resilience and responsibility for their learning
- recognise and celebrate student achievement, effort, growth and contribution to the college community
- encourage and support student participation in assemblies, liturgies, camps, excursions, co-curricular activities, leadership opportunities and college events
- support students through transitions and collaborate with relevant staff to identify and respond to students requiring additional support
- participate in relevant year-level, wellbeing, restorative and reconnection processes

General Expectations

- support the Victorian Catholic Education Authority (VCEA) 'Statement of Principles Regarding Catholic Education'
- abide by the Melbourne Archdiocese Catholic Schools (MACS) Code of Conduct
- at all times, act as an appropriate and professional role model for students
- actively contribute to the achievement of the School Improvement Plan
- stay informed by reading the Principal Memo, all College emails and other correspondence
- abide by all MACS and MacKillop College policies and procedures
- work collaboratively to build effective working relationships
- ensure MacKillop Colleges' public image, professional reputation and best interests are represented through all interactions, communications and activities
- attend all relevant school meetings, functions, events, liturgies, open days, staff spirituality events and professional development as required by the Principal
- observe the strictest confidentiality for all sensitive and private information
- participate in duty supervision as rostered, and other supervision duties as required
- actively contribute to the care of all College facilities, grounds, equipment and resources

Work Health and Safety

- take reasonable care of your own health and safety
 - take reasonable care for the health and safety of others who may be affected by your acts or omissions
 - cooperate with any actions MacKillop College implements to comply with WHS requirements
 - comply with all Safe Working Procedures
 - use appropriate Personal Protective Equipment (PPE) as required
 - periodically update MacKillop College about any medical condition that:
 - is life threatening or may require Emergency Services to be called
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- could impact on your ability to perform your duties
- complete safety training courses as required and participate in compliance briefings or inductions as required
- do not ‘intentionally or recklessly interfere with or misuse’ anything provided at the workplace to support health, safety and welfare
- report all hazards (e.g. unsafe working conditions) and incidents (e.g. injuries, illnesses, etc.)
- work cooperatively and consult with Health and Safety Representatives to resolve workplace safety changes and issues
- undertake all work activities in a manner that ensures the workplace is free from harassment, bullying and discrimination and supports workplace diversity
- contribute to a healthy and safe work environment, and comply with all safe work policies and procedures

Other Duties

It is not the intention of this role description to limit the scope or accountability of the position but to highlight the most important aspects. All employees are required to undertake reasonable duties commensurate with their skills and abilities from time to time in accordance with the needs of the College or as directed by the Principal.

Required Capabilities

Professional Standards for Teachers	• fulfil and adhere to the professional standards for Teachers as outlined by the Australian Institute for Teaching and School Leadership (AITSL) • adhere to the AITSL Codes of Conduct and Ethics
Teaching	• strong understanding of the MACS vision for instruction and vision for engagement and their application to classroom practice • demonstrated capacity to plan, deliver and evaluate high-quality learning programs informed by curriculum requirements and evidence-informed pedagogy and assessment • contemporary knowledge and expertise in the curriculum areas taught • demonstrated ability to use effective teaching strategies to engage, challenge and support diverse learners. • demonstrated capacity to use assessment and student data to inform teaching and improve student learning • effective use of digital technologies, systems and resources to support learning, assessment, feedback and communication • commitment to continuous professional learning and improvement
Duty of Care	• strong understanding of child safety requirements, the Victorian child safe standards and mandatory reporting obligations • demonstrated commitment to creating and maintaining a child-safe culture • ability to exercise sound professional judgement in matters relating to student safety and wellbeing • commitment to maintaining all qualifications, training and compliance requirements relevant to the role
Student Wellbeing	• strong understanding of adolescent development and the social and emotional needs of young people • demonstrated ability to build positive, respectful and productive relationships with students • demonstrated capacity to create inclusive, safe and supportive learning environments • strong understanding of the Mackillop College behaviour curriculum and positive behaviour support practices • understanding of trauma-informed practice and its application in educational settings • commitment to confidentiality, professional boundaries and ethical practice
Communication and Collaboration	• ability to communicate effectively and professionally • ability to engage in professional dialogue and provide constructive feedback • demonstrated ability to work collaboratively within professional learning teams and across the wider College community
Organisation and Professional Practice	• demonstrated ability to communicate effectively and professionally with students, families, colleagues and other stakeholders • demonstrated capacity to engage in professional dialogue, collaboration and constructive feedback • ability to develop and maintain positive professional relationships and contribute effectively to collaborative teams • adaptable, responsive and flexible, with a willing to help and support others • willingness to support College activities, events, camps, excursions and co-curricular programs

Qualifications, Education and Experience

Essential

- current Victorian Institute of Teaching (VIT) registration
- demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum, VCE and/or VCE/VM
- Teaching Practice – Demonstrated ability to deliver engaging, evidence-informed teaching that meets diverse student needs and promotes high expectations.
- sound knowledge of curriculum, assessment and data-informed practices to monitor and improve student learning.
- ability to foster a positive, inclusive and respectful learning environment that supports student wellbeing and engagement.
- demonstrated ability to build positive relationships and work collaboratively with students, colleagues, families and the wider College community
- commitment to reflective practice, professional learning and continuous improvement
- commitment to child safety and professional conduct
- demonstrated commitment to the mission, values and ethos of Catholic education and the life of the College

Desirable

- accreditation to teach in a Catholic School
- accreditation to teach Religious Education
- relevant post-graduate studies (or working towards such qualifications)
- experience in inquiry-based learning and use of student data to maximise learning outcomes

Declaration

I accept the above duties for the position at MacKillop College.

Name: _____

Signature: _____

Date: _____