

# MacKillop College Teacher



## Position Description

Classification (CEMEA 2022)	T1-1 – T 2-6 aligned to experience
Position reports to	Learning Area Leaders and Directors: Learning

## 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 care for young people and help them to discover and develop their potential. The primary role of the teacher is to work with students individually and collectively to help them learn independently and collaboratively, in a learning environment that respects their individuality and diversity.

Teachers at MacKillop College work collaboratively and are committed to continuously developing their practices and pedagogy, drawing upon evidence-based theory to improve education and build effective communities of learners.

As a Catholic school, MacKillop College requires all staff to share in an active commitment to Catholic Education and a commitment to Child Safety through the actions below.

### Commitment to Catholic Education

- demonstrate an understanding of the ethos of a Catholic school and its mission
- demonstrate an understanding of the Church's teachings and the Catholic teacher's role in the mission of the Church
- demonstrate a capacity to instil in students a respect for each other in accordance with the teachings of Jesus Christ
- demonstrate a willingness to integrate the Church's teachings into all aspects of curriculum

### Commitment to Child Safety

- ensure students are provided with a child safe environment
- be familiar with and comply with the MacKillop College child safe policy and code of conduct, and any other policies or procedures relating to child safety
- demonstrate a duty of care to students in relation to their spiritual, physical and mental wellbeing
- implement strategies that promote a healthy and positive learning environment
- demonstrate an understanding of child safety standards and obligations (e.g. mandatory reporting)
- demonstrate an understanding of appropriate behaviours when engaging with children
- report any concerns relating to child safety immediately



# Accountabilities

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## Learning, Teaching and Assessment

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- demonstrate current subject expertise and pedagogical knowledge through the use of diverse strategies, resources and materials that create meaningful learning experiences
  - clearly communicate the purpose and relevance of learning and show students how it connects to authentic contexts
  - understand and respond to the learning strengths, needs and challenges of individual students
  - plan and deliver lessons that are purposeful, well-sequenced and effective
  - develop high-quality classroom learning materials aligned with contemporary, evidence-informed teaching practice
  - establish clear learning intentions and achievable goals for each class and individual student
  - design and use formative and summative assessment tasks, including assessment of literacy and numeracy, that accurately reflect student learning
  - monitor student engagement and maintain accurate records of progress and achievement
  - use student data to inform, refine and adjust teaching practice as needed
  - maintain accurate records and data within the College Learning Management System
  - strengthen partnerships with families by providing timely, purposeful and ongoing feedback about student learning
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## Differentiated learning

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- identify students who require differentiated learning support
  - identify barriers within the learning environment and implement appropriate adjustments and interventions
  - actively contribute to the development of Individualised Learning Plans
  - implement and adapt learning programs and goals in response to students' Individual Learning Plans
  - provide timely, targeted support to students with additional learning or support needs
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## Curriculum Development

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- collaborate to design, implement and review a comprehensive curriculum that optimises student learning
  - actively participate in collaborative planning to develop a consistent, engaging and appropriately challenging curriculum with clear learning outcomes and provision for differentiated learning
  - plan and organise curriculum into coherent, sequential and engaging programs of learning
  - develop assessment tasks that measure student understanding, application and growth
  - work collaboratively with relevant support staff to implement the curriculum effectively
  - create, select and evaluate learning resources that strengthen curriculum delivery
  - review and evaluate curriculum, learning resources and assessment practices collaboratively
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## Communication

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- provide meaningful, regular and actionable feedback to each student about their progress
  - ensure all marking requirements for student work and assessment tasks are completed, with feedback provided in a professional and timely manner
  - prepare written reports for families that clearly communicate each student's approach to learning, achievement across a range of assessment tasks, strengths, areas for growth and recommended next steps
  - lead Student Progress Interviews professionally and constructively
  - initiate timely communication with families when student behaviour or academic progress requires attention
  - respond promptly and professionally to family enquiries, including phone calls and emails
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## Learning Environment

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- create and sustain a safe, inclusive and appropriately challenging learning environment
  - foster positive, respectful and encouraging relationships with and among students
  - demonstrate effective classroom management by implementing clear, consistent and appropriate behaviour support strategies
  - use restorative and reconnection practices to support student reintegration and strengthen relationships
  - establish clear expectations for behaviour and support students to take responsibility for their actions
  - set clear learning expectations that respond to students' individual needs
  - create an engaging and stimulating learning environment through a range of purposeful teaching strategies and activities
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## Co-Curricular

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- support and participate in co-curricular activities as required
- proactively encourage students to participate in co-curricular activities
- create and maintain a safe environment in which students may enjoy their participation
- oversee the provision and care of relevant equipment materials and first aid requirements

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## Professional Development

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- support a performance and development culture
- maintain current accreditation to provide First Aid, CPR, and complete asthma and anaphylaxis training
- complete annual Child Protection and Mandatory Reporting training
- participate in classroom observational assessment to receive constructive feedback
- commit to ongoing professional development
- maintain required ICT skills for learning and teaching
- contribute and participate in the annual review meeting process

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## General Expectations

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- support the Victorian Catholic Education Authority (VCEA) 'Statement of Principles Regarding Catholic Education'
- abide by the Melbourne Archdiocese Catholic Schools (MACS) Code of Conduct
- act as a 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 on at least a weekly basis, responding appropriately
- abide by all College policies and procedures
- work collaboratively and build effective working relationships
- ensure MacKillop Colleges' public image, professional reputation and best interest is represented through all interactions and activities
- model a professional approach for all staff and students, including conduct, language and professional dress
- 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

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## Work Health and Safety

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- 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
  - 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

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## Other Duties

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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 training from time to time in accordance with the needs of the College or as directed by the Principal.

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## Required Capabilities

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<b>Professional Standards for Teachers</b>	<ul style="list-style-type: none"><li>• fulfil and adhere to the professional standards for Teachers as outlined by the Australian Institute for Teaching and School Leadership (AITSL)</li><li>• adhere to the AITSL Codes of Conduct and Ethics</li><li>• excellent understanding of the Victorian Child Safe Standards and obligations</li></ul>
<b>Teaching</b>	<ul style="list-style-type: none"><li>• excellent understanding of the Melbourne Archdiocese Catholic Schools (MACS) Vision for Instruction</li><li>• excellent understanding of the MacKillop Behaviour Curriculum</li><li>• excellent understanding of multiple teaching techniques to engage students in learning</li><li>• good understanding of technologies and systems associated with the method taught</li><li>• contemporary knowledge of the subject matters being taught</li></ul>
<b>Duty of Care</b>	<ul style="list-style-type: none"><li>• must maintain currency qualifications in:<ul style="list-style-type: none"><li>– First Aid and CPR</li><li>– Mandatory reporting</li><li>– Anaphylaxis management</li><li>– Asthma management</li></ul></li></ul>
<b>Emotional intelligence</b>	<ul style="list-style-type: none"><li>• a demonstrated understanding of social and emotional issues connected to student life</li><li>• an ability to build positive and meaningful relationships with students</li><li>• an ability to set clear behavioural expectations</li><li>• an understanding of trauma informed practice</li><li>• an understanding of emotional regulation of self and others</li><li>• a commitment to discretion, confidentiality and integrity</li></ul>
<b>Communication</b>	<ul style="list-style-type: none"><li>• excellent written and oral communication skills, including ability to communicate with students, families and the school community</li><li>• excellent interpersonal and communication skills</li></ul>
<b>Organisation</b>	<ul style="list-style-type: none"><li>• ability to manage tasks with minimal supervision</li><li>• capacity to work to timelines</li><li>• demonstrated organisational skills including strong attention to detail</li><li>• proven time-management skills</li><li>• exhibited self-motivation</li></ul>
<b>Contemporary Teaching</b>	<ul style="list-style-type: none"><li>• use of multiple teaching techniques to engage students in learning</li><li>• use of technologies associated with the method taught</li><li>• contemporary knowledge of the subject matters being taught</li></ul>
<b>Approachable</b>	<ul style="list-style-type: none"><li>• a demonstrated ability to foster a welcoming and calm learning environment that promotes positive behaviour</li></ul>
<b>Teamwork</b>	<ul style="list-style-type: none"><li>• flexible and willing to help and support others</li><li>• ability to collaborate with the teachers, staff and students</li><li>• ability to develop and maintain excellent working relationships with key stakeholders</li></ul>
<b>Catholic Identity</b>	<ul style="list-style-type: none"><li>• a demonstrated commitment to working in a Catholic Education environment</li><li>• demonstrated pastoral approach towards student and staff relationships</li></ul>

## Qualifications, Education and Experience

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### Essential

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- relevant Teaching qualification
  - 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
  - a commitment to teaching in a Catholic school environment
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### Desirable

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- 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
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## Declaration

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

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_