

MacKillop College

French/Italian Teacher



Position Description

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

Language and Culture

Students participating in language studies will:

- develop an understanding of the language focusing on interpersonal, interpretative and presentational forms of communication
 - develop a contemporary and extensive vocabulary
 - learn the application of correct grammar and syntax to language for specific situations and audiences
 - reflect on the interplay between language and culture and how culture, place and time influence values, attitudes and behaviours
 - study a diverse range of texts, including stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals
 - learn to interpret and express ideas and develop persuasive arguments
 - reflect on how knowledge of the studied language and the language speaking communities can be applied in a range of contexts, such as further study, travel, business or community connection
-

Learning, Teaching and Assessment

- demonstrate current knowledge of the subject method by using a range of activities, resources and materials to provide meaningful learning experiences
 - clearly articulate the relevance of the learning to students, and demonstrate how it is applied
 - understand the learning strengths and challenges of students being taught
 - ensure lessons are appropriately planned and effectively delivered
 - develop appropriate classroom learning materials aligned to contemporary and evidence-based teaching practice
 - establish clear learning intentions and achievable learning goals for every student/class
 - assess individual student literacy and numeracy levels, including summative and formative assessments tasks that accurately reflect student learning
 - monitor student engagement in learning and maintain records of their learning progress
 - use data to inform and adjust teaching as required
 - maintain accurate records and data in SEQTA in relation to student attendance and concerns
 - promote the role of families in student education by providing timely and ongoing feedback
-

Differentiated learning

- identify students with a differentiated learning requirement
 - identify any barriers within the learning environment and implement appropriate remedial actions
 - actively contribute towards the construction of Individualised Learning Plans
 - implement or adapt learning programs and goals according to a student's Individual Learning Plans
 - provide direct and timely support to students who have additional learning or support needs
-

Curriculum Development

- collaborate to develop and implement a comprehensive curriculum to optimise learning experiences and outcomes
 - attend and participate in collaboration meetings to develop a consistent, engaging and challenging curriculum with clear learning outcomes and provision for differentiated learning
 - plan and organise the curriculum into a coherent and sequential program of engaging learning activities
 - develop assessment tasks to measure understanding and application of the learning
 - liaise with appropriate support staff in the implementation of the curriculum
 - create and evaluate learning resources to support the curriculum
 - review and evaluate curriculum, learning resources and assessment instruments collaboratively
-

Communication

- provide meaningful and regular feedback to each student on their progress
- ensure all marking requirements for student work and assessment tasks is completed, and feedback provided in a professional and timely manner
- provide written reports for families that clearly reflect the student's approach to learning, performance on a range of assessment tasks, strengths, challenges and recommended future learning strategies
- participate in Student Progress Interviews
- initiate family contact in cases where student behaviour or academic performance need to be addressed
- respond promptly to family requests for information, return phone calls and answer emails

Learning Environment

- create and maintain a safe and challenging learning environment
- promote positive, respectful and encouraging relationships
- demonstrate effective classroom behavioural management skills, implementing appropriate behaviour management strategies
- use appropriate restorative and reconnection practices for student reintegration
- establish clear expectations for student behaviour and encourage students to take responsibility for their own behaviour
- establish clear learning expectations for students based on individual needs
- create a stimulating learning environment by using a variety of teaching strategies and activities

Co-Curricular

- 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

Professional Development

- support for and involvement in the co-curricular program
- keep accurate records of student attendance and participation within the co-curricular activity
- maintain current accreditation to provide First Aid, CPR, and complete asthma and anaphylaxis training
- support a performance and development culture
- complete annual Child Protection and Mandatory Reporting training
- participate in the appraisal process for teachers and 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

General Expectations

- support the Victorian Catholic Education Authority (VCEA) 'Statement of Principles Regarding Catholic Education'
 - 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 faith proceedings 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
 - 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 training from time to time in accordance with the needs of the College or as directed by the Principal.

Required Capabilities

Professional Standards for Teachers	<ul style="list-style-type: none">• 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
Duty of Care	<ul style="list-style-type: none">• must maintain currency qualifications in:<ul style="list-style-type: none">– First Aid and CPR– Mandatory reporting– Anaphylaxis management– Asthma management
Emotional intelligence	<ul style="list-style-type: none">• a demonstrated understanding of social and emotional issues connected to student life
Communication	<ul style="list-style-type: none">• excellent written and oral communication skills, including ability to communicate with students, families and the school community• excellent interpersonal and communication skills
Organisation	<ul style="list-style-type: none">• ability to manage tasks with minimal supervision• capacity to work to timelines• demonstrated organisational skills including strong attention to detail• proven time-management skills• exhibited self-motivation
Contemporary Teaching	<ul style="list-style-type: none">• use of multiple teaching techniques to engage students in learning• use of technologies associated with the method taught• contemporary knowledge of the subject matters being taught
Approachable	<ul style="list-style-type: none">• a demonstrated ability to foster a welcoming and calm learning environment that promotes positive behaviour
Teamwork	<ul style="list-style-type: none">• ability to work as part of a team• ability to collaborate with other staff to develop and share teaching resources• ability to develop and maintain excellent working relationships with key stakeholders
Catholic Identity	<ul style="list-style-type: none">• a demonstrated commitment to working in a Catholic Education environment• demonstrated pastoral approach towards student and staff relationships

Qualifications, Education and Experience

Essential

- current Victorian Institute of Teaching (VIT) registration
 - relevant Teaching qualification
 - Fluency in French and /or Italian languages
 - Understanding of the French and/or Italian Culture
 - demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum and VCE curriculum
 - a commitment to teaching in a Catholic school environment
-

Desirable

- accreditation to teach Religious Education
 - relevant post-graduate studies (or working towards such qualifications)
 - demonstrated experience in contemporary learning technologies within the subject area
 - 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: _____