



Indonesian Teacher

Position Information Document

Position Title:	Indonesian Teacher
Employment:	0.7 FTE
Commencement Date:	24 July 2017
Full Time/Part Time:	Part-time
Responsible to:	Languages Coordinator R-12 and ultimately the Principal

Key Working Relationships

- Principal
- Heads of School
- School Leaders
- School Staff
- Students
- Parents

Broad Purpose

To provide all students with the opportunity to reach their God-given potential and educate them to be the best person they can be.

Conditions of Employment

Salary: In accordance with the 2013 Enterprise Agreement

Other: Some out of school hours work is required; e.g for Parent-Teacher Interviews, camps, retreats

Summary of Responsibilities:

The teacher is responsible to the Principal directly, and/or through the relevant Head of School, The teacher will:

- Demonstrate a commitment to uphold, support and contribute to the Catholic ethos of the College in the Mercy tradition and be willing to participate and contribute to the life of Mercedes College and the wider community.
 - Be an experienced and passionate educator familiar with the needs of students and be able to demonstrate skills, knowledge and experience in contemporary and inclusive pedagogies.
 - Demonstrate a comprehensive understanding of contemporary learning theories and an ability to put these into effective practice, with a particular emphasis on Literacy and Numeracy.
 - Demonstrate an understanding of the role of ICTs in teaching and learning, and be able to plan and implement programmes to engage learners using these technologies.
 - Demonstrate an ability to develop positive relationships with students, families and colleagues.
 - Demonstrate a commitment to and enthusiasm for working collaboratively within a learning community and to professional development and life-long learning
- All Teachers have a responsibility to work in collaboration with the Budget Manager, who in turn is responsible to effectively manage budgeted funds in regard to ordering materials and resources needed to teach.

Introduction

Teachers at Mercedes College are primarily teachers of students rather than subjects.

These students are individuals, have different strengths and weaknesses and different intellectual, psychological, emotional and spiritual needs. Recognition of this leads not only to good pedagogy but is consistent with the College's Philosophy and Vision Statement. Relationships based upon the Mercy Keys of Mutual Respect, Compassion, Loyalty, Integrity, Justice and Responsibility as well as multi-dimensional curricular and co-curricular programmes, multi-faceted pastoral care and well-conceived priorities, policies and procedures are central to our students having the best opportunity to reach their full potential as learners. Thus such relationship building is the responsibility of all staff.

This relationship means that all staff at the College take ownership of, and collective responsibility for, the learning programmes, policies and procedures at Mercedes.

This Position Information Document should also be read in conjunction with specific documents developed by the Catholic Education SA, the International Baccalaureate Organisation, Australian Curriculum and SACE Board of South Australia.

Commitment to Ethos

All staff members in Catholic schools play a basic role in promoting the mission of the Church. Thus all teaching staff will be expected to:

- Support the Catholic education philosophy of the College as expressed through the spirit of Catherine McAuley
- By their teaching and other work and by personal example strive to model for students Catholic values, particularly those expressed through the Mercy Keys
- Support the prayer and liturgical aspects of the College
- Comply as appropriate with the SACCS Accreditation Policy
- Adhere to Catholic teaching principles (e.g. MITIOG)

Professional Responsibilities

Teaching and Learning

Teachers at Mercedes College are expected to:

- Have sound and contemporary knowledge of the curriculum areas in which they are teaching.
- Have an understanding of the principles of teaching and learning and the characteristics of learners (including preferred learning styles)
- Use a range of teaching strategies that accommodate different learning styles (differentiation)
- Plan collaboratively for student learning
- Plan appropriately, based on agreed student learning outcomes and in the context of a coherent, school-wide programme
- Provide opportunities for students to reflect upon how they learn
- Possess a knowledge and understanding of the principles and practices of the relevant International Baccalaureate and SACE programmes and aim to foster congruent learning experiences for students
 - ie teachers R to 5 IB Primary Years Programme
 - 6 to 10 IB Middle Years Programme / SACE
 - 11 & 12 IB Diploma and/or SACE
- Have a commitment to integrating international perspectives throughout their teaching and learning programmes
- Have a commitment to using contemporary learning technologies within their teaching
- Employ teaching strategies that best support students to take responsibility for their own behaviour
- Regularly monitor, review and respond to the effectiveness of the learning programme
- Promote effective use of formative assessment to provide students with feedback on their learning
- Support and develop constructivist-based pedagogy including structured inquiry and reflection
- Develop and implement conceptual learning programmes which promote concurrency of learning and appreciation of differing perspectives.

Teaching Practice

Teachers at Mercedes College are expected to:

- Maintain records of the learning needs of students on Synweb.
- Prepare appropriate Reports for Students on ManageBac
- Appropriate to year level integrate learning strategies that reflect awareness of multiple intelligences, contemporary learning theories and individual learning styles.
- Structure learning so that students are best supported to reach the specific learning outcomes of the IB and SACE Programmes.
- Incorporate the use of appropriate Information Communication Technologies into learning programmes.
- Structure learning so as to best accommodate individual student learning needs and the diversity of student backgrounds.
- By modifying programmes respond effectively to the impact of variations of physical and intellectual abilities of students on the learning process
- Develop relationships with students that best create a positive attitude to learning
- Use and model effective strategies that encourage students to take responsibility for their own behaviour and learning
- Model effective organization and use of time

Assessment and Reporting of Student Learning

Teachers at Mercedes College are expected to:

- Use assessment and reporting processes that complement and support the learning process.
- Assess student performance in a variety of ways, using a range of assessment instruments as directed by the IB PYP and MYP Assessment Criteria and use College process to report effectively to parents and students.
- Collect and maintain accurate and comprehensive records of student progress and achievement
- Communicate progress effectively with students and parents
- Maintain an attendance record for each class.
- Provide constructive and meaningful verbal and written feedback to students and their parents or guardians in ways that build confidence and encourages continued effort.
- Attend Learning Reviews as required.

Classroom Management

Teachers at Mercedes College are expected to:

- Create a positive, organized, stimulating and safe learning environment.
- Accept responsibility for maintaining an atmosphere of mutual respect among students and teachers.
- Provide opportunities for students to develop self-discipline, self-direction and a sense of responsibility to others.
- Be guided by the values expressed by the Mercy Keys when dealing with students.
- Appropriately follow the College's Personal Responsibility Policy when working with students on behaviour matters.
- Take responsibility for leaving the teaching areas in a tidy and organized state.

Interaction with the College and Wider Community

Teachers at Mercedes College are expected to:

- Work in partnership with families to maximize student learning.
- Communicate with parents or guardians, students and colleagues in a professional and constructive manner in a climate of mutual respect.
- Work in partnership with all members of the community to improve the learning environment of the College.

Professional Code

Professional Dress

With regard to the matter of dress it is expected that the staff set a very high example to the students in the neatness of their appearance and thus generally dress in a professional or business-like manner. Appropriate professional dress may vary according to the specific duties/roles of the staff member.

Exceptions to this would occur when the special activities of a day warrant.

Professional Development

The ongoing professional development of staff is a high priority at Mercedes College. A number of professional development activities are provided and thus the College contributes to the professional growth of each staff member. Activities include individual, group and whole staff events.

Teachers at Mercedes College are expected to:

- Participate in College organized professional development activities
- Keep themselves informed of contemporary teaching and learning methodologies as relevant to their specialist areas
- Accept responsibility for maintaining familiarity with contemporary faith perspectives, educational trends including curriculum development and pastoral welfare issues and explore ways of incorporating them as appropriate into their teaching and learning programmes
- Accept responsibility for developing skills related to the use of contemporary technologies in the classroom
- Contribute to the professional development of other staff by sharing knowledge, ideas and resources
- Avail themselves of the professional development activities provided by the College
- Participate in the Cycle of Continuous Improvement to help fulfill the Teachers' Registration Board of SA's re-registration requirements
- Be committed to personal life-long learning.

Other Duties

A full time teaching position at Mercedes College normally involves the following duties. The Principal may decide that as allowance for other duties some of these duties may be waived. Part-time staff will negotiate with the Principal with regard to the pro rata expectation.

- Teaching and homeroom pastoral duties.
- Face to face teaching as stipulated by the current Enterprise Agreement.
- Yard duty supervision as allocated.
- Attendance at whole of school, levels of school, year level and subject assemblies.
- Attendance at R to 12, Levels of School, Areas of Study and occasional meetings.
- Attendance at PYP/MYP/DP/SACE meetings as applicable.
- Attendance at Information Evenings as required.
- Supervision of relief classes as per the Enterprise Agreement.
- Attendance at College events such as Whole School Masses, Inter-House and Inter-School Sport Carnivals.
- Management or supervision of a sporting or other co-curricular team.
- Attendance at camps or retreats as required.
- Home Room or Class Teachers are expected to refer to the specific document detailing the expectations of these roles. This document is found on the J:Drive/Administration/Staff documents/Staff Induction Forms/Teacher Induction Booklet

Specific Requirements

Acquire and maintain:

- Police clearance to work in Catholic Education SA
- Approved Child Safe Environments: Responding to Child Abuse and Neglect
- First Aid Training
- Teachers Registration
- Disability Standards for Education Online course
- Teacher Accreditation in Catholic Education SA

Accountability & Performance Review

On the first anniversary of appointment and biennially thereafter, or at another mutually agreed time, consultation will occur between the Head of School and Teacher to ensure that the Position Information Document is accurate.

Approval of Position Description

Signed (Principal or Delegate) _____ Date _____

Signed (Employee) _____ Date _____

Role Review Date _____

Appendix A – Work Health & Safety

Commitment

- Supporting the development and maintenance of a best practice WH&S culture within your work area.
- Adhering to safe work practices.
- Encourage colleagues and others on the worksite to adhere to safe work practices.

- Legal and Policy Requirements
- Comply with all relevant policies and procedures.
- Improve systems of work and safe work practices.

- Plans and Budgets
- Implement relevant actions in WH&S plans as required by your supervisor, the Principal or Business Manager.

- Performance and Training
- Participate in relevant WH&S training programmes.
- Provide appropriate WH&S training for persons using designated areas.
- Include WH&S goals in your performance plans in consultation with your supervisor, the Principal or Business Manager.

- Risk Management and Hazard Control
- Report Hazards and unsafe work practices associated with the workplace to your supervisor, the Principal or Business Manager.
- Suggest improvements or recommend changes to avoid, eliminate or minimize workplace hazards.

- Incident Reporting and Investigation
- Report work related injuries and incidents in accord with the Catholic Church Safety Manual.
- Participate in the investigation of potential hazards, dangerous occurrences and near misses in accord with the Catholic Church Safety Manual.

- Consultation
- Raise WH&S issues with their work colleagues, supervisor or the WH&S committee and assist in their resolution.
- Regularly discuss WH&S issues with other staff at Staff Meetings.
- Regularly consult with colleagues on WH&S issues and actively participate in WH&S meetings if required.

- Monitoring
- Monitor and evaluate their WH&S performance.
- Monitor the health, safety and wellbeing of work colleagues, to ensure that they undertake their work safely.
- Participate in workplace WH&S inspections/audits and assist in the maintenance of WH&S facilities, resources, equipment and information.
- Monitor workplace WH&S performance and progress of the WH&S action plan for the site.