



Role Description Teacher June 2022

Kilbreda College is governed by Kildare Ministries and administered by the Kildare Education Ministries Board.

Position:	Teacher
Reports to:	Learning Leader Assistant Principal: Learning and Teaching
Key Internal Liaisons:	Year Level Leaders Senior Pathways Leader Assistant Principal: Wellbeing and Engagement Assistant Principal: Staff
Conditions	Conditions are as per the Victorian Catholic Education Multi Enterprise Agreement 2018.

All staff members of Kilbreda College are expected to support Catholic education in the Brigidine tradition as expressed in the College's vision and mission statements. Staff are expected to reflect the values of Kildare Ministries in the way that they perform their role and in the relationships they form with all members of the College community. Each staff member's role is designed to contribute to the best possible educational outcomes for all students, enhance the community's strengths and ensure careful stewardship of the College's resources.

The primary objective of the Teacher is to provide an innovative and contemporary learning environment that inspires a love of learning and the pursuit of excellence.

Child safety: It is an expectation that every staff member be familiar and comply with, the College's Child Protection and Safety Policy, Code of Conduct and any other policies or procedures relating to child safety.

KEY RESPONSIBILITY AREAS

1. Learning and Teaching

- Together with colleagues inspire a passion for life-long and reflective learning where all learners flourish and engage with the deep questions of life
- Embed an innovative, future focused, inclusive curriculum that inspires curious, engaged, confident and independent learners
 - Exhibit innovative practices in the creation of learning programs, incorporating the use of technology and contemporary teaching strategies
 - Utilise knowledge of curriculum frameworks and standards to develop learning programs that engage students in critical and creative thinking
 - Develop and implement engaging learning experiences for students that speak to their minds and their hearts

- Design learning that incorporates authentic learning opportunities that promote real-world thinking and the investigation of complex problems
- Utilise High Impact Teaching Strategies to scaffold learning and cater for individual differences, meeting students at their point of need
- Support students in the acquisition of required competencies to enable them to be effective contributors to their community
- Use data and evidence effectively, to foster individual growth and build the capacity of both staff and students
 - Utilise knowledge of curriculum and of learners, to plan for and implement differentiation to support student learning
 - In collaboration with colleagues collect, collate and analyse data in order to effectively plan for individual students and develop plans for continual growth as a College
- Motivate students to be aspirational, supported by contemporary teaching practices and effective and timely feedback
 - Develop a culture of high expectations, with the understanding that we are all part of a learning community
 - Provide progressive feedback to students that allows them to build their capacity as learners and develop strategies for continual growth
 - Incorporate opportunities for students to reflect on their learning and utilise metacognitive strategies to understand their own thinking
 - Challenge students to always do their best and set learning goals that require resilience and persistence
- Engage students, colleagues and families in an authentic relationship in the process of learning
 - Provide a safe learning environment where all are encouraged to take risks in their learning and supported to learn, unlearn and relearn
 - Engage parents in the learning journey of their daughter/s through opportunities to share experiences and contribute to the College community
 - Communicate in a timely and effective manner with parents/carers any concerns that arise in regards to their daughter's learning
- Foster positive community partnership and professional links to enhance student learning and pathways
 - Design learning programs that encourage students to look beyond themselves and extend their concern for the wider community
 - In collaboration with Learning Leaders, engage local and global experts to partner with the College to inspire students in real-world complex problems that motivate them to contribute and seek solutions
 - Encourage students to follow their hearts and utilise their strengths as they seek their purpose and pursue their dreams and passions

General Accountabilities for All Staff

- Demonstrate duty of care to students in relation to their physical and mental wellbeing
- Be well informed and comply with the College's obligations in relation to Child Safe Standards and processes for reporting suspected abuse
- Be familiar with and comply with all College policies and procedures
- Demonstrate professional and collegial relationships with colleagues
- Adhere to the College's professional dress code for staff

- Attend all relevant staff meetings, assemblies, College masses, community days and staff professional learning days / sessions
- Attend and participate in College community evenings and events relevant to the role
- Commit to and actively support the College's agenda for continuous improvement through participation in school improvement planning
- Demonstrate alignment and support for the Catholic, Kildare Ministries and Brigidine ethos of the College
- Support the Vision, Mission and Values of the College

This statement of duties is not intended to be an exhaustive or exclusive list of duties assigned to the position. They are intended as a guide as to the responsibilities of the role. The position is subject to review and modification by the Principal (or nominee), in negotiation with the appointee, in response to the evolving needs of the College, and experience and expertise of the appointee.

Any significant additions to the responsibilities may be requested by the Principal (or nominee) through consultation and mutual agreement with the appointee.

KEY SELECTION CRITERIA

- Demonstrated commitment to Catholic Education and an understanding of the importance of charism and spiritual tradition in the life of an order-owned Catholic school
- A commitment to the safety, wellbeing and protection of all children
- Recognised teaching qualifications with current registration with the Victorian Institute of Teaching (VIT)
- Ability to implement effective teaching and learning strategies in order to cater for different learning styles and abilities
- Excellent ICT skills and ability to effectively use ICT to enhance learning
- Demonstrated experience working effectively as part of a committed learning focussed team
- Personal skills of flexibility, adaptability as well as a high degree of motivation
- Demonstrated ability to establish positive and effective working relationships with staff and students
- A strong commitment to team work and working collaboratively with others
- Excellent interpersonal, organizational and communication skills
- Enthusiasm, motivation and initiative
- A commitment to their ongoing professional learning and development.