Classroom Teacher

POSITION TITLE  TEA Classroom Teacher

DIRECT REPORT  Direct report to Head of School
                All positions ultimately report to the Principal

AWARD RELATIONSHIP  Linked to LEVNT Multi Schools Enterprise Agreement 2014

COMMENCEMENT DATE  21 January 2016

CLOSING DATE  No closing date

APPLICATION INFORMATION  Applicants are to submit a current professional resume and address the selection criteria.

The names and details of two (2) referees are required with one associated with their current educational context and one associated with their current faith context.

APPLICATIONS TO  Applications are to be marked “confidential” and sent electronically to admin@tlc.vic.edu.au

FURTHER INFORMATION  Contact Cheryl Bartel, Principal 03 5023 7013
Trinity Lutheran College Mildura

Trinity Lutheran College Mildura is a Foundation to Year 10 co-educational college that lives and breathes the spirit of learning offering young people options for their future in a Christ-centred environment.

At TRINITY we encourage young people to be the best that they can be as children of God and make a difference to the world in which they live. It is important that all members of the community see themselves as learners and view learning as a lifelong endeavour. With this in mind, TRINITY promotes an inquiry based approach to learning and teaching where students are both guided and challenged to examine, investigate, think, problem solve and reflect using a supportive learning framework.

At TRINITY we embark on a journey together learning and growing together in community. We place importance on nurturing the individual in such a way that allow them to identify their God-given talents, seek to do their personal best and use these gifts in community to serve God, their family, each other and the wider community. At its heart, TRINITY focuses on the Lutheran Education Australia core values for Lutheran schools: love, justice, compassion, forgiveness, courage, humility, hope, quality, appreciation and service. These values play an integral role in how we live, learn and be together in community.

Lutheran schools encourage students to develop their spirituality. At TRINITY we aim to develop an environment where young people can respond to God’s Word through the development of Christian values, attitudes and relationships.

At TRINITY we focus on building positive relationships in a safe and compassionate environment. At times our relationships with people become broken so we learn how to rebuild our relationship in a spirit of respect and reconciliation. Through restorative practices we are able to bring people together to work through conflict, and deal with harm and hurt in a structured and supportive environment. Our processes focus on repairing, rebuilding and restoring positive relationships with each other.

At TRINITY we aim to provide a compassionate Christian community that seeks to recognize and appreciate the uniqueness, dignity and personal worth of each student. Our size enables us to know and care for each other in a safe family atmosphere. Our students experience a quality education program characterized by a strong commitment to the Christian faith, firm but caring discipline, and the expectation that students will achieve the highest standards of which they are capable.

By working closely with each young person, we strive to equip them for the future by arming them with an optimistic attitude to life, enquiring minds and the skills to make the most of the opportunities they are given. We offer students options and choices in a varied and stimulating curriculum with learning experiences tailored to meet individual learning needs. We place high importance on working with families to develop the most effective learning strategies and learning solutions for each individual. Parents and caregivers are warmly welcomed into the College and we highly value their contribution.

Our programs ensure that students will have a solid grounding in academic studies, are confident in using today’s technology, appreciate their cultural heritage and enjoy sporting and recreational activities. We offer the option for all students to regard themselves as leaders, with the opportunity to take responsibility, show initiative and work as a team. Our intent is that they graduate from TRINITY as confident, competent and mature young people.
Position Summary

1. Selection Criteria
   a. Be a committed and practising Christian preferably with a Lutheran theological understanding
   b. Demonstrate commitment to work as part of a team focused on maintaining a stimulating and dynamic learning environment designed to meet the needs of every student
   c. Demonstrate the capacity to build positive relationships with students and establish a respectful classroom environment
   d. Demonstrate a pedagogical understanding of an inquiry-based approach to teaching and learning
   e. Be able to articulate professional beliefs about learners and learning and the implications for teaching practice
   f. Demonstrate relevant ICT skills to support curriculum delivery
   g. Be accredited or be prepared to undertake accreditation requirements as a teacher in a Lutheran School

2. Expectations of Teachers

EXPECTATION #1
Support, uphold and promote the Trinity Lutheran College, Mildura, its vision and mission, its values and its ethos by:
- providing a professional, positive role model for other staff and students
- contributing to the Christ centred caring atmosphere of the College
- acting as a professional educator who considers the needs of the students
- participating in and leading worship and devotions
- following the College’s dress code
- undertaking the Pathways Accreditation Program for Staff
- complying with all LEA staffing policies and associated documents including accreditation requirements if a teacher of Christian Studies

EXPECTATION #2
Apply appropriate knowledge in order to plan and prepare learning and teaching programs which meet the diverse characteristics, needs and learning styles of our students and are consistent with Victorian Curriculum guidelines, college curriculum policies and curriculum programs and educational trends by:
- undertaking short term and long term planning which fits with the relevant sub-school curriculum programs
- integrating literacy and numeracy development in all curriculum areas
- organising coherent lessons which fit total unit plans
- considering students’ prior knowledge, experience and interests in planning learning experiences
- linking students’ prior knowledge and skills with desired learning outcomes
- using curriculum resources including staff with special skills
- considering the needs of students and groups of students – social, emotional, physical, ethical, spiritual
- designing lessons which allow for a range of learning styles and which cater to multiple intelligences to enhance individual student participation in learning
planning for and supporting students with high level learning needs

EXPECTATION #3
Apply appropriate knowledge of and implement effective and inclusive learning and teaching processes, including the use of learning technology and assessment to establish a challenging learning environment in which students are encouraged to work towards attainment of their potential by:

• emphasising the development of skills for thinking, including problem solving and reflection
• encouraging students to take risks
• applying classroom strategies which motivate students and promote enjoyment, achievement and satisfaction in learning
• implementing and evaluating learning/teaching plans with an understanding of their contribution to the overall development of the student
• applying a range of appropriate assessment and reporting techniques
• analysing and interpreting assessment data, including learning outcomes, to guide lesson progress and planning
• using a range of appropriate strategies including questioning techniques, to check for understanding and monitor individual, group and class progress
• applying a knowledge of inclusive practices which acknowledge the contributions and experiences of a range of social and cultural groups and understands the nature of disadvantaged and target groups
• providing for the range of students and incorporating appropriate remedial, enrichment and extension activities
• using ICT as a teaching/learning tool to achieve and extend curriculum goals
• adapting teaching strategies to make effective use of available ICT

EXPECTATION #4
Communicate effectively with students and other members of the community, including the use of appropriate interpersonal skills by:

• using a range of communication strategies which respond to context and value the individual and group
• providing learning experiences in which students question and share ideas and knowledge
• designing and implementing learning experiences that involve students participating in decision making and active citizenship
• using interpersonal communications based on mutual respect and reflect empathy for students
• supportiveness and tact
• assertive techniques appropriate to the context
• timeliness and responsiveness
• use of language appropriate to students’ age, culture and ability
• an awareness of the impact of non verbal communication

EXPECTATION #5
Plan and apply appropriate behaviour management strategies that contribute to the establishment of a supportive and caring Christ centred learning environment by:

• actively supporting students in developing personal identity, self esteem and a positive self image
• assisting students to develop sound relations and empathy with others
• supporting students by providing appropriate pastoral care across a range of activities
• applying Gospel based principles in all situations, according to the Lutheran teaching of the law/Gospel/saint/sinner dichotomy
• devising structures, procedures and routines which incorporate a range of teaching strategies to optimise learning outcomes
• a range of behaviour management and intervention strategies within the parameters of the College’s supportive and caring Christ centred learning environment
• shared responsibility for decision making and accountability for outcomes
• a warm climate of care and support with quality relationships based on mutual respect
• fostering of students’ willingness and maturity to take responsibility for their actions
• collaborative development of classroom rules, procedures and routines based upon the sub-school’s expectations as outlined in the Discipline That Restores Policy and Procedures
• an understanding of the interrelationship between planned quality learning experiences, consistency of classroom approach, classroom environment, mutual respect, communication skills and context and behaviour management in a supportive and caring Christ centred learning environment

EXPECTATION #6
Plan and conduct assessments, provide feedback to students, report on student learning and use the outcomes of student assessment to inform classroom plans by:
• establishing and communicating learning outcomes and expectations and assessment criteria with students
• planning for assessing student learning
• monitoring and evaluating students’ literacy and numeracy development
• collecting and using multiple sources of valid evidence to make judgments about student learning
• communicating with students, families, care givers and other authorities about student progress
• using assessment results to guide curriculum planning, delivery and assessment

EXPECTATION #7
Work collaboratively with school staff and members of the wider community in order to establish productive partnerships and achieve educational objectives by:
• working collaboratively in developing sub-school curriculum programs and year level plans and units
• working collaboratively with and accessing other staff where appropriate
• communicating effectively with parents in order to develop an understanding of individual students and developing worthwhile learning partnerships
• matching your style to the sub-school community environment
• understanding the role of various school staff and the wider community in curriculum development, delivery and strategic processes
• willingly participating in and contributing to the effective functioning of sub-school and College activities, task forces and planning groups, PTFA and Lutheran congregation functions

EXPECTATION #8
Reflect critically on professional practice, establish learning and development needs and goals, engage in planning and undertaking learning and development and participate in the extended professional community by:
• analysing outcomes of work
• identifying strengths and weaknesses in professional knowledge and skills
• evaluating the effectiveness of teaching and learning practice
• identifying personal learning and development needs, not only in regard to educational outcomes but also personal faith and spiritual growth
• identifying, planning and undertaking learning and development opportunities with a view to enhancing teaching and learning practice
• contributing to learning communities and other professional networks

3. Key Performance Indicators (KPI’s)

As per the Victorian Institute of Teachers Australian Standards at Proficient Level with reference to the Australian Teacher Performance and Development Framework

1. Professional knowledge: know students and how they learn (1.1 – 1.6)
2. Professional knowledge: know the content and how to teach it (2.1 – 2.6)
3. Professional practice: plan for and implement effective teaching and learning (3.1 – 3.7)
4. Professional practice: create and maintain supportive and safe learning environments (4.1 – 4.5)
5. Professional practice: assess, provide feedback and report on student learning (5.1 – 5.5)
6. Professional engagement: engage in professional learning (6.1 – 6.4)
7. Professional engagement: engage professionally with colleagues, parents/carers and the community (7.1 – 7.4)