



Classroom Teacher

POSITION TITLE	Classroom teacher
ORGANIZATIONAL UNIT	Primary / secondary learning community
DIRECT REPORT	Direct report to Head of Primary / Secondary All positions ultimately report to the Principal.
AWARD RELATIONSHIP	Linked to LEVNT Multi Schools Enterprise Agreement 2014 or its successor
COMMENCEMENT DATE	
CLOSING DATE	
APPLICATIONS TO	
FURTHER INFORMATION	

Trinity Lutheran College Mildura

Trinity Lutheran College Mildura is a Prep to Year 10 co-educational college in the heart of the Sunraysia District in NW Victoria. The current enrolment is approximately 400 students, 260 of which are in the primary school.

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. 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 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.

In 2018, TRINITY commenced its journey as a candidate school in the International Baccalaureate Primary Years Program and Middle Years Program. 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 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.

Trinity Lutheran College is a child safe environment. We actively promote the safety and wellbeing of all students, and all College staff are committed to protecting students from abuse or harm in the College environment in accordance with their legal obligations including the Child Safe Standards. The College policies in relation to child safety and being a safe community are available on the College website.

Position Summary

1. Selection Criteria

- a. Be able to articulate professional beliefs about learners and learning aligned with IB principles and the implications for your teaching practice.
- b. Demonstrate a high level of pedagogical understanding of a guided inquiry and a differentiated approach to teaching and learning aligned with IB principles focused on creating a stimulating and dynamic learning environment designed to meet the needs of each student in the class.
- c. Demonstrate a strong commitment to professional learning and to collaborative practices.
- d. Demonstrate the capacity to build positive relationships with students and establish a respectful and restorative classroom environment.
- e. It is desirable that the applicant be a committed and active Christian.

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
- complying with all LEA policies including undertaking the LEA Pathways accreditation program, completing Valuing Safe Communities and completing 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 International Baccalaureate Primary / Middle Years Program and national curriculum guidelines, college curriculum policies 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 and 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 operation of sub-school activities

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

EXPECTATION #9

Contribute to a broad and inclusive curriculum and be engaged in the life of the College as an adjunct to curricular and pastoral activities by:

- willingly participating in and contributing to whole of College activities
- contributing to the co-curricular program including sporting, recreational or cultural activities
- contributing to the extra-curricular experience for students by volunteering their assistance
- attend staff meetings as scheduled
- attend parent events pertaining to information, reporting, student learning and recognising student achievement
- participating in staff collegial activities
- supporting events held by College auxiliary groups including the PTFA

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)

4. Other Requirements

- a. Registration or eligibility for registration with Victorian Institute of Teachers (VIT).
- b. Trinity Lutheran College is committed to child safety and successful applicants must comply with the College's Child Protection Program.
- c. A current first aid certificate level 2 or commitment to obtain same.