

POSITION DESCRIPTION

Title:	Teacher
Location:	Senior School
Reports to:	Relevant Department Head
Direct reports to this role:	Nil
Internal Liaisons:	Staff, Students
External Liaisons:	Parents
Terms and Conditions:	PLC Teacher's Agreement 2017 – 2019

Purpose

The primary role of a teacher at Presbyterian Ladies' College is to provide the best possible education and duty of care for each student in line with the values and objectives of the College.

PLC Statement of Purpose

Presbyterian Ladies' College is a Uniting Church School committed to educational excellence that gives girls confidence to lead purposeful lives and make an active contribution towards the common good.

Service and Values

- All responsibilities and activities are to be carried out in accordance with PLC's ethos, values, and standards of behaviour as set down by the School and as amended from time to time
- It is expected that individuals will demonstrate and promote service excellence and support the School in its objectives at all times
- Participate in professional development activities conducted by PLC as required or directed.

Key Result Areas

1. Professional Responsibilities

- 1.1. Teachers employed at PLC are done so on the expectation that the commitment to Child Protection and Safety is held in paramount importance. To that end, induction and annual training in Mandatory Reporting, Child Protection and Privacy legislation is conducted and every employee is expected to participate.
- 1.2. Teachers are responsible generally for the appearance and behaviour of all PLC students.
- 1.3. Teachers are responsible for the maintenance of collegial and professional relationships with other members of the staff of PLC.

2. Teaching Practice

- 2.1. Teachers are expected to:-
 - 2.1.1. Adhere to the Principles of Teaching and Learning.
 - 2.1.2. Promote an environment of dynamic, active and genuine learning.
 - 2.1.3. Employ a variety of effective teaching strategies to successfully implement the curriculum.
 - 2.1.4. Differentiate the curriculum to ensure the needs of all individuals in their classes are met.
 - 2.1.5. Give adequate time to lesson planning and organisation.
 - 2.1.6. Be aware of course requirements and their directions.
 - 2.1.7. Reflect and assess the effectiveness of their teaching.
 - 2.1.8. Keep accurate records of students' attendance, progress and assessment.
 - 2.1.9. Monitor each student and inform students of their progress.
 - 2.1.10. Maintain good communications with parents concerning the progress of their child.
 - 2.1.11. Attend Parent/Student/Teacher interviews.
 - 2.1.12. Submit lesson plans and records to Curriculum Coordinators, Heads of Departments, Head of Junior School and Deputy Principal as required.
 - 2.1.13. Write formal academic reports that conform to PLC Guidelines.
 - 2.1.14. Liaise with the appropriate teaching support staff in the implementation of the curriculum.

3. Pastoral Care

- 3.1. Teachers are expected to:
 - 3.1.1. Participate in PLC's pastoral care system as directed.
 - 3.1.2. Care for a House Tutor Group in a way that reflects PLC's values and ethos.
 - 3.1.3. Be sensitive to students experiencing personal, social or organisational problems.
 - 3.1.4. Liaise with colleagues and parents (guardians/Boarding House staff) concerning the House Tutor Group and its individual members.
 - 3.1.5. Attend House, College and Year meetings as required.
 - 3.1.6. Attend all relevant College assemblies.
 - 3.1.7. Attend Chapel services (when required).
 - 3.1.8. Attend Parent/Teacher interviews as required.
 - 3.1.9. Attend Parent Information and Orientation meetings as required.
 - 3.1.10. Attend College organised activities relevant to your House Tutor Group.

4. Curriculum and Resource Development

- 4.1. Participate in the creation, development and evaluation of curriculum within the department in which teaching is undertaken.
- 4.2. Be aware of existing resources including Learning Technologies and where possible, participate in the creation, development and evaluation of resources for the implementation of the curriculum.

5. Professional Development

- 5.1. Keep up-to-date with curriculum and resource development in the relevant area of teaching.
- 5.2. Demonstrate commitment to learning and professional development in your area of teaching.
- 5.3. Maintain technology competencies relevant to and as required by PLC.
- 5.4. Attend appropriate seminars and courses and participate in subject or area association meetings as appropriate.
- 5.5. Supervise student teachers and actively participate in their learning
- 5.6. Maintain relationships with professional associations as appropriate for a teaching professional, (for example (but not limited to) Curriculum Council, AISWA, STAWA, MAWA, ETA, IPSHA).
- 5.7. Comply with the Professional Review process used at PLC.
- 5.8. Attend Monday Professional Learning Sessions.

6. Co-Curricular Activities

- 6.1. Fulfil co-curricular responsibilities as negotiated with the Head of Staff or Head of Junior School and in accordance with PLC guidelines.
- 6.2. Ensure that all activities are pursued in a manner consistent with the values of PLC.
- 6.3. Provide leadership and instruction to participating students.
- 6.4. Encourage students to be active participants in the co-curricular life of the college.
- 6.5. Keep accurate records of student attendance and performance within the co-curricular activity.
- 6.6. Where appropriate or requested to do so, nominate students for College awards.
- 6.7. Maintain appropriate levels of supervision and standards of behaviour from students to ensure that activities are safe for student participation.
- 6.8. Ensure the necessary equipment is available and cared for in an appropriate manner.

7. General, Administration and other Activities:

- 7.1. In addition to normal teaching duties, teachers are expected to:
 - 7.1.1. Attend Speech Nights as required.
 - 7.1.2. Attend Relevant Chapel Services (including Founder's Day Service) and Assemblies.
 - 7.1.3. Attend meetings as required.
 - 7.1.4. Undertake ground and other supervision duties as required.
 - 7.1.5. Participate in College Outdoor Education Programs as required.
 - 7.1.6. Attend IGSSA/JIGSSA Swimming and Athletics Carnivals.
 - 7.1.7. Attend staff planning and professional developments days.

Lesson time that has not been assigned to classroom teaching is provided for the purposes of lesson preparation, assessment of students' work and individual student counselling or tutoring.

8. Measures of Good Practice

- 8.1. Teachers at PLC are expected to maintain exemplary practice in the educational enterprise in which they participate. Key features of this include;
- 8.1.1. Excellent and responsive relationships with students marked by mutual respect and professionalism.
 - 8.1.2. The provision of high quality curriculum.
 - 8.1.3. The provision of educational opportunities and activities which enable all students to achieve their highest potential.
 - 8.1.4. Excellent collegial relations.
 - 8.1.5. Mentoring of teachers new to PLC.
 - 8.1.6. Mentoring and coaching of teachers new to PLC and the profession.
 - 8.1.7. Regular participation in professional development courses and programs.
 - 8.1.8. Effective involvement in general pastoral care programmes and structures of the College.
 - 8.1.9. Effective participation in the co-curricular programmes of the College.

9. Collegial Relations

- 9.1. Teachers at PLC are part of a large and complex staff structure in which all members, and as such will have reporting lines across interdependent functions.
- 9.2. **The following reporting structure for teachers are as follows:**
- 9.2.1. The Principal for the general discharge of their duties.
 - 9.2.2. The Head of Staff for day to day matters; for Junior School it is the Deputy Head of Junior School.
 - 9.2.3. The Head of School for pastoral care within each school.
 - 9.2.4. The Deputy Principal, Head of Junior School and or Head of Department for the development and implementation of curriculum.
 - 9.2.5. The person in charge of the specific co-curricular activity undertaken by the teacher, (eg; Head of Sport, Director of Performing Arts).

10. External Relations

- 10.1 Public Relations (eg: contact with the media, police) and contact with general external agencies is the responsibility of the Principal or delegate. Teachers are not authorised to undertake this role and must contact or refer any matter to the Principal or delegate.

11. Planning and Priorities

- 11.1 Critical priorities for teaching teams, Departments and Schools are developed each year in various planning and other meetings. It is a requirement to actively contribute to this when required or requested.

Health and Safety

- Demonstrate in daily activities a commitment to health and safety in the workplace by always performing tasks in the safest possible manner – safe for the individual, co-workers and students.
- Ensure at all times that you work in compliance with all laws, acts, regulations and internal policies outlined in all manuals and handbooks, as updated from time to time.
- Report all hazards and incidents that the individual is party to, or observes, in the correct manner.
- When required or directed by PLC, participate in any health and safety training.

Knowledge, Skills, Experience and Attributes

- Working with Children and Police Clearance **mandatory**.
- Relevant qualifications and clearances required for a Teacher in Western Australia.
- Appropriate teaching qualifications and experience in defined area or subject matter.
- Excellence communication and presentation skills, both written and oral
- Highly developed interpersonal skills, and the ability to work closely with a range of stakeholder groups
- Working knowledge of the Apple MacIntosh/Microsoft Suite of products
- Well developed analytical and problem solving skills
- Excellent organisational skills, with attention to detail
- High level of enthusiasm and motivation
- Ability to meet all outcomes in a timely manner.

Desirable:

- Experience and or knowledge of working within the International Baccalaureate education framework.
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ADDENDUM 1

Principles and Practices of Learning and Teaching at PLC

Education is a complex endeavour and in order to achieve effective learning the staff of PLC value, endorse and practice the following beliefs, principles and practices based on:

- teachers as role models
- a positive sense of self worth and achievement
- individual differences
- motivation
- active and collaborative learning
- independent learning
- metacognition processes
- technology
- a conducive learning environment

Teachers as role models

Warm, responsive relationships between teachers and students based on mutual respect, trust and high expectations are central to learning and teaching at PLC.

Teachers:

- are powerful role models, modelling practices such as communication, listening, working as teams, using technology, taking risks, life-long learning, compassion, enthusiasm and care
- create an environment that is free from harassment and stereotyped expectations
- create a culture of personal achievement and nourish the growth of the individual self
- reflect the School's Christian ethos

A positive sense of self-worth and achievement is acknowledged as important to effective learning and achieved through:

- valuing students and their diversity
- assisting students to achieve short term goals and develop long term goals
- integrating into learning experiences regular and frequent opportunities for praise and constructive feedback
- planning opportunities for self assessment
- setting achievable challenges that are perceived by the learner to be within her grasp, worthwhile and relevant

Individual differences

Learning and teaching at PLC acknowledges that students have different learning styles, and different rates of development both generally and with regard to development in specific areas. In practice we seek:

- learning and teaching that is programmed on readiness to learn rather than chronological age
- a curriculum that is differentiated to cater for individual learning styles and rates of development

Motivation is necessary for learning and is achieved through such practices as:

- setting achievable challenges that are perceived by the learner to be within her grasp
- lesson planning that takes students' needs, interests and learning styles into account
- encouragement of risk-taking, challenge and curiosity
- choice through negotiated and differentiated curriculum
- learning that is clearly perceived as relevant and purposeful by students

- having high expectations
- continuous recognition of student achievement that is personal, positive in nature and individualised
- building from individual student's existing cognitive structures
- teacher enthusiasm and their love of learning
- learning and teaching strategies that acknowledge emotional intelligence
- an element of enjoyment

Learning is an active, constructive process

Students learn by:

- building from existing cognitive structures
- doing
- practising
- risk taking
- teaching others
- learning from mistakes and successes through assessment and reflection
- investigating, theorising and re-formulating

Students as independent learners

Students are encouraged to be independent learners through strategies that allow them freedom to:

- design and direct their own learning tasks
- develop information literacy
- attempt tasks that require the critical thinking skills of problem-solving, interpretation, reasoning, analysis and reflection
- develop their critical literacy skills to be able to evaluate sources of information
- share the authority for answers
- take risks, learn from mistakes and through trial and error
- ask questions, seek answers
- pursue their own learning interests
- work at their own pace to maximise their potential
- make choices and accept responsibility for the subsequent consequences

Collaborative Learning

While we recognise that individual learning is important, it is also essential to recognise the power of collaborative learning in that it enables students:

- to be challenged by the views of others
- to see things from a different perspective
- to value and respect diversity
- to learn to work cooperatively with others and achieve common goals

Teachers at PLC model the principles of collaborative learning through team teaching and cross-curricular activities.

Metacognition

In order to be independent learners, students need to understand their own learning styles and be given the opportunity to learn how to learn through practices that:

- make strategies for learning and thinking explicit in all learning areas
- provide a curriculum that allows different needs to be met
- give opportunities for reflection on the processes and content of learning
- provide authentic learning experiences that allow learning to take place both within and beyond the school community

Computer technology as a learning tool

As we move from an industrial era to an information age and from lock-step teaching to student-directed learning, computer technology will be essential for:

- a personal journal and an aid for critical thinking
- a simulator of virtual worlds for exploration and play for learning
- a key to access a range of information sources
- a platform that allows for presenting information in a preferred style through the use of multi-media
- a scheduling and organising tool
- a key to access and create data banks
- a way to access e-mail and the Web
- a construction site for learning
- an electronic portfolio for presentation of work and creativity
- a multi-dimensional tool linking home and school

ADDENDUM 2

Specialist Teacher – Maths Teacher

This Addendum 2 should be read in conjunction with the Teacher Position Description.

Teaching and Learning

- Delivery of Mathematics Curriculum in Years 7 to 12.
- An awareness of the requirements of NAPLAN and OLNA testing.
- Work collaboratively in the creation and development of relevant and inspiring curriculum within the department (unit development).
- Year group/Course coordinator, including curriculum planning, assessment design, resource development, clear communication with other team members.
- Continual evaluation and reflection of course delivery/content
- Communicate and collaborate with other staff within the department
- Implementation of IT into lessons including, but not limited to use of CAS and GDC calculators.

Reporting and Assessment

- Mark and return assessments to students in an efficient and timely manner.
- Keep an accurate record of student assessment.
- Provide students with personalized regular feedback on SEQTA (ongoing)
- Report and assess on student achievement in line with PLC reporting guidelines

Specific Duties

- Attend regular Department meetings, including Professional Learning as requested by Head of Mathematics
- Continually undergo performance reviews with Head of Mathematics
- Fulfill internal relief as required
- Attend Parent/Teacher/Student meetings as advised
- Assist and support students out of regular class time.

Desirable (Required)

- Experience in teaching Year 11- 12 WACE Mathematics
- Experience in teaching students that require additional support to succeed in Mathematics.