



Learning Diversity Teacher Role Description

Teachers at Mount St. Joseph Girls' College work in a collaborative way that enhances the spirit and culture of the College community and supports this College Mission Statement:

- We promote Catholic values in educating young women to live their faith in the tradition of Saint Mary of the Cross MacKillop;
- We aim to develop informed and compassionate women of faith who will strive to make a difference in the world;
- We value, foster and respect the uniqueness, integrity and dignity of each person;
- We encourage a love of learning through an innovative, dynamic and challenging curriculum;
- We encourage students to strive for personal excellence;
- We aim to provide a safe learning environment within contemporary specialist learning facilities.

Teachers at Mount St. Joseph Girls' College are responsible to the Principal for the delivery of quality learning and teaching experiences, which enhance student outcomes.

Role Responsibilities

The role responsibilities draw upon the *Catholic Education Multi-Enterprise Agreement 2022* and the Victorian Institute of Teaching Dimensions of Professional Practice. The role revolves around a demonstrated commitment to professional knowledge, professional practice and professional agreement.

Along with a teaching load of approximately 0.5-0.6, the following responsibilities are part of this teaching position:

- Screen and select necessary assessment tools to assess students' skills and learning requirements;
- Utilise evidenced based procedures for identification to design Individual Learning Plans (ILPs) and Student Adjustment and Evaluation Plans;
- Screen and select necessary supplemental curriculum materials and resources to ensure learner outcomes are met;
- Participate in Program Support Group meetings as required;
- Provide support to students with disabilities and learning difficulties, both in class and in small groups across a broad range of subject areas;
- Utilise data to inform identification of students with differing needs in collaboration with teaching staff;
- Facilitate and assist with transition for students with diverse learning needs from primary schools or other secondary schools;
- Apply contemporary learning and teaching research and data analysis to classroom practice;
- Assist the Director of Learning Diversity in the planning and teaching of literacy and numeracy, and skills-based support programs;
- Collate, collaborate and communicate with the Nationally Consistent Collection of Data (NCCD) process.

Professional Knowledge

Teachers Know How Students Learn And How To Teach Them Effectively

- Teachers draw on the body of knowledge about learning and contemporary research into teaching and learning to support their practice;
- Teachers know the importance of prior knowledge and language for learning, and the impact of discussion, group interaction and reflection in the learning process;

- Teachers know how to engage students in active learning;
- Teachers know how classroom and program design, use of materials and resources and the structure of activities impact on learning;
- Teachers know the central place of religious education within the school curriculum.

Teachers Know The Content They Teach

- Teachers have a sound, critical understanding of the content, processes and skills they teach;
- Teachers can articulate the key features and relevance of their content to their students and others, and can demonstrate how it is applied;
- Teachers know the methodologies, resources and technologies which support learning of the content, processes and skills they teach;
- Teachers are familiar with curriculum statements, policies, materials and programs associated with the content they teach.

Teachers Know Their Students

- Teachers know the learning strengths and weaknesses of their students and are aware of the factors that influence their learning;
- Teachers are aware of the social, cultural, and religious backgrounds of the students they teach, and treat students equitably;
- Teachers develop an understanding and respect for their students as individuals, and are sensitive to their social need and the way they interact with others;
- Teachers know the importance of working with and communicating regularly with students.

Professional Practice

Teachers Plan And Assess For Effective Learning

- Teachers use their knowledge of students, content and pedagogy to establish clear and achievable learning goals for their students;
- Teachers plan for the use of a range of activities, resources and materials to provide meaningful learning opportunities for all their students;
- Teachers monitor student engagement in learning and maintain records of their learning progress;
- Teachers select assessment strategies to evaluate student learning, to provide feedback to students and their parents/guardians and to inform further planning of teaching and learning.

Teachers Create And Maintain Safe And Challenging Learning Environments

- Teachers develop a positive learning environment where respect for individuals is fostered and where learning is the focus;
- Teachers provide a learning environment that engages and challenges their students and encourages them to take responsibility for their own learning;
- Teachers use and manage the materials, resources and physical space of their classroom to create a stimulating and safe environment for learning;
- Teachers establish and maintain clear and consistent expectations for students as learners and for their behaviour in the classroom.

Teachers Use A Range Of Teaching Practices And Resources To Engage Students In Effective Learning

- Teachers communicate effectively with students to make their learning programs explicit, to build rapport, and to support their learning;
- Teachers provide and manage opportunities for students to explore ideas and develop knowledge and skills, through discussion and group activities;
- Teachers use and manage a range of teaching and learning strategies, technologies, activities and resources;
- Teachers provide meaningful feedback to students and their parents/guardians about their developing knowledge and skills.

Professional Engagement

Teachers Reflect On, Evaluate And Improve Their Professional Knowledge And Practice

- Teachers work within the framework of school, CECV and diocesan policies;
- Teachers regularly reflect on and critically evaluate their professional knowledge and the effectiveness of their teaching;

- Teachers work collaboratively with other members of the profession and engage in discussion of contemporary issues and research to improve professional practice;
- Teachers identify their own professional learning needs and plan for and engage in professional development activities;
- Teachers develop organisational and administrative skills to manage their non-teaching duties effectively.

Teachers Are Active Members Of Their Profession

- Teachers support and contribute to the development of the ethos of the Catholic school;
- Teachers contribute to the development of school communities that support the learning and wellbeing of both students and fellow teachers;
- Teachers work effectively with other professionals, parents/guardians and members of the parish / broader community to provide effective learning for students;
- Teachers promote learning, the value of education and the profession of teaching in the wider community;
- Teachers understand and fulfil their legal responsibilities and share responsibility for the integrity of their profession.

Commitment to Child Safety

The Mount St. Joseph Girls' College community promotes the safety, wellbeing and inclusion of all children

- Teachers will have a demonstrated understanding of child safety;
- Teachers exhibit appropriate behaviours when engaging with children;
- Teachers are expected to familiarise and comply with legal obligations relating to child safety (e.g. mandatory reporting), the school's child-safe policy and code of conduct, and any other policies or procedures relating to child safety;
- Teachers are expected to provide students with a child-safe environment;
- Teachers proactively monitor and support student wellbeing.

Specific Duties

As negotiated with the Principal and Stewardship Team and according to the specific teaching load determined as per the need of the College, including support of the faith, learning and student wellbeing programs and the co-curricular activities offered to students.