



MaristCollege
Canberra

YEAR 4 to 12 TEACHER

Role Description

Staff at Marist College Canberra are responsible for the promotion of an atmosphere of charity and justice within the College, as is expected in a Catholic community and to help ensure the provision of the Catholic perspective in the teaching and learning process and in all the activities of the College.

All teachers have a responsibility to develop and maintain an understanding of Catholic beliefs and those aspects of Catholic teaching that relate to their subject areas. Through their own example they provide Christian leadership for all members of the school community.

Only a person supportive of Catholic Education philosophy may be a teacher in a Catholic School. Teachers bear witness to Christ and Christian values in their own lives as well as personally supporting and enriching the Catholic School philosophy.

All teachers are responsible to the Headmaster through College Executive or Middle Leaders for their professional, academic, pastoral and administrative responsibilities.

The objectives for teachers during their term of employment are:

- (i) to support and implement the vision and ethos of the College by participating in the prayer and liturgical life of the College in cooperation with the Headmaster and the Assistant Head of School – Mission.
- (ii) to adhere to Catholic principles and at all times by personal example, integrity and behaviour, support Catholic moral standards, and support the particular Marist ethos of the College.
- (iii) to give regular and efficient instruction for the academic, pastoral and spiritual development of students.
- (iv) to adhere to school policies and procedures and abide by the College Code of Professional Conduct.
- (v) to demonstrate effective teaching practice, catering for different learners and demonstrating a concern for student welfare

Prior to accepting any teaching position within the College, applicants need to have read the document “Teaching in Catholic Schools – A Statement of Principles”, the Marist College “Code of Professional Conduct” and the “Quality Marist Teacher Process” Framework (QMTP).

Applicants must hold and maintain current ACT Teacher Quality Institute registration, and Working with Vulnerable People registration.

Specific skills as they relate to Learning, Curriculum, Assessment and Evaluation, Pastoral Care, Professional Learning, Related Duties and Co-Curricular are addressed below.



1. Learning Environment

A Marist Teacher is expected to:

- create a learning environment which stimulates learning and promotes excellence, where students are both challenged and supported
- be conversant with the relevant teaching discipline and current syllabus
- support and espouse the values and teachings of the Catholic Church in the teaching and learning environment of the College
- use a range of teaching strategies, recognising that students learn in a variety of ways: for example through independent study, directed learning and group involvement
- recognise that students of mixed ability and from various backgrounds must be catered for
- enable students to make good use of the resources available within the school and the community
- embrace the use of Information Technology and its application in classroom learning
- maintain effective communication with the Enrichment and Learning Support Department regarding special learning needs of individual students
- maintain a vibrant and stimulating classroom environment which celebrates the work of students
- be aware of and adhere to emergency procedures for students' safety, and specific safety procedures related to the subject or activities taught
- share explicitly with students the Code of Conduct which enables students to work productively in a fair environment
- ensure good classroom management skills are maintained
- ensure class rolls and attendance are strictly documented.

2. Curriculum

A Marist Teacher is expected to:

- develop courses in harmony with the values and the educational purposes of the College and department, and in co-operation with fellow teachers.
- be prepared to work in a collaborative environment, sharing and developing teaching resources with the faculty team or year level group.
- participate in regular review of courses and content
- in consultation with the Head of Department or Junior School Curriculum Coordinator, plan a consistent, coherent and relevant learning program which fosters a purposeful progression in learning, and meets the specific needs of the Australian Curriculum, Treasures New and Old and ACT BSSS Guidelines.
- keep an adequate records of courses and programs
- actively engage students in the planning and learning process, perceiving that learning is an active and collaborative venture, both between the teacher and students and the students themselves
- consider the students' own experience to be a fundamental and especially valuable resource.



3. Assessment and Evaluation

A Marist Teacher is expected to:

- develop appropriate assessment procedures and modes of reporting assessment in consultation with fellow members of staff
- be a member of a professional academic team, meeting required work deadlines.
- use a range of assessment and evaluating techniques regularly and fairly
- assess and return work promptly to students with formative feedback
- encourage students to reflect on their work and the process they have gone through to achieve it
- where appropriate, encourage students to set their own goals and evaluate their own outcomes
- explain criteria for assessment to students in advance, so they can understand the relevance of the grade and comments, and use the information constructively in future work
- pinpoint learner needs, conferring with specialist staff in the school, and liaise with parents as required
- keep adequate records of students' progress
- proactively communicate with parents through the student diary, email, in written reports and in parent/teacher interviews
- reflect students learning in reports, recognising strengths and weaknesses and suggesting possible courses of action

4. Pastoral Care

Pastoral care of each individual is of paramount importance in the College. All new senior school teaching staff are assigned to a House. As a House Group Leader, a member of staff works in partnership with the House Dean in all matters relating to the overall care of the boy. Junior School teaching staff administer pastoral care to students in their class, and work in conjunction with the Assistant Head of Junior School.

A Marist Teacher is expected to:

- communicate with students, fellow staff and parents in a respectful, clear, caring and professional way
- establish rapport with students and encourage them
- participate in pastoral care and faith formation programs such as Brothers Together, Induction programs, camps and excursions as required
- provide Christian example and model by word and action for all boys
- maintain professional confidentiality on information about students
- seek advice from, work co-operatively with, and/or refer students to, specialist staff where appropriate
- be proactive in communicating with parents and respond promptly to parental calls or enquiries
- support fellow staff professionally in all areas of school life
- keep appropriate records
- where there is a perceived danger to a student, communicate confidentially with either the Headmaster, Head of Senior School, Head of Junior School, Dean of Students or Counsellor.



5. Professional Learning

A Marist Teacher is expected to:

- participate in all staff Marist faith formation opportunities provided by the College
- participate professionally in the Quality Marist Teacher Process (QMTP)
- keep abreast of current developments in educational thinking, curricular and teaching practice
- attend relevant professional learning training and report to his/her Department or Junior School Curriculum Coordinator
- contribute to the professional development of other staff members within the school by sharing knowledge, ideas and resources, and working as a member of a team
- comply with the requirements of ACT Teacher Quality Institute
- comply with and maintain Marist Schools Australia accreditation requirements

6. Related Duties

A Marist Teacher is expected to:

- carry out required supervisory duties, including active grounds duty and exam supervision
- take an active involvement in the general life of the school, and support it formally and informally within and beyond the school day
- attend and participate in all faculty, House, year level and whole school staff meetings
- attend significant College events such as the Commencement Mass & Champagnat Day
- attend all lessons (unless prior arrangements have been made) and be punctual
- carry out the administrative requirements associated with classroom teaching
- dress appropriately as a professional educator
- demonstrate at all times, an understanding of and adherence to school policies and procedures
- adhere to the specific requirements of the appropriate section of the College or department within it
- complete all mandatory staff training
- attend and participate in College Assemblies
- be prepared to attend and participate in school camps and retreats as required
- attend and participate in relevant curriculum-based excursions

7. Co-Curricular

There is an expectation that all teachers at Marist College Canberra will involve themselves in the co-curricular activities offered to students at the College.

A Marist Teacher is expected to:

- give time to the College during school, after school and/or on the weekends to fulfil their co-curricular obligations to a minimum of 20 hours per year.
- in consultation with the Head of Co-Curricular and the relevant coordinator, plan a consistent, coherent and relevant program in their area of co-curriculum activity.
- provide the appropriate duty of care and supervision to the students in their charge.



MaristCollege
Canberra

SENIOR SCHOOL TEACHING POSITIONS

Selection Criteria

Applicants will need to demonstrate:

- Commitment to the Mission Statement of the College, the ethos of a Catholic School and the particular Marist ethos;
- An understanding and a commitment to “Teaching in Catholic Schools – A Statement of Principles”.
- An understanding of the College Code of Professional Conduct;
- Relevant pedagogical skills and an understanding of current curriculum development, educational theory and practice;
- Satisfactory professional and personal qualifications, enthusiasm, high motivation and sound organisational skills (minimum 4 years teacher training);
- Effective classroom teaching practices and classroom management skills through relevant experience or practicum reports;
- Effectiveness in following through with directions and initiatives;
- Ability to cater for different learning abilities and learning styles;
- Effective oral and written communication skills with staff, students and parents;
- Ability to work as part of a curriculum team, a pastoral care team, and QMTP Pod Team;;
- Effective use of ICT across their curriculum area;
- An awareness of issues in boys’ education.

Applicants will also need to:

- Be involved in the pastoral care program in the College;
- Be involved in the co-curricular life of the College;
- Be involved in professional development activities;
- Be eligible for engagement in child related employment. The successful applicant must hold Working with Vulnerable People registration.
- Provide a curriculum vitae, including supporting documents of qualifications and Statement of Service(s), and hold Teacher Quality Institute registration.
- Provide the names and contact details of 3 referees.

(Original documents will be required for sighting at interview)

Teaching staff must hold current Working with Vulnerable People Registration and TQI Registration prior to commencing employment at the College.

RENUMERATION

The position is classified under the *Teachers (Daramalan College, Marist College Canberra, and St Edmunds College, Canberra) Enterprise Agreement 2014-2017*, as amended or replaced. An annual salary commensurate with the skills and qualifications of the successful candidate will be as per the Enterprise Agreement.

TERM

The FTE and term (permanent or temporary) of the position is listed in the job specific details on the College Website. Permanent positions are subject to a 12 month probationary period.

The start date for positions advertised for the commencement of 2018 is Tuesday 30 January, 2018.

APPLICATION SUBMISSION

For information about the duties and nature of the position, or progress of the selection process, enquiries should be directed to Assistant Head of School – Staff, Mr Glenn Slater at hr@mcc.act.edu.au or by phoning the staff office on 62987262.

The closing date for applications is **5:00pm Wednesday 11 October 2017**.

The College is not required to accept applications that are received after the closing date and time, and reserves the right to appoint by invitation, or to make no appointment at all. Shortlisted candidates will be contacted by telephone to arrange an interview.

Applications should contain:

- A cover letter addressing the selection criteria
- Completed College Application Form – Teaching Positions
- Updated resume

Applications can be received by:

Post - PO Box 727 Mawson, ACT 2607

Email – hr@mcc.act.edu.au

Delivered directly to the main College reception. During School Holidays the front doors of the College will be closed, but the Finance office remains open from 8am – 4pm week days. Press the intercom button to the right of the main doors for entrance.