Stella Maris
COLLEGE MANLY

A School of Good Samaritan Education

Classroom Teacher
Teacher of Technology and Visual Arts – Role Description

Purpose

The role of classroom teacher is multifaceted based on being a competent classroom practitioner with an enthusiasm for and sound knowledge of your subject area, forming and maintaining good relationships with students and parents and keeping abreast with current teaching and learning practice.

Key Areas of Responsibility

The Classroom Teacher is responsible and accountable to the College Principal. This role description needs to be read in conjunction with the Pastoral Care Teacher role description.

Role Accountabilities

Outlined below are the responsibilities of your role as a classroom teacher, which are based on the foundations of the Australian Professional Standards For Teachers and the College's Star Learning Framework and Positive Education approach.

Invigorates Intellectual Quality

Teachers at Stella Maris College, invigorate intellectual quality when they:	Focus Areas of the Australian Professional Standards for Teachers
Create learning interactions that demand high expectations of all students by encouraging and rewarding conceptual risk taking in critical and creative thinking, and problem solving.	1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities
Develop learning outcomes that regularly and explicitly build from student's background knowledge, and regularly demonstrate links between and within subjects and key learning areas.	1.3 Students with diverse linguistic, cultural, religious and socio-economic backgrounds 3.1 Establish challenging learning goals
Construct tasks that engage students in thinking that requires them to organise, reorganise, apply, analyse, synthesise and evaluate knowledge and information from a variety of sources and points of view, and apply their understanding in real-life contexts or problems.	2.1 Content and teaching strategies of the teaching area 2.2 Content selection and organisation
Provide explicit success criteria for the quality of the work students are to produce and regular reference points in the criteria for the development and assessment of student work.	2.3 Curriculum, assessment and reporting 5.1 Assess student learning

Teachers at Stella Maris College, invigorate intellectual quality when they:	Focus Areas of the Australian Professional Standards for Teachers
Engage students in metacognition to reflect on their thinking and recognise strengths and weaknesses in their reasoning and in the positions presented by others.	1.2 Understand how students learn 3.3 Use teaching strategies
Enable students to present or analyse alternative perspectives and/or solutions, demonstrating how the construction of knowledge relates to their understanding of the task and that knowledge has been constructed and therefore is open to question.	2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians

Nurtures Inclusiveness

Teachers at Stella Maris College, nurture inclusiveness when they:	Focus Areas of the Australian Professional Standards for Teachers
Provide tasks to explicitly name and analyse knowledge as a specialist language (metalanguage) and enable commentary on language use and the various contexts of differing language uses.	2.5 Literacy and numeracy strategies
Positively support students in learning that is inclusive of all classmates.	1.1 Physical, social and intellectual development and characteristics of students 4.1 Support student participation
Demonstrate mutual respect among colleagues, students and others assisting student learning, including effective communication for administration and pastoral care duties.	3.5 Use effective classroom communication 3.7 Engage parents/ carers in the educative process
Publically value the participation of all students across socio-cultural background to add richness to the learning and challenge the dominant narrative.	1.3 Students with diverse linguistic, cultural, religious and socio-economic backgrounds 1.4 Strategies for teaching Aboriginal and Torres Strait Islander students
Encourage student contributions according to skills and knowledge, knowing that all contributions to the classroom dynamic are a valued and necessary part of deep learning.	3.4 Select and use resources
Analyse data to develop differentiated learning for students in providing variety and choices to engage all learners.	5.4 Interpret student data

Cultivates Collaboration

Teachers at Stella Maris College, cultivate collaboration when they:	Focus Areas of the Australian Professional Standards for Teachers
Demonstrate collective teacher efficacy in teaching practice and professional learning with colleagues based on the Australian Professional Standards for Teaching.	6.1 Identify and plan professional learning needs 6.4 Apply professional learning and improve student learning
Enable students to take ownership of, and responsibility for, their emotional, intellectual, physical, spiritual and social wellbeing.	4.3 Manage challenging behaviour
Build respectful, caring and effective relationships to manage conflict and differences and to seek consensus in the pursuit of common goals.	7.3 Engage with the parents/ carers
Create strong positive support for student centred learning and refining interpersonal skills for mutual respect among	7.3 Engage with the parents/ carers

Teachers at Stella Maris College, cultivate collaboration when they:	Focus Areas of the Australian Professional Standards for Teachers
teachers and students and others assisting students' learning.	
Share responsibility for student's wellbeing and safety and the benefits from group success to enable students to meet shared and individual goals.	4.2 Manage classroom activities 4.4 Maintain student safety
Demonstrate cooperation and flexibility in being able to work with a diversity of people in varying situations.	6.3 Engage with colleagues and improve practice

Inspires Innovation

Teachers at Stella Maris College, inspire innovation when they:	Focus Areas of the Australian Professional Standards for Teachers
Continually improve teaching and learning programs aimed to develop learners who are optimistic, curious and open to new and diverse ideas.	3.6 Evaluate and improve teaching programs
Use technology in an ethically responsible manner to develop learners who can access, understand and manipulate digital information creatively, critically and effectively for learning and communication.	4.5 Use ICT safely, responsibly and ethically
Use a variety of communication strategies so that learners embrace ambiguity and uncertainty and are willing to take risks and accept mistakes as part of the creative process and as an opportunity to learn.	3.5 Use effective classroom communication
Model adaptability in response to change to inspire learners to apply knowledge and skills in novel ways to new situations.	2.6 Information and communication technology (ICT)
Involve students in sharing their work with each other to develop understanding that a problem can have several solutions and so inform their ability to make decisions in the future that rely on knowledge and experience from using a variety of resources.	5.2 Provide feedback to students on their learning
Enable a community of inquiry with learners who can push boundaries and create new knowledge by challenging the status quo and generate original ideas or apply a new or existing idea to a specific context.	3.1 Establish challenging learning goals 5.5 Report on student achievement 3.6 Evaluate and improve teaching programs

Enables Empowerment

Teachers at Stella Maris College, enable empowerment when they:	Focus Areas of the Australian Professional Standards for Teachers
Design assessment experiences so that learning is a lifelong endeavour for students to manage their strengths and areas in need of improvement.	5.1 Assess student learning
Provide feedback to assist learners to become increasingly self-directed and intrinsically motivated to set and achieve personal goals, and persevere to embrace failed solutions.	5.2 Provide feedback to students on their learning
Structure learning that connects the use of ICT to students' interest, experiences, talents and the real world to enable learners to make confident decisions, and be flexible and adaptable in the face of changing circumstances.	2.6 Information and communication technology (ICT)
Implement activities that support students with disability to be brave, resourceful and resilient as they learn.	1.6 Strategies to support full participation of students with disability

Teachers at Stella Maris College, enable empowerment when they:	Focus Areas of the Australian Professional Standards for Teachers
Contribute to a culture of professional inquiry and seek opportunities for professional development aligned to the Australian Professional Standards for Teaching as part of the annual review and professional growth plan processes.	7.4 Engage with professional teaching networks and broader communities
Demonstrate teacher leadership by ensuring that interactions and relationships are of the highest standards of honesty, integrity, and confidentiality, and complying with all statutory and school policies and procedures.	7.1 Meet professional ethics and responsibilities 7.2 Comply with legislative, administrative and organisational requirements
Participate in pedagogical decision making through collegial relationships characterised by mutual respect, cooperation and collaboration, and is based on the highest professional standards that are evidence based, well-planned and evaluated in an ongoing manner.	5.3 Make consistent and comparable judgements 6.3 Engage with colleagues and improve practice

Significant Duties

30 hours of extra curricula involvement throughout the year.

Length of Tenure

The Classroom Teacher is a temporary position for the 2021 school year.

Teaching Requirements

The Classroom Teacher will carry a 1.0 FTE teaching load.

Remuneration

The remuneration for the position will be as follows:
- Commensurate with the applicant's level of qualification, demonstration of teaching expertise.
- Superannuation Guarantee as at the current rate paid by the College in addition to salary

Selection Criteria

Essential Criteria
- Be able to demonstrate an understanding of the charism of Good Samaritan Education as articulated in the Good Samaritan Philosophy of Education
- Have relevant teaching qualifications
- Be able to demonstrate a high level of competency by providing an example for the five focus areas outlined above as:
  - Invigorates Intellectual Quality
  - Nurtures Inclusiveness
  - Cultivates Collaboration
  - Inspires Innovation
  - Enables Empowerment
- Be able to demonstrate a high level of competency as outlined in the Pastoral Care Teacher role description by:
  - Developing understanding of each student as a learner

- Supporting students to come to understand their own strengths, values and individual learning skills
- Monitoring and supporting each student with an emphasis of improving educational outcomes through encouragement and intervention
- Strengthening the engagement of parents in the learning life of their daughter

Highly Desirable Criteria
- Have or are working towards post graduate qualifications in education or teaching and learning leadership
- Have high levels of expertise or are undertaking professional development in relevant specialist learning area

Applications

Applications should include:
- A cover letter addressed to the Principal, Stella Maris College, 52 Eurobin Ave, Manly NSW 2095
- A Stella Maris College Application for Employment form
- A Curriculum Vitae
- A statement addressing the essential selection criteria above

Only electronic applications will be accepted.

Please email your application to employment@stellamaris.nsw.edu.au by 5:00pm on the closing date.