



# Mount Alvernia College

## POSITION TITLE: TEACHER

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### ROLE STATEMENT

Together with the College Leadership Team and Extended Leadership Team, **Teaching Staff** at Mount Alvernia College work together to drive the strategic imperatives of our College Strategic Plan within our Franciscan tradition. In doing so, the **Teaching Staff** intrinsically understand and support educational wellbeing in their work with their students and more broadly. As a Teacher at Mount Alvernia College, you uphold the faith, values, reputation and professionalism of our learning community.

Educational Wellbeing at Mount Alvernia College recognises the intrinsic link that exists between wellbeing and learning for all students. Educational Wellbeing accepts that exceptional student care will only be possible when the best elements of pastoral and academic support interconnect.

This is realised when:

- explicit pastoral and spiritual wellbeing programs connect to student learning
- there is a deep knowledge of the students in our care: “every student is known, valued and respected”, such that they feel a sense of belonging and purpose
- opportunities to develop spirituality, purpose, meaning, mastery and a sense of accomplishment are available to all
- strategies which cultivate learner agency, self-efficacy and self-regulation are explicit, such that students understand ‘how to learn’, know their next learning steps and have tools to build confidence, courage, self-belief and to manage new learnings
- excellence, effort and improvement are acknowledged and celebrated

At Mount Alvernia College, educational wellbeing is realised through an environment of high support and high challenge.



## **CAPABILITIES**

Teaching Staff at Mount Alvernia College demonstrate a clear and purposeful vision for the excellent learning outcomes and wellbeing of students.

This is realised in conjunction with the following:

- Demonstrated expertise and experience in their subject specialization.
- Highly developed professionalism; including effective communication skills, presentation skills, emotional intelligence, initiative, patience, problem-solving and conflict resolution skills.
- Highly effective organisational skills.
- A capacity to work productively, collaboratively and respectfully with other staff members, including Faculty Staff, Support Staff and Leadership Team members.
- A capacity to work within the complexities and demands of a secondary school environment, including high levels of personal and professional resilience.
- An ability to work with ambiguity and the need to adapt to a changing environment.
- An ability to accept and respond to relevant and appropriate feedback in the spirit of ongoing professionalism and improvement.

## **KEY RESPONSIBILITIES**

### **Planning and Designing Effective Curriculum**

- A demonstrated ability to design and resource effective learning experiences in alignment with current Australian National Curriculum, Queensland Curriculum Assessment Authority and/or relevant Vocational Education Programs or school-based programs.
- A demonstrated ability to design effective student assessments in alignment with current Australian National Curriculum, Queensland Curriculum Assessment Authority and/or relevant Vocational Education Programs.
- A demonstrated ability to provision learning experiences to meet the needs of students with identified learning needs and to meet the interests, and ability types of students in their classes and cohorts.
- An ability to provide opportunities for students to learn both independently and collaboratively.





## Outstanding and Effective Teaching and Learning Practice

- A demonstrated ability to deliver quality learning experiences for students that utilize a range of High Impact Teaching Strategies (HITS).
- A demonstrated ability to deliver sequences of learning which are engaging, relevant and appropriate to the needs of the students and adhere to the requirements of the syllabi/curriculum.
- Ensuring that learning intentions and checking for understanding are explicit and routine within the classroom.
- Ensuring that students are appropriately supported and challenged in their learning experiences.
- An ability to animate in theory and in practice the Teaching and Learning Frameworks of Mount Alvernia College.
- A demonstrated ability to adapt curriculum to meet the needs of the students within the relevant context of learning.
- Establishing within the classroom a language and climate of learning which values improvement over perfection and process over outcome.
- Structuring learning tasks effectively to foster student motivation and engagement.
- Facilitating learning experiences that increase students' sense of responsibility and agency for learning;
- Implementing relevant and purposeful formative and summative assessments to gauge student understanding and progress.
- Utilizing learning technologies, and other modalities to enhance and animate learning and understanding.
- Demonstrate and embody, in word and action, the AITSL professional standards for teachers.
- Adherence to effective and timely student feedback requirements as set out by Heads of Faculty and the Deputy Principal of Teaching and Learning.
- Ensuring that moderation, crossmarking, reporting and marksbook deadlines are accurate and adhered to.
- Maintaining accurate and timely records in relation to student educational wellbeing notes, SET planning, Academic Mentoring and Goal Setting.
- Ensuring that online curriculum (MyMtA) is compliant, regularly updated and is available to all students and Faculty staff.
- Demonstrated data literacy skills in the use of Learning Analytics Tool to track and monitor teaching impact and learning outcomes for all students in all classes.
- Participate in Professional Learning opportunities.
- Upholding and adhering to all Academic Policies of the College.

## Supporting Student Educational Wellbeing

It is an expectation that all Teaching Staff at Mount Alvernia College take the time to 'know their students' and build positive, supportive and professional relationships with them.



- To remain accessible to and supportive of, all students, including those with diagnosed learning needs and/or social and emotional challenges and personal difficulties.
- To actively promote and model for students a growth mindset and the social and personal learning capabilities that we wish to cultivate in them.
- To respect and honour the dignity of all students, their reputation and their privacy.
- To facilitate conditions that allow the learning environment to be one that is inclusive, welcoming and safe.
- To work in partnership with parents/carers to communicate regularly; assessment feedback, parent/teacher/student conferences, 'at risk' notifications, educational wellbeing concerns, pathways, subject selection, achievements and triumphs, engagement or other relevant matters pertinent to the student.
- To undertake the duties of the Homeroom Mentor Teacher role if applicable.

### **Community and College**

Teaching staff are encouraged to embrace all aspects of our college life including;

- Active engagement in the co-curricular life of the college, including participation in camps, immersions and/or overseas tours as applicable.
- Opportunities to engage in Staff Masses, Parent Engagement Events and other Community building and fundraising activities.
- It is an expectation of the College that all staff, irrespective of their faith background respectfully participate in the faith life and rituals of our Catholic Franciscan tradition.
- Other duties as negotiated and required by the Principal.
- All teaching staff at Mount Alvernia College are expected to attend the College Open Day held for several hours on the weekend/afterschool.

### **Compliance and Risk**

- Undertake all Compliance modules as part of the onboarding procedures for all recruitment.
- Enact their Duty of Care to all students whilst at the College.
- Actively adhere and comply with all College based policies and procedures to ensure the safety and wellbeing of all.
- Ensure that sensitive student educational wellbeing data and information is stored and shared appropriately and securely.
- Ensuring that sensitive documents, emails and electronic files are shared and stored appropriately and in keeping with College protocols.
- Assisting in the completion of incident reports through Complispace where appropriate.
- Undertaking any necessary 'onguard' curriculum modules as required.
- Staff must adhere to all Australian Copyright Laws.
- All educational resources and assessments including electronic files remain the intellectual property of Mount Alvernia College.





## KEY STAKEHOLDERS

- Relevant Head of Faculty
- Deans of Senior and Middle Years
- Dean of Administration
- Head of House
- College Leadership Team
- Head of Digital Pedagogy and Innovation
- Head of Library and Digital Services
- Head of IT and Systems and IT Team
- Risk, Compliance and HR Officer
- Support Staff
- And any other key stakeholders deemed appropriate by the College Principal.

## Reporting Relationships

Teaching staff report to the Principal through the Deputy Principals' of Teaching and Learning and Staff Development and Organisation and their Head of Faculty. Their direct line manager is their Head of Faculty.

## Qualifications

A Relevant Teaching Qualification in addition to current Queensland College of Teachers registration.

## Feedback and Review

All staff at the College undertake with their line managers an annual formative feedback and review meeting together.

## Remuneration

Teaching Staff at Mount Alvernia College are remunerated under the RI/PJP *Catholic Employing Authorities Single Enterprise Collective Agreement, Religious Institute Schools Queensland 2023 – 2026* according to their experience.

