SUCCESS PROFILE – Creative Education Collaborator

Setting your career for success at Geelong Grammar School

ROLE TITLE:		Creative Education Collaborator
DIVISION:		Residential Education, Care & Community
CAMPUS:		Corio
REPORTS TO:		Vice Principal | Learning, Teaching & Academic Innovation
DIRECT REPORTS:		N/A
EMPLOYMENT STATUS:	Tenure	Position of Responsibility (POR)
	Hours	0.76 Time Release
	Working Weeks	Teachers | Averaged over 52 weeks
CLASSIFICATION:		Teaching Salary Scales | GGS Enterprise Agreement

THE ROLE

General Description and Role Purpose

The Creative Education Collaborator seeks to cultivate the skills of communication, collaboration, critical thinking, problem posing and problem-solving capabilities for students and teachers alike. The aim to embed Creative Education across disciplines and build learning experiences that spark curiosity, inquiry and student agency, enabling learners to think, connect and enact by design. They play with practice in a manner that is intentional, iterative and innovative. The goals are to build the capacity of our community to explore how we acquire, then apply knowledge and skills; and to also incite the openness with which we seek wisdom.

Key Responsibilities/Accountabilities

- Build, iterate and support the delivery of Creative Education programmes, initiatives and learning experiences across Secondary year levels and disciplines.
- Cultivate the integration of Creative Education capabilities, including communication, collaboration, critical and creative thinking, problem solving, design thinking and student agency, across curriculum and co-curricular programmes.
- Support school initiatives that elevate cross-campus connections, with a lens to foster curiosity, innovation, inquiry, agency, and authentic learning.
- Support the Head of Creative Ed in the evaluation, monitoring and continuous improvement of Creative Education programmes, projects and interventions, informed by emerging research and best practice.
- Build staff capability through professional learning and development, resources and training that strengthen Creative Education pedagogy and practice.
- Promote awareness, understanding and engagement in Creative Education across the School community, including students, staff, parents and external stakeholders.
- Collaborate with Adventure Education and Positive Education teams to deliver holistic experiences that integrate wellbeing, character, and capability development.
- Teach one class (0.21 FTE) as well as facilitating the Navigate programme as timetabled.
- Committed to the rigors of the School's *Light Blue*print

Internal Liaisons

Head of Creative Education
Positive and Adventure Education Collaborators
Teaching and related pastoral care staff

External Liaisons

Parents and guardians

Out of hours contact/ other role requirements
• The attendance at School events, such as family day, is encouraged.

THE PERSON – Key Selection Criteria

Knowledge/Skills/Qualifications | *What you need to KNOW*

Knowledge / Skills:

- An experienced Teacher with a high-level understanding of the principles and research theory of Creative Education and the academic and pedagogical needs of students (Year 7 to Year 12).
- Demonstrated expertise what enhances student learning, and a record of achievement in the development of pedagogy, curriculum and the implementation and evaluation of relevant educational programmes for students (Year 7 to Year 12).
- Well-developed research and analytical skills and a proven ability to develop innovative educational curriculum, programmes and activities.
- Excellent interpersonal and communication skills, including the ability to facilitate groups and to liaise with people from a variety of disciplines and experience.
- A proven capacity to collaborate and work effectively within a team environment.
- A proven capacity to independently design, iterate and implement innovative learning experiences.
- A willingness and ability to participate fully in the School's academic, co-curricular, spiritual, and pastoral programmes and experience of teaching within and/or knowledge of teaching within a boarding environment is desirable.

Qualifications:

- Victorian Institute of Teaching (VIT) Membership, which includes a National Police Check undertaken by VIT [Essential]
- Completed postgraduate study, professional certifications or significant professional learning in education, curriculum leadership, educational leadership, creativity, innovation, design thinking or a related field [Desirable]
- Anaphylaxis Course (22578VIC - Course in First Aid Management of Anaphylaxis) [Essential]
- Asthma Course (22702VIC - Course in the Management of Asthma Risks and Emergencies) [Essential]
- First Aid Course (HLTAID011 Provide First Aid Course) [Essential]
- CPR Course (HLTAID009 - Provide cardiopulmonary resuscitation [Essential]

Experience | *What you HAVE DONE*

- Successfully taught in a school environment, with a strong understanding of contemporary learning, teaching and curriculum design.
- Implemented innovative teaching and learning initiatives that have influenced practice beyond a single classroom.
- Demonstrated success in embedding capabilities such as creativity, critical and creative thinking, collaboration, communication and problem-solving within curriculum and learning design.
- Worked collaboratively across multiple learning areas, faculties or year levels to design and deliver interdisciplinary or inquiry-based learning experiences.
- Utilised research and evidence-informed practice to guide programme design and organisational improvement.

Personal Attributes/Attitude | *Who you ARE*

- Courageous

- Curious
- Compassionate
- Civil
- Connected

Competencies | *How you behave and what you CAN DO*

- Demonstrates exemplary ethical standards
- Acts with integrity
- Builds positive and professional relationships with staff, students, and parents
- Open to new ideas and approaches
- Collaborates effectively with individuals and teams
- Commits to the development of self and others
- Aligns personal and organisational purpose
- Committed to evidence-based practice (substantiation)

WORKING AT GGS

- The Success Profile (SP) should be read in conjunction with the School's Light Blueprint, individual performance and development plan, employment contract or relevant agreement etc.
- The SP outlines key responsibilities only. Other duties consistent with the position purpose may be expected.
- Geelong Grammar School is committed to the safety of all students and has a zero tolerance of student abuse.
- Geelong Grammar School is committed to providing a safe and healthy environment. All Employees, contractors, students, volunteers, and visitors share a mutual responsibility to adhere to safety guidelines and contribute to this safe environment, in accordance with the *Occupational Health and Safety Act 2004 (Vic).*
- Employment is conditional upon obtaining a Victorian Working with Children Check (Employment) and a National Police Check, or current VIT registration.
- Where applicable, employment as a Teacher is conditional upon maintaining a current VIT registration (inc. Police Check), proficiency in all of the AITSL Standards, First Aid qualifications and have current Anaphylaxis Management Accreditation in accordance with Ministerial Order 706 and the School's Anaphylaxis Management Policy. Teachers are expected to participate fully in the School's academic, pastoral and co-curricular programmes.
- Geelong Grammar School is committed to experiential learning with and through nature and Creative and Positive Education. Employees are required to attend a Discovering Positive Education training course.

Physical, Environmental and Psychosocial requirements

PHYSICAL	Expectation	Rarely	Occasional	Frequent	Not Applicable
Mobility	Ability to move around the workplace, including stairs and uneven ground	☐	☐	☒	☐
Mobility Endurance	Hiking across rugged, uneven, steep or slippery terrain, often while carrying a pack	☒	☐	☐	☐
Sitting /Standing	Capacity to sit or stand for extended periods	☐	☐	☒	☐
Manual Handling	Ability to lift/carry items up to ___ kg (role-specific) Loading trailers, including lifting above shoulder height.	☐	☐	☐	☒

	Pushing/pulling heavy items such as bike trailers, boats, stretchers Setting up and packing down large equipment				
Operate Vehicles	Operate vehicles or heavy machinery Drive long distances on both sealed and unsealed roads, often with limited breaks Towing and reversing trailers of various sizes	☐	☐	☐	☒
Work at Heights	Using ladders, scaffolding or other objects	☐	☐	☐	☒
Fine Motor Skills	Use of keyboard, writing instruments, equipment	☐	☐	☒	☐
Visual Capacity	Reading screens, documents, and observing surroundings	☐	☐	☒	☐
Auditory Capacity	Communicating in person/phone, responding to alarms	☐	☐	☒	☐
Water-based Activities	Paddling canoes, kayaks, or rafts Carrying boats and gear around water access points Working in wet environments (eg Rivers or rainy weather)	☒	☐	☐	☐
Fatigue Capacity	Working non-business hours shifts Overnight supervision of students Being on-call Possible sleep disruption	☒	☐	☐	☐
Travel	Off-site travel	☐	☒	☐	☐
ENVIRONMENTAL	**Expectation**	**Rarely**	**Occasional**	**Frequent**	**Not Applicable**
Noise Exposure	Working in moderate noisy environments	☐	☒	☐	☐
Workspace Layout	Open-plan or shared workspace	☐	☒	☐	☐
Screen-Based Work	Prolonged computer use	☐	☐	☒	☐
Biological/Chemical Exposure	Exposure to cleaning agents, laboratory materials (if applicable)	☐	☐	☐	☒
Shift or Extended Hours	Work outside standard hours (if applicable)	☐	☒	☐	☐
Outdoor work	Work in hot, cold, wet conditions	☐	☒	☐	☐
Working alone	Work alone or in isolation	☐	☒	☐	☐
Confined Spaces	Work in confined spaces where only one egress (escape route) exists	☐	☒	☐	☐
PSYCHOSOCIAL	**Expectation**	**Rarely**	**Occasional**	**Frequent**	**Not Applicable**
Interpersonal Engagement	Regular interaction with staff, clients, students or stakeholders	☐	☐	☒	☐
Emotional Regulation	Managing conflict, sensitive matters, or distressed individuals	☐	☒	☒	☐
Workload Management	Managing competing priorities and deadlines	☐	☐	☒	☐
Change Adaptability	Responding to operational change	☐	☐	☒	☐
Decision-Making	Exercising judgment within delegated authority	☐	☒	☐	☐
Confidentiality	Handling sensitive or personal information	☐	☐	☒	☐
Autonomy	Working independently with accountability	☐	☐	☒	☐

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Resilience	Managing pressure, ambiguity and intensity	☐	☐	☒	☐

Reviewed by:	Head of Creative Education
Approved by:	Vice Principal LTAI
Effective Date:	2 November 2026