

Teacher - General

Role	Teacher - General
Classification	T1-1 – T2-6
Reports to	Deputy Principal – Staff via Learning Leader

“A key aspect of curriculum design in a Catholic school is to challenge learners to explore and consider deep questions, and big ideas. Learning experiences are designed to enable students to explore issues, questions and problems in ways that are meaningful, strongly engaged with Catholic beliefs, and related to the real world.” - Horizons of Hope

Position Description

Marcellin College is a leading Catholic secondary school for boys conducted by the Marist Brothers since 1950. The College is part of the mission of the Catholic Church and is a faith community where learning and teaching seeks the integration of faith, life and culture. Our vision strengthens our commitment to educating and supporting the growth of our boys as they 'strive for the highest with virtue and courage' - *Virtute Ad Altissima*.

Staff at Marcellin College are the school's most valuable resource, consequently staff selection and appointment is the most significant process undertaken by the school. Staff are selected on the basis of their professional competence and their potential to contribute actively to the life of the school. It is expected that all staff understand the philosophy and tradition of Catholic education and that they have a genuine commitment to upholding these principles and those of our Vision statement.

All teachers at Marcellin College are responsible for following the Marist philosophy and supporting the goals of the College Mission – *Education, Spirituality, Community and Justice*. Teaching Staff are expected to lead the vision and goals of the College as a learning community and to commit to their ongoing professional development and learning.

Commitment to the Catholic Ethos

It is expected that all staff of Marcellin endeavor to uphold the Catholic and Marist identity of the College and to live out its vision. In practice this involves:

- An acceptance of the Catholic educational philosophy of the College;
- Development and maintenance of an adequate understanding of those aspects of Catholic teaching that touch upon subject areas and other aspects of their work;
- A commitment to strive to help students to understand, accept and appreciate Catholic teaching and Marist characteristics through their teaching and other work and by personal example;
- Comply with the accreditation policy of the CECV to teach in a Catholic school and other CECV and Marist Schools Australia policies.

MARCELLIN COLLEGE

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Vision for Learning

At Marcellin College we aim to provide a learning and teaching program that fosters the notion of lifelong learning, developing the skills necessary for all members in our community to connect and interact with the real world.

We believe contemporary education in the 21st century provides opportunities for students to engage in authentic learning allowing them to *collaborate*, *communicate*, be *creative* and think *critically* about their learning in a local and global perspective. The use of digital technologies provides a platform for learning and teaching programs to foster such learning.

Marcellin College is part of the mission of the Catholic Church and is a faith community where learning and teaching seeks the integration of faith, life and culture. This vision strengthens our commitment to educating and supporting the growth of our boys as they 'strive for the highest with virtue and courage' - *Virtute Ad Altissima*. We uphold these values as we enrich the appreciation of the story of our Catholic faith and charism of Saint Marcellin Champagnat.

Positive Relationships, Restorative Practices & Student Wellbeing

Marcellin College is committed to providing all staff and students with a working environment that values diversity and respects differences in its community, where each person is treated with courtesy and respect in a fair and just manner. All staff / teachers have an important role in assisting with the promotion of a culture within the College which clearly defines and actively discourages bullying, discrimination or harassment of any nature. Likewise, teaching staff are responsible for ensuring that a positive and productive learning environment is created and maintained within and outside the classroom.

The College's accepted and endorsed approach for the management of inappropriate behaviour is via Restorative Practices - a strategy which aims to enable students to understand the incident from a range of perspectives, reconcile and resolve problems and learn from their mistakes. Staffs are expected to use Affective Questioning to allow the student to understand the incident or conflict and to assist the student to identify what they can do to restore the damaged relationship.

All staff are responsible for the Pastoral Care and overall wellbeing of students and thus are required to communicate and act in response to the needs of a student. It is expected that all staff have knowledge of the established procedures for addressing the pastoral care and behaviour management of students. Restorative Practices work in alignment with the Student Code of Conduct, which outlines appropriate and acceptable behaviour for students.

Professional responsibilities & practice

The responsibilities of the teaching staff at Marcellin College draw on the standards and characteristics of Effective Teaching with reference to the AITSL Professional Standards for Teachers, as the main attributes needed by the Teaching Profession:

- Professional Knowledge
- Professional Practice
- Professional Engagement

All teachers at Marcellin are required to play a significant role in assisting the school to improve student performance and educational outcomes determined by the College's *School Improvement Plan*, Marist priorities and contribute to the development and implementation of all school policies and priorities. All subject teachers are required to:

- Teach a range of students/classes and are accountable for the effective delivery of their programs
- Demonstrate the skills, knowledge and contemporary pedagogical practice to meet diverse needs of all students
- Use a variety of inclusive assessment and reporting methods to regularly monitor learning progress
- Develop positive relationships with students and classes and implement effective classroom management through the modelling of exemplary classroom practice
- Engage in critical reflection of their practice and to support staff to expand their capacity
- Provide advice about the content, processes and strategies that will shape individual and school professional learning
- Assist other staff to use student data to inform teaching approach
- Contribute to a positive working environment that actively promotes collegial collaboration, sharing and team work
- Provide parents and students with detailed, accurate and informative reports particularly through official Parent/Teacher nights and the College LMS
- Work in partnership with parents, subject teachers, Pastoral Leaders, House Leaders and Directors of Learning Culture in monitoring Student progress and well-being

Please refer to the AITSL website for further information: <http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list>

Teaching staff are responsible for maintaining their registration, as per VIT requirements by actively seeking, undertaking and documenting professional learning activity.

The position also includes other duties as outlined from time-to-time by the Deputy Principal's and the Principal.

Professional Conduct

The College's expectation of professional conduct is based on the VIT Victorian Teaching Profession *Code of Conduct*. The values underpinning this code are based on integrity, respect and responsibility. It identifies a set of principles which describe the professional conduct, personal conduct and professional competence expected of a teacher by their colleagues and the community.

On occasions where staff are representing the College off-site (camps, overseas travel, professional learning sessions etc) professional conduct is to be maintained. Staff are to be mindful that interactions with members of the College community and beyond need to be conducted in a respectful, responsible and courteous manner. Likewise, teachers attending College functions (formals, socials, celebrations etc) are also expected to conduct themselves in accordance with the VIT Code of Ethics.

Co-curricular Commitment and Overnight Stay

Consistent with the Victorian Catholic Education Multi Enterprise Agreement 2018 Professional Expectations and Consultative Committee recommendations, each teacher is required to commit to a co-curricular activity (pro-rata). To enable a rounded experience of College life and have the opportunity to work with students in a range of capacities, teachers are required to participate in a range of co-curricular activities from AGSV & VSRU Sport (Saturday), Debating, Ministry, Performing Arts and academic options.

All staff at Marcellin are also required to undertake an Overnight Stay while employed at the College. A list of overnight stay options (camps & retreats) are forwarded to staff at the same time Staff Intention forms are circulated.

Selection Criteria

Applicants should be able to demonstrate:

- A commitment to Catholic ethos and Marist spirituality.
- A sound understanding of the learning and wellbeing educational needs of boys
- Proven success as a teacher
- Excellent interpersonal and administrative skills
- An ability to work within a collaborative decision making structure
- A commitment to ongoing personal professional development
- Appropriate qualifications and educational experience
- A commitment to Child Safety and experience working within a child safe culture.

Current VIT registration and Accreditation to Teach in a Catholic School are expectations.

Commitment to child safety

- A demonstrated understanding of child safety.
- A demonstrated understanding of appropriate behaviours when engaging with children.
- Familiarity with legal obligations relating to child safety.
- A commitment to undertake assigned child safety training in timely manner.

Child Safety

Marcellin College has zero tolerance for child abuse and is committed to the safety and wellbeing of our students. The College and our governing body Marist Schools Australia have implemented a comprehensive Child Safeguarding Program in accordance with 'Ministerial Order No. 1359 – Implementing the Child Safe Standards – Managing the Risk of Child Abuse in Schools and School Boarding Premises.

All staff at Marcellin College take an active role, and are well informed of their obligations, in relation to Child Safety under Ministerial Order No 1359. Employment at Marcellin College is subject to school

policies including the Child Safeguarding Policy, Marist Child Safe Adult Code of Conduct, Staff and Student Professional Boundaries, Mandatory Reporting Policy and Statement of Principles Regarding Catholic Education being read, understood and adhered to by being proactive in reporting any concerns or identified risk. Where students are under staff care, there is an obligation to take all practical steps to protect students where a risk to students' safety has been identified.

All staff at Marcellin College are committed to embedding a culture of Child Safety and implementing all child safe procedures and requirements when employing and engaging any workers including all employees, volunteers and contractors. For further information on our policies please refer to our [marcellin](#) website.

Terms and Conditions of employment are as per the Catholic Education Multi Enterprise Agreement 2022 (CEMEA 2022).