

## POSITION DESCRIPTION

This Position Description is a guide only and is not intended to be an exhaustive or exclusive list of the duties attached to this position. The Position Description is subject to review and modification by the Principal, in response to the strategic direction of the School, and the development of the skills and knowledge of the position.

<b>JOB TITLE</b>	<b>Teacher</b>
<b>HOURS OF WORK</b>	This Position Description applies to fulltime, part time and casual staff
<b>PROGRAM</b>	Whole School K – 12
<b>REMUNERATION CLASSIFICATION</b>	Melbourne Girls Grammar School Collective Agreement. Classification will be determined by teaching experience
<b>REPORTS TO</b>	Teachers report to the Principal through the Head of Department and Deputy Principal: Curriculum and Innovation
<b>SUPERVISES</b>	Students of Melbourne Girls Grammar
<b>PREAMBLE</b>	<p>Melbourne Girls Grammar is an Anglican School for girls from Early Learning to Year 12, incorporating a significant residential program. Situated in South Yarra, adjacent to the Royal Botanic Gardens, the School has two campuses, less than one kilometre apart, and caters for students across the full range of academic ability. A broad, rich, liberal curriculum is available from Kindergarten to VCE. The use of notebook computers is an integral part of the curriculum from the Early Learning Centre onwards.</p> <p>Melbourne Girls Grammar was established in 1893. In 1903, it became the first girls' school to be owned by the Anglican Diocese of Melbourne. The School conducted a close and successful working relationship with the Church according to this ownership structure for more than 100 years.</p> <p>In 2004 the School formed an 'Ownership and Governance Working Party' to review both the ownership structure of the School and best practice in corporate governance. Following extensive investigation, the School transferred all assets to a new entity, a Public Company Limited by Guarantee, on 1 January 2006.</p> <p>Within the bounds of the Constitution of the new entity 'Melbourne Girls Grammar – an Anglican School', Council reviewed the skills required of Directors, considered the breadth of company membership to ensure it encompassed all major stakeholder groups and formed a number of subcommittees to ensure that the School's corporate governance structures meet with best practice.</p>
<b>PROFESSIONAL STATEMENT</b>	We are mindful of, and guided by the Victorian Institute of Teaching's Code of Ethics and Code of Conduct and the values, qualities and processes that are central to this. Melbourne Girls Grammar



	<p>acknowledges that when working within this framework, all teachers have the professional responsibility to continuously enhance their content knowledge and pedagogical skills; be receptive to feedback from colleagues and pursue networks that provide collegial support and expertise. All teachers actively serve the profession by participating in professional organisations which enhance and develop professional practice, challenge and extend current thinking.</p> <p>Collaborative partnerships with professional, community and research organisations are promoted as we offer a sustained commitment to greater knowledge and understanding of shared student learning and development.</p>
<b>VISION</b>	Melbourne Girls Grammar aspires to develop ethical women of action. Through a focus on learning, research and innovation we will be recognised by our own community, the national and international community as a leading school in girls' education.
<b>MISSION</b>	In the pursuit of our vision, Melbourne Girls Grammar is committed to the provision of an exceptional education for girls, with an emphasis on strong Christian values, high expectations, creativity and academic challenge. Within a supportive and optimistic culture we provide opportunities for students to discover their passions and build their capacities for action and influence within their many life contexts.
<b>VALUES</b>	<p>In support of our mission, MGGS values are:</p> <ul style="list-style-type: none"> <li>• Integrity</li> <li>• Compassion</li> <li>• Courage</li> <li>• Self Discipline</li> </ul> <p>A staff member of the MGGS community demonstrates their commitment to the School Vision and Values by exhibiting the following behaviours:</p> <p><b>Integrity</b> Behaving and speaking honestly. Developing trustworthiness. Maintaining high ethical standards.</p> <p><b>Courage</b> Being open to new opportunities and new ideas. Seeking to resolve conflicts objectively. Challenging questionable behaviour.</p> <p><b>Compassion</b> Expressing concern for others. Responding helpfully to the needs of others. Supporting, encouraging and congratulating others.</p> <p><b>Self Discipline</b> Maintaining respectful and collaborative relationships. Completing professional duties thoroughly and promptly. Continuing a practice of self reflection and evaluation.</p>



<p><b>VIT STATEMENT</b> <b>Professional Practice</b></p>	<p>Teachers in Victoria are committed to the learning and wellbeing of the students they teach and make a significant contribution to the communities in which they work. They respect the individuality, capacity and backgrounds of their students and maintain high expectations for student learning.</p> <p>Teachers are committed to the continuous development of their professional knowledge and practice. They work collaboratively, using research and evidence derived from theory and practice, to improve education and build effective communities of learners.</p> <p>Teachers share an essential and privileged responsibility with parents and communities to care for all young people, and to discover and develop their potential to learn independently and critically throughout their lives.</p>
<p><b>CHILD SAFETY</b></p>	<p>All staff at Melbourne Girls Grammar are expected to take an active role and are well informed of their obligations in relation to Child Safety. The Melbourne Girls Grammar Child Safety Statement is incorporated in the MGS staff employment cycle from recruitment and reference checking to induction, 3 and 6 month review processes and regular staff training and professional development.</p> <p>Employment with Melbourne Girls Grammar is subject to school policies including the Child Safety Policy, Child Safety Code of Conduct and Child Safety Statement as listed below.</p> <p><b>Child Safety Statement: Melbourne Girls Grammar</b></p> <ul style="list-style-type: none"> <li>• has zero tolerance for child abuse</li> <li>• actively works to listen to and empower children</li> <li>• has systems to protect children from abuse, and will take all allegations and concerns very seriously and responds to them consistently in line with the organisation's policies and procedures</li> <li>• is committed to promoting physical, emotional and cultural safety for all children</li> <li>• is committed to providing a safe environment for all children</li> </ul>
<p><b>MGS POSITION OBJECTIVE</b></p>	<p>MGS teachers demonstrate quality professional practice and community engagement. We endorse the AITSL National Professional Standards for Teachers as the framework for our teachers' accountability and professional development.</p> <p>Our teachers are recognised as highly effective, skilled classroom practitioners and routinely work independently and collaboratively to reflect on and improve their own practice and the practice of colleagues. They are knowledgeable and active members of our School Community.</p> <p>Our teachers contribute to their colleagues' learning. They may also take on roles that guide, advise or lead others. They regularly initiate and engage in discussions about effective teaching to improve the educational outcomes for their students.</p>



	<p>They maximise learning opportunities for their students by understanding their backgrounds and individual characteristics and the impact of those factors on their learning. They create positive and productive learning environments.</p> <p>Our teachers have in-depth knowledge of subjects and curriculum content within their sphere of responsibility. They model sound teaching practices in their teaching areas. They work with colleagues to plan, evaluate and modify teaching programs to improve student learning. They keep abreast of the latest developments in their specialist content area or across a range of content areas for generalist teachers.</p> <p>Our teachers are skilled in analysing student assessment data and use it to improve teaching and learning.</p> <p>They are active in establishing an environment which maximises professional learning and practice opportunities and set goals for continuous development. They monitor their own professional learning needs and align these to the learning needs of students.</p> <p>They behave ethically and appropriately at all times, in accordance with the MGS Child Safety Policy and Code of Conduct. Their interpersonal and presentation skills are well developed. They communicate effectively and respectfully with students, colleagues, parents/carers and community members.</p>
<p><b>KEY ACCOUNTABILITIES</b></p>	<p><b>KEY TASKS</b></p>
<p><b>PROFESSIONAL KNOWLEDGE</b></p>	<p><b>Know students and how they learn</b></p> <ul style="list-style-type: none"> <li>a. Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.</li> <li>b. Expand understanding of how students learn using research and workplace knowledge.</li> <li>c. Work with colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</li> <li>d. Support colleagues in the implementation of effective teaching strategies for Aboriginal and Torres Strait Islander students using knowledge of and support from community representatives.</li> <li>e. Evaluate their learning and teaching programs using student assessment data that are differentiated for the specific learning needs of students across the full range of abilities.</li> </ul>



	<p>f. Work with colleagues to access specialist knowledge to implement teaching programs that support the participation and learning of students with disability.</p> <p><b>Know the content and how to teach it</b></p> <p>a. Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs.</p> <p>b. Plan and implement learning and teaching using contemporary knowledge and understanding of curriculum, assessment and reporting requirements.</p> <p>c. Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</p> <p>d. Implement effective teaching strategies to improve students' literacy and numeracy achievement, and support school-wide responsibility for these areas of learning.</p> <p>e. Use current ICT to improve their teaching practice and make content relevant and meaningful.</p>
<p><b>PROFESSIONAL PRACTICE</b></p>	<p><b>Plan for and implement effective teaching and learning</b></p> <p>a. Develop a culture of high expectations for all students by modelling and setting challenging learning goals</p> <p>b. Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students.</p> <p>c. Select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.</p> <p>d. Create, select and use a wide range of resources, including ICT, to engage students in their learning.</p> <p>e. Select a wide range of verbal and non-verbal communication strategies to support students' understanding, engagement and achievement.</p> <p>f. Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, and knowledge of curriculum and workplace practices.</p> <p>g. Work with colleagues to provide appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.</p>



**Create and maintain supportive and safe learning environments**

- a. Model effective practice and implement inclusive strategies that engage and support all students.
- b. Model and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities.
- c. Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience.
- d. Take responsibility for implementing current School curriculum and legislative requirements to ensure student well-being and safety.
- e. Take responsibility for implementing all Child Safety requirements both legislative and those set out by MGGS policy including following the reporting requirements for allegations of abuse if a reasonable belief is held that an incident took place.
- f. Develop and use strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.

**Assess, provide feedback and report student learning**

- a. Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and evaluate the effective approaches to assessment.
- b. Select from an effective range of strategies to provide targeted feedback based on informed and timely judgements of each student's current needs in order to progress learning.
- c. Use assessment moderation activities that support consistent and comparable judgements of student learning.
- d. Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice.
- e. Construct accurate, informative and timely reports to students and parents/carers about student learning and achievement.



<p><b>PROFESSIONAL ENGAGEMENT</b></p>	<p><b>Engage in professional learning</b></p> <ul style="list-style-type: none"> <li>a. Analyse the National Professional Standards for Teachers to plan personal professional development goals.</li> <li>b. Plan for professional learning by accessing and critiquing relevant research and engage in high quality targeted opportunities to improve practice</li> <li>c. Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs.</li> </ul> <p><b>Engage professionally with colleagues, parents/carers and the community</b></p> <ul style="list-style-type: none"> <li>a. Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgement in all school and community contexts.</li> <li>b. Demonstrate responsiveness in all communications with parents/carers about their children’s learning and well-being.</li> <li>c. Contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning.</li> </ul>
<p><b>OTHER</b></p>	<p>Any other duties as requested by the Head of Department, Deputy Principal: Curriculum and Innovation, Deputy Principal: Staffing and Operations, and ultimately the Principal.</p>
<p><b>KNOWLEDGE AND SKILLS</b></p>	<ul style="list-style-type: none"> <li>1. Demonstrable support of the Christian tradition.</li> <li>2. Excellent interpersonal skills including a demonstrated ability to consult and interact with students, parents and staff.</li> <li>3. Ability to use student data in support of evidence based approach to innovation and quality.</li> <li>4. Knowledge of best practice for the wellbeing of young women.</li> <li>5. Knowledge of current issues and challenges facing young women.</li> <li>6. Highly competent in the use and application of ICT. All teaching staff at MGGS are expected to integrate technology into their learning programs for the enhancement of student outcomes. Staff are expected to be able to use Microsoft Office, Synergetic (School database) and eVI (Learning Management System).</li> </ul>



<p><b>MGGS TEACHER ATTRIBUTES</b></p>	<p>Melbourne Girls Grammar offers an innovative and highly engaged environment for teachers and students.</p> <p>Our Teachers demonstrate the following understandings and attributes:</p> <ul style="list-style-type: none"> <li>• Curriculum Designer, able to design curriculum that furthers MGGS Teaching for Learning Framework priorities.</li> <li>• Student centred pedagogy, high expectations of learners, uses developmental understandings of learners and considers students as active agents in design and delivery of lessons.</li> <li>• A teacher of contemporary girls, understands their profession as "teacher of girls" first.</li> <li>• Flexible and Adaptable, within context of changing educational paradigm.</li> <li>• Collaborative, seeks to develop and extend their expertise through team based activities, open to sharing and understands the collegial responsibility to contribute to the development of their colleagues.</li> <li>• Takes initiative beyond current state, "sees" and initiates curriculum and/or wellbeing initiatives.</li> <li>• IT Savvy, demonstrates curious investigation and trials new applications.</li> <li>• Professional buoyancy, resilient in context of change, manages their workflow and maintains their personal health.</li> </ul>
<p><b>EDUCATION AND EXPERIENCE</b></p>	<ol style="list-style-type: none"> <li>1. An undergraduate degree majoring in the proposed teaching method areas and VIT recognised teacher education qualification</li> <li>2. Previous classroom experience teaching in the proposed teaching method is desirable.</li> <li>3. Current VIT Registration.</li> </ol>