



ST EDMUND'S COLLEGE
CANBERRA · EST 1954



EDMUND RICE EDUCATION
AUSTRALIA

St Edmund's College Canberra is a Catholic school in the Edmund Rice tradition, educating boys from Years 4 – 12. It is an inclusive educational community, with a broad offering across academic and co-curricular areas.

Applications are sought from suitably qualified and experienced candidates for the position of:

Japanese Teacher

Temporary Full-Time position commencing 17 July 2023 to 22 September 2023. Please see the Role Statement below for information regarding this role.

To be appointed to this position to teach in the ACT, the applicant will need ACT TQI Registration and a current Working with Vulnerable People (WwVP) card.

All staff at St Edmund's College Canberra support and work to advance the Values, Vision and Mission of the College as a Catholic school in the Edmund Rice tradition.

Visit the College website at [Employment Requirements](#) to obtain all of the Application Information. Contact Mikhala Andersen via employment@stedmunds.act.edu.au if you have further questions.

Applications close: Monday 24 April @ 5pm addressed to:

The Principal
St Edmund's College Canberra
110 Canberra Avenue GRIFFITH ACT 2603
Or email to employment@stedmunds.act.edu.au



ROLE DESCRIPTION: CLASSROOM TEACHER

Legal Requirements:

To teach in the ACT it is a condition of employment that all teachers retain current ACT Teacher Registration (tqi), a prerequisite of is a current Working with Vulnerable People (WWVP) registration.

All staff must demonstrate commitment to the aims of Catholic Education in the Edmund Rice Tradition.

LEARNING ENVIRONMENT

St Edmund's Teacher:

- is conversant with the relevant teaching discipline and syllabus;
- creates a learning environment that stimulates learning and promotes each student's personal best, where students are both challenged and supported;
- uses a variety of teaching strategies;
- recognizes that students of mixed ability and diverse backgrounds need to be catered for;
- enables students to make good use of all resources;
- embraces ICT and its applications for teaching and learning;
- maintains effective communication with Teaching and Learning Support Unit; supports and espouses the values of the Catholic Church in the teaching and learning environment;
- maintains a clean, tidy and healthy classroom;
- is aware of emergency procedures for students' safety and specific safety procedures relating to the subject or activities taught;
- shares with students a code of conduct which enables students to work productively in a fair environment;
- ensures good class room management skills are maintained;
- ensures class rolls and attendance are strictly monitored.

CURRICULUM

St Edmund's teacher:

- develops courses in harmony with the values and the educational purpose of the school, their faculty, the Department and the BSSS;
- is prepared to work in a collaborative environment, sharing and developing teaching resources with faculty or school team;
- participates in regular review of courses;
- in consultation with the Head of Faculty, plans a consistent, coherent and relevant learning program which meets the needs of the students;
- keeps adequate records of course and programs;

actively engages students in the planning and learning process, illustrating that learning is an active and collaborative venture;

- considers the students' own experience to be fundamental and valuable resource;
- where possible and appropriate, negotiates with students, giving them the opportunity to make choices and decisions, to take risks and to set their own goals.

ASSESSMENT AND EVALUATION

St Edmund's teacher:

- develops appropriate assessment procedures and modes of reporting assessment in consultation with Assistant Principal of Teaching and Learning and colleagues;
- as a member of a professional academic team, ensures that reports are neat, accurate and meet deadlines;
- uses a range of assessment and evaluating techniques;
- assesses and returns work promptly to students;
- encourages students to reflect on their work and the process they have gone through to achieve it;
- where appropriate encourage students to set their own goals and evaluate their own outcomes;
- explains criteria of assessment to students in advance, so they can understand the relevance of the grade and comments and use the information constructively in future work;
- pinpoints students need, conferring with Teaching and Learning Support team and liaising with parents/guardians;
- keeps records of students progress.
- proactively communicates with parents through the students diary, in written reports and in parent teacher interviews;
- reflects student learning in reports, recognizing strengths and weaknesses and suggesting courses of action.

PASTORAL CARE

Pastoral care of each individual is of paramount importance in the school and to this end, all new staff are assigned to a House. As a Tutor, a member works in partnership with the Housemaster in all matters relating to the overall care of the student.

St Edmund's teacher:

- communicates with students, fellow staff and parents in a respectful, clear, caring and professional way;
- participates with others to create and run appropriate pastoral programs for students;
- establishes rapport with students and encourages them;
- provides Christian example and model by word and action for all students;
- maintains professional confidentiality on information about students;
- seeks advice from, works co-operatively with and/or refers students to, specialists staff where appropriate;
- is proactive in communicating with parents and responds promptly to parental calls or enquiries.
- supports fellow staff professionally in all areas of school life;
- keeps appropriate records;
- works with their House Team to provide a safe environment physically, academically and emotionally.

PROFESSIONAL LEARNING

St Edmund's teacher:

- participates generously in all segments of Edmund Rice formation provided by the College for staff in various stages of their service;
- keeps abreast of current development in educational thinking, curricula and teaching practice;
- attends relevant in service opportunities and reports to his/her Head of Faculty on the outcomes;
- contributes to the professional learning of other staff members within the school by sharing knowledge, ideas and resources, and working as a member of a team.

RELATED DUTIES

St Edmund's teacher:

- can be relied on to carry out supervisory duties as required, including active grounds duty and exam supervision;
- takes an active involvement in the life of the college and supports it formally and informally within and beyond the College;
- attends and participates wherever possible in all departmental and general staff meetings;
- attends all lessons unless prior arrangements have been made and is punctual;
- carries out the administrative requirements associated with class room teaching;
- dresses appropriately for a professional educator;
- in dealing with students demonstrates at all times a support of College rules;
- adheres to the specific requirements of the appropriate section of the College or department within it;
- attends parent/teacher interviews;
- attends speech days and church services of the College;
- attends and participates in Assemblies;
- is prepared to attend and participate in College camps.

CO-CURRICULAR

There is a contractual expectation that all teachers at St Edmund's College will involve themselves in the Co-curricular activities offered to students at the College.

St Edmund's teacher:

- gives time to the College after school and/or on the weekends to fulfil their Co-curricular obligations;
- in consultation with the Co-curricular Manager plans a consistent, coherent and relevant program in their area of co-curricular activity;
- provides the appropriate duty of care and supervision to the students in their charge.

SELECTION CRITERIA

Applicants are to provide a three-page statement which outlines your suitability for the role based on the 3 domains of teaching from the Australian Professional Standards for Teachers (Professional Knowledge, Professional Practice and Professional Engagement).