



ST PETERS GIRLS

POSITION DESCRIPTION: FRENCH TEACHER (PART TIME)

This teaching position is for the teaching of French across Years 4 – 8 (approx. 0.6 FTE) with a possible increase depending on expertise in other subjects.

The French teacher is responsible to the Principal through the Head of Languages and the Director of Teaching and Learning. In line with the National Standards for Teachers, a teacher should demonstrate the professional knowledge, practice and engagement of Proficient or Highly Accomplished Teachers.

Professional Knowledge

Know students and how they learn:

- Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.
- Structure teaching programs using research and collegial advice about how students learn.
- Design and implement teaching strategies that are responsive to the learning strengths and needs of all students.
- Develop, implement and evaluate teaching and learning programmes that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.

Know the content and how to teach it:

- Apply knowledge of the content and teaching strategies of Middle School to develop engaging teaching activities.
- Exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs.
- Design and implement engaging learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements.
- Use effective teaching strategies to integrate ICT into learning and teaching programs.
- Develop learning and teaching programs that support the IB Learner Profile and the School's commitment to inquiry-based learning.

Professional Practice

Plan for and implement effective teaching and learning:

- Develop a culture of high expectations for all students by modelling and setting challenging learning goals.
- Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.

- Develop a range of resources, including ICT, to engage students in their learning.
- Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.
- Engage with the wider community to enhance learning.
- Implement and maintain processes, structures, resources and documentation within the School. All curriculum documentation must reflect Australian Curriculum and School policy.

Create and maintain supportive and safe learning:

- Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.
- Have a passion for teaching French.
- Demonstrate experience in developing essential literacy skills including digital literacies.
- Create and maintain a respectful environment where student time is spent on learning.
- Ensure students' well-being and safety within school by implementing school and/or system, curriculum and legislative requirements.
- Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.

Assess, provide feedback and report on student learning:

- Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements to evaluate the effectiveness of their approaches to assessment.
- Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.
- Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.
- Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.

Professional Engagement

Engage in professional learning:

- Analyse the National Professional Standards for Teachers to plan personal professional development goals and achieve personal development goals.
- Critically engage in professional learning to update knowledge and practice, targeted to professional needs and school priorities.
- Engage in professional discussions with colleagues in a range of forums to evaluate practice and improve professional knowledge and practice.

Engage professionally with colleagues, parents/carers and the community:

- Demonstrate responsiveness in all communications with parents/carers about their children's learning and wellbeing.
- Participate in professional and community networks and forums to broaden knowledge and improve practice.
- Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community.

- Use the Australian Professional Standards for Teachers to plan personal professional development goals

Other

Pastoral care is a fundamental expectation of the staff of St Peter's Girls. Pastoral care may involve Home Group responsibilities, yard duty and participation in School events as required.

Conditions

This is a part time non ongoing contract position commencing Term 1, 2018. There may be the opportunity for additional teaching as per the School requirements.

Applicants must satisfy Child Protection Legislation.

The salary is determined by the Award and the *St Peter's Collegiate Girls' School Enterprise Agreement*. Other conditions are as outlined in the Award and the Enterprise Agreement.

JULIA SHEA
Principal
September 2017