



VET TEACHER

POSITION DESCRIPTION

'Inspiring members of our community to be learnings impelled to thrive and serve'

The College is a reGEN school committed to promoting and adopting an integrated curriculum approach to sustainable living including respecting, conserving, and renewing our global environment.

POSITION SUMMARY

Subject teachers are skilled practitioners, who meet the professional standards for teachers as outlined by the Australian Institute for Teaching and School Leaderships (AITSL). Subject teachers draw their practice from the dimensions of Professional Knowledge, Professional Practice and Professional Engagement.

ESSENTIAL DUTIES & RESPONSIBILITIES

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| Professional | <ul style="list-style-type: none">• Reflect the Mercy values of Catholic College Bendigo, promote the Gospel values and support the Catholic ethos of the school.• Be an accredited member of the Victorian Institute of Teaching and meet the professional responsibilities of teaching in Victoria, including adherence to the AusVELS, VCE, VCAL and/or VETiS requirements.• Meet all College Policies and Procedures.• Establish and maintain respectful collaborative relationships with parents/carers regarding their children's learning and wellbeing.• Attend all meetings as required• Contribute to the life of the College by participating in College functions and events as required• Maintain and ensure safety within the school by attending to Workplace Health and Safety issues in an appropriate and timely manner. |
| Learning and Teaching | <p>Work with Program Leaders and Managers to set and achieve teaching objectives.</p> <ul style="list-style-type: none">• Provide pastoral care to students.• Undertake a range of administrative, coordination and learning services activities directly related to the assigned program.• Develop, maintain, and evaluate student learning programs, projects and associated materials.• Establish and maintain a learning environment that empowers and encourages students to take personal responsibility and is encouraging of them.• Communicate and co-operate with colleagues in team teaching and other situations, including research of mentoring models.• Assist in securing and managing any work placement or vocational experience component connected to program delivery.• Maintain and assist in the accurate recording of information in learners' portfolios.• Contact learners to discuss absence and to support their return to the classroom, wherever possible (timings of contact to be determined with line manager).• Develop teaching resources and assessments that meet curriculum and contract requirements and client needs.• Maintain accurate records of student attendance, progress, and assessment in line with Melbourne Polytechnic and contractual requirements. This includes involvement in the |



selection and assessment of intending students, assessment, and documentation of students' progress within the program as required and the identification and introduction of strategies to assist students experiencing learning and/or settlement difficulties.

- Participate in classes and programs at times and days which best suit the learners' needs, as negotiated with relevant program leadership.
- Participate and work with department team members in validation and moderation sessions with other providers and/or industry.
- Provide pre-course advice to students and participate in the student selection, enrolment, and induction processes.
- Use diverse and appropriate adult learning methods.
- Provide leadership in specialist areas within the assigned department.
- Assist with staff induction.
- Support other teachers and team-members in the site or program by cooperative teaching, creating excursions, planning incursions, or supporting learners to learning from group-projects.
- Provide authoritative advice to stakeholders in relation to learning needs of students and training needs of employers.
- Communicate regularly with the Program Leaders and other staff within the program area to establish a flexible team environment and consistency in resource and delivery strategies.
- Structure learning sequences for students based on contemporary knowledge of how students learn best.
- Organise content into coherent, well-sequenced learning and teaching programs.
- Have a high level of knowledge of the subject matter taught within assigned subjects.
- Utilise a wide variety of learning strategies which build high levels of engagement for students.
- Utilise strategies which promote high order thinking and independent learning skills within students.
- Ensure that students are challenged and have learning which provides rigour and is appropriate to each student's development.
- Ensure that students receive regular formative feedback about the progress of their learning.
- Ensure that students receive summative feedback in a timely manner under the College's assessment and reporting procedures.
- Utilise strategies which reflect a commitment to differentiation of student learning and support the individual learning needs of each student.
- Apply knowledge and understanding of effective teaching strategies to support the enhancement of students' literacy and numeracy skills within any subjects being taught.
- Work effectively within subject teams. Share all resources and workload. Ensure tasks are completed to a high standard and on time.
- Follow a shared curriculum within subject teams to ensure that all classes undertake uniform work at a similar time. Develop and maintain subject curriculum, based on published unit outlines.
- Incorporate the use of ICT to reflect modern teaching practice and to enhance students' digital literacy.
- Demonstrate a willingness to be reflective of personal practice, seek feedback and make use of data and current research to support professional growth.
- Complete all administrative tasks in a thorough and timely manner.



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| | <p>Assessment:</p> <ul style="list-style-type: none"> • Conduct required pre-training assessment reviews and assessment requirements connected to contract delivery for the program/s. <p>Industry Engagement:</p> <ul style="list-style-type: none"> • Participate in the marketing and promotion of the courses delivered by the department. • Liaise with industry contacts, networks, and learning communities <p>Quality and Compliance:</p> <ul style="list-style-type: none"> • Assist in the development and maintenance of quality assurance processes in relation to program and course administration, design, delivery assessment and evaluation of training materials. • Work within the quality systems, (including the Australian Quality Training Framework), prepare lesson plans, develop work units, communicate, and maintain records to a high standard as required. <p>Vocational and Industry Currency:</p> <ul style="list-style-type: none"> • Keeping informed of educational developments and related government policies that will affect program delivery in the area of course program or specialist areas or programs. • Staying abreast of current thinking and of developments in technology that impact on the areas of expertise. • Embrace new technologies and innovations and identify and implement continuous improvement strategies. • Identify, create, and participate in professional development relevant to teaching and the maintenance of vocational currency. • Actively participate in staff meetings, ongoing curriculum development and other relevant professional development activities. <p>Other:</p> <ul style="list-style-type: none"> • Assist Program Leaders and Managers and work collaboratively with colleagues to establish and maintain a quality service and to ensure the effective operation of the assigned programs • Work within the framework of Melbourne Polytechnic's policies, procedures, and legislative/regulatory requirements. • Maintaining up-to-date knowledge of Institute Occupational Health and Safety requirements and Antidiscrimination, Quality Assurance and Continuous Improvement policies and guidelines. |
| <p>Maintaining Positive Student Relationships</p> | <p>Maintaining Positive Student Relationships</p> <ul style="list-style-type: none"> • Model respectful behaviour for students, be approachable and treat all students with dignity and respect • Use “remind, warn and act” and restorative practice as the basis for student management. • Communicate with parents/guardians in a timely manner when concerns arise regarding a student's progress so they can help support their child. • Display an understanding of student development and the physical, social, cultural, and personal factors which influence student learning and relationships within the school environment. • Seek to ensure school-wide behavioural expectations are maintained and recognise that these expectations are the responsibility of all teaching staff. • Provide high quality pastoral care. • Demonstrate well-developed interpersonal and communication skills and the ability to liaise and communicate effectively with people from varied backgrounds. |



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| | <ul style="list-style-type: none"> • Seek to be involved in the provision of co-curricular activities, showing a desire to build relationships with students and other members of the school community. • Act as a Student Advocate and become actively involved within house-based activities and tasks. |
| Professional Learning | <ul style="list-style-type: none"> • Participate in learning to update knowledge and practice, targeted to professional needs and school priorities. • Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice. • Undertake professional learning programs designed to address identified student learning needs. • Participate in professional and community networks and forums to broaden knowledge and improve practice. |
| Contemporary Teaching | <ul style="list-style-type: none"> • Develop a stimulating learning environment by using a variety of styles and approaches to cater for individual learning needs. • Understand and adhere to state and national course requirements including the standards of professional practice – Australian Standards of Teaching and CECV. • Employ a variety of effective teaching strategies to effectively implement the curriculum • Give appropriate time to lesson planning and organisation. • Understand state and national curriculum requirements. • Embrace the use of information and communications technologies to enhance learning. • Engage in learning progress discussions. • Write formal academic reports that conform to report writing guidelines. • Monitor the progress of each student and provide meaningful and regular feedback to each student on their progress. • Liaise with appropriate support staff in the implementation of the curriculum. |
| Pastoral Care | <ul style="list-style-type: none"> • Proactively monitor and support student wellbeing. • Exercise pastoral care in a manner which reflects school values. • Implement strategies which promote a healthy and positive learning environment. • Act as a Student Advocate (refer to separate PD). • Refer students to College counsellors as required. • Attend year level meetings as scheduled. • Attend all school assemblies. • Attend school liturgical celebrations. • Attend school organised activities relevant to house or year level, as required. |
| Curriculum Development | <ul style="list-style-type: none"> • Plan, develop, review, and evaluate curriculum in subject areas and at year levels which you teach. • Develop assessment instruments in a collegial manner where whole group testing takes place. • Evaluate digital learning materials and make recommendations to subject coordinators about their implementation. • Create and evaluate online resources for the purposes of enriching the curriculum. • Attend subject meetings as scheduled. |
| Professional Development | <ul style="list-style-type: none"> • Have current knowledge of curriculum initiatives in your teaching areas. • Commit to ongoing professional development in your teaching areas. • Be open to researching areas of interest relevant to directions provided in the school's strategic plan. • Continue development of ICT skills as technologies evolve. • Participate in the Annual Review Meeting (ARM) process. • Be an active member of a relevant professional association as duties permit. • Support collegial learning by acting as a mentor or supervising and supporting a student teacher after consultation with subject coordinator. |



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| | <ul style="list-style-type: none"> • Responds to own role development needs and seeks feedback on performance. |
| Co-Curricular Involvement | <ul style="list-style-type: none"> • Support and be involved in the co-curricular program. • Proactively encourage students to participate in co-curricular activities. • Act as a role model for participating students. • Keep accurate records of student attendance and participation within the co-curricular activity. • Create and maintain a safe environment in which students may enjoy their participation. • Oversee the provision and care of relevant equipment materials and first aid requirements. |
| General and Administrative Duties | <ul style="list-style-type: none"> • Contribute to a healthy and safe work environment for yourself and others and comply with all safe work policies and procedures. • Maintain currency of first aid, mandatory reporting, and anaphylaxis training. • Keep accurate records of student attendance • Demonstrate duty of care to students in relation to the physical and mental wellbeing. • Attend all relevant school meetings and after school services/assemblies, sporting events, mass, community, and faith days as well as professional learning opportunities. • Participate in duty supervision as rostered and other supervision duties when required. • Demonstrate professional and collegiate relationships with colleagues. • Uphold the professional standards expected of a teacher. • Is punctual for all duties. • Presents appropriately in line with College dress policy. |

KEY SELECTION CRITERIA

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| Qualifications and Experience | <p>Essential:</p> <ul style="list-style-type: none"> • Teaching qualifications • Current Victorian Institute of Teaching (VIT) registration • Accreditation to teach in a Catholic school (or be working towards such accreditation) • TAE40016 Certificate IV in Training and Assessment. • Excellent knowledge and experience in delivering VCAL/VET including demonstrated understanding of the barriers faced by young people. • Demonstrated knowledge of competency-based training and/or VET/VCAL curriculum including the ability to develop training plans, assessment, and reporting requirements. <p>Preferred experience:</p> <ul style="list-style-type: none"> • Ability to work closely and demonstrate empathy with students and parents/guardians while maintaining the professional role a guide and administrator. • Accreditation to teach in a Catholic school (or be working towards such accreditation). • Have undertaken or be exploring the option to undertake further tertiary study. |
| | <p>Desirable Other:</p> <ul style="list-style-type: none"> • Accreditation to Teach Religious Education • Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum. • A commitment to the AITSL standards and willingness to work within the standards framework. • Preference for experience in inquiry-based learning and use of student data to maximise learning outcomes. |



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| | <ul style="list-style-type: none"> • Relevant post-graduate studies (or working towards such qualifications) • Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum • Demonstrated experience in using ICT to teach subject area including but not limited to Google Applications, SIMON, Microsoft suite. • Preference for experience in inquiry-based learning and use of student data to maximise learning outcomes |
| Skills and Attributes | <ul style="list-style-type: none"> • Demonstrate professional and collegiate relationships with colleagues. • Personal sense of initiative, innovation, and enthusiasm. • Outstanding communication and interpersonal skills to build relationships with key stakeholders such as children, parents, and the school community. • Experience and proven record in effective learning and teaching skills, including management of composite classes/mixed ability classes. • Ability to demonstrate an understanding of appropriate behaviours when engaging with children. • Demonstrated capacity to participate in a range of school activities, e.g. school sports, sacramental programs, liturgies, school camps/excursions. • Ability to work as part of a team. • Ability and willingness to follow College policies and policy directives, including the Mercy Code of Conduct. |
| Commitment to Catholic Education | <ul style="list-style-type: none"> • A demonstrated understanding of the ethos of a Catholic school and its mission. • A demonstrated understanding of the Church's teachings and the Catholic teacher's role in the mission of the Church. • A demonstrated capacity to instil in students a respect for each other in accordance with the teachings of Jesus Christ. • A capacity to integrate the Church's teachings into all aspects of curriculum. |
| Commitment to Child Safety | <ul style="list-style-type: none"> • A demonstrated understanding of child safety. • A demonstrated understanding of appropriate behaviours when engaging with children. • Provide students with a child-safe environment and proactively monitor and support student wellbeing. • Familiarity with legal obligations relating to child safety (e.g. mandatory reporting) and comply with the College's child safe policy and code of conduct and any other policy, procedures or legislation related to child safety. • Be a suitable person to engage in child-connected work. • Demonstrated duty of care to students in relation to their physical and mental wellbeing. |

EMPLOYMENT CONDITIONS

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| Appointment | This position is appointed by Catherine McAuley College and the incumbent is an employee of Mercy Education Limited. The role is subject to the College's Policies and Procedures as provided as part of the Induction Program and ongoing Training Program. |
| Reports to | Assistant Principal Learning & Teaching |



CATHERINE McAULEY COLLEGE

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| Conditions | Conditions are in accordance with the Catholic Education Multi Enterprise Agreement (VCEMEA) 2022. |
| Review and Appraisal | As an employee of Mercy Education Limited this appointment will comply with the contract of employment. The incumbent is subject to the College's Annual Review Policy. |
| Professional Development | Undertake professional development in line with the College Professional Learning policy. |

No position description can be entirely comprehensive. The incumbent will be expected to carry out such other duties as may be required from time to time and are broadly consistent with the position description and the status of the post within the College. The position encompasses participation in decision-making processes and other activities relevant to the role which may require occasional involvement outside the currently designated school hours.