

# Classroom Teacher

*Roll Statement*



**Trinity Lutheran College  
Mildura  
Date: Sept 2020  
Review Date: Sept 2023**

# Trinity Lutheran College – Roll of a Classroom Teacher

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<b>POSITION TITLE</b>	Classroom Teacher : Primary, Secondary, Specialist
<b>DIRECT REPORT</b>	Direct report to Deputy Principal. All positions ultimately report to the Principal.
<b>AWARD RELATIONSHIP</b>	LEVNT Multi Schools Enterprise Agreement 2018
<b>APPLICATION INFORMATION</b>	Applicants are to submit a current resume with VIT registration and cover letter stating availability and brief response to classroom teacher expectations (2 page max).
<b>APPLICATIONS TO</b>	Applications are to be marked “confidential” and sent electronically to melissa.evans@tlc.vic.edu.au
<b>OTHER</b>	Hold relevant teaching qualifications and eligibility for registration as a teacher in Victoria  The applicant must meet the Victorian Child Safe Standards  Be accredited or be prepared to undertake accreditation requirements as a teacher in a Lutheran School  Hold or be willing to obtain a current first aid certificate level 2
<b>FURTHER INFORMATION</b>	Contact Melissa Evans, Deputy Principal 03 5023 7013

*Trinity Lutheran College is a child safe environment in accordance with the legal obligations including the Child Safe Standards. The College policies in relation to child safety and being a safe community are available on the College website.*

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## Trinity Lutheran College Mildura

Trinity Lutheran College Mildura is a Prep to Year 10 co-educational Lutheran College that encourages all students to be the best that they can be! All members of the community are learners and view learning as a lifelong endeavour.

At TRINITY we are in the candidacy phase of IB authorisation. Our college promotes an inquiry based approach to learning and teaching where students are both guided and challenged to examine, investigate, think, problem solve and reflect using a supportive learning framework. We embrace contemporary education and encourage our staff to be active learners and researchers, always striving to demonstrate best practice pedagogy.

We place importance on nurturing the individual in such a way that allow them to identify their God-given talents, seek to do their personal best and use these gifts to serve God, their family, each other and the wider community. Our core values, FAITH, KNOWLEDGE, HONOUR embody all that we do and play an integral role in how we live, learn and be together in community.

At TRINITY we focus on building positive relationships in a safe and compassionate environment. Through restorative practices we are able to bring people together to work through conflict, in a structured and supportive environment that is focused on repairing, rebuilding and restoring positive relationships with each other.

We strive to equip our learners for the future by encouraging our students to develop enquiring minds, creative habits and build an attitude of resilience, determination and commitment. We value our partnerships with families and warmly welcome parents and caregivers into the College.

Our programs ensure that our students will have a solid grounding in academics, are confident in using technology, appreciate their cultural heritage and enjoy sporting and recreational activities. All students and staff are leaders with opportunities to take responsibility, show initiative and work as a team.

We look forward to welcoming educators to our team who are passionate about learning and want to make a difference!

## Position Summary

### 1. Selection Criteria

- a. Be able to articulate professional beliefs about learners and learning in a contemporary education environment
- b. Demonstrate a high level of pedagogical understanding of a differentiated inquiry based approach to teaching and learning as applicable to primary students; specific IB PYP skills an advantage
- c. Demonstrate a strong commitment to work as part of a team focused on maintaining a stimulating and dynamic learning environment designed to meet the needs of each student in the class
- d. Demonstrate the capacity to build positive relationships with students and establish a respectful classroom environment
- e. Demonstrate a high level of digital technology skills to support curriculum delivery and student learning
- f. It is desirable that the applicant be a committed and active Christian

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## 2. Expectations of Teachers

### **EXPECTATION #1**

Support, uphold and promote the Trinity Lutheran College, Mildura, its vision and mission, its values and its ethos by:

- providing a professional, positive role model for other staff and students
- contributing to the Christ centred caring atmosphere of the College
- acting as a professional educator who considers the needs of the students
- participating in and leading worship and devotions
- following the College's dress code
- complying with all LEA staffing policies and associated documents including accreditation requirements if a teacher of Christian Studies

### **EXPECTATION #2**

Apply appropriate knowledge in order to plan and prepare learning and teaching programs which meet the diverse characteristics, needs and learning styles of our students and are consistent with IB curriculum, Victorian/National Curriculum, college policies and educational trends by:

- undertaking short term and long term planning reflective of the IB curriculum and contemporary nature of current educational pedagogy
- integrating literacy and numeracy development in all curriculum areas
- organising coherent lessons which fit within IB units of inquiry
- considering and linking students' prior knowledge, experience and interests in planning learning experiences
- using a variety of resources
- differentiating planning to cater for individual learners within the whole class

### **EXPECTATION #3**

Apply appropriate knowledge of and implement effective and inclusive learning and teaching processes, including the use of learning technology and assessment to establish a challenging learning environment in which students are encouraged to continually improve by:

- emphasising the development of skills for thinking
- applying classroom strategies which motivate students and promote enjoyment, achievement and satisfaction in learning
- analysing and interpreting data, including learning outcomes, to inform teaching
- using a range of appropriate strategies to check for understanding and monitor individual, group and class progress
- applying a knowledge of inclusive practices
- using ICT as a teaching/learning tool to achieve and extend learning goals

### **EXPECTATION #4**

Communicate effectively with students and other members of the community, including the use of appropriate interpersonal skills by:

- using a range of communication strategies which respond to context and value the individual and group
- providing learning experiences in which students question and share ideas and knowledge

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- designing and implementing learning experiences that develops student agency
- demonstration of mutual respect, supportiveness and empathy for students
- timeliness and responsiveness
- use of language appropriate to students' age, culture and ability
- an awareness of the impact of non-verbal communication

## **EXPECTATION #5**

Plan and apply appropriate behaviour management strategies that contribute to the establishment of a supportive and caring Christ centred learning environment by:

- actively supporting students in developing personal identity, self-esteem and a positive self- image
- assisting students to develop sound relations and empathy with others
- supporting students by providing appropriate pastoral care across a range of activities
- devising structures, procedures and routines which incorporate a range of teaching strategies to optimise learning outcomes
- a range of behaviour management and intervention strategies within the parameters of the College's restorative practices approach
- a warm climate of care and support with quality relationships based on mutual respect
- collaborative development of an 'Essential Agreement' to reflect classroom rules, procedures and routines

## **EXPECTATION #6**

Plan and conduct assessments, provide feedback to students, report on student learning and use the outcomes of student assessment to inform classroom plans by:

- establishing and communicating learning outcomes and expectations and assessment criteria with students
- planning for assessing student learning, monitoring and evaluating student outcomes using a range of techniques and strategies
- communicating with students, families/care givers and other authorities about student progress

## **EXPECTATION #7**

Work collaboratively with school staff and members of the wider community in order to establish productive partnerships and achieve educational objectives by:

- working collaboratively in developing year level curriculum units
- working collaboratively with and accessing other staff where appropriate
- communicating effectively with parents
- understanding the role of various school staff and the wider community in curriculum development, delivery and strategic processes
- willingly participating in and contributing to the effective functioning of College activities and events

## **EXPECTATION #8**

Reflect critically on professional practice, establish professional learning goals, engage in planning and participation of learning and development and participate in the extended professional community by:

- identifying strengths and weaknesses in professional knowledge and skills
- evaluating the effectiveness of your teaching and learning practice
- identifying personal professional learning goals in conjunction with college executive and undertaking such
- contributing to learning communities and other professional networks

## 3. Key Performance Indicators (KPI's)

Demonstrated proficiency of the Australian Professional Standards for Teachers

<https://www.aitsl.edu.au/teach/standards>

1. Professional knowledge: know students and how they learn (1.1 – 1.6)
2. Professional knowledge: know the content and how to teach it (2.1 – 2.6)
3. Professional practice: plan for and implement effective teaching and learning (3.1– 3.7)
4. Professional practice: create and maintain supportive and safe learning environments (4.1 – 4.5)
5. Professional practice: assess, provide feedback and report on student learning (5.1 - 5.5)
6. Professional engagement: engage in professional learning (6.1 – 6.4)
7. Professional engagement: engage professionally with colleagues, parents/carers and the community (7.1 – 7.4)