



POSITION DESCRIPTION

Position: Specialist Teacher:

LOTE: Chinese
LOTE: French
Visual Arts
Performing Arts

Context

Blue Gum Montessori School (BGMS) is an independent school offering curriculum based on the Montessori philosophy for students from Lower to Upper Primary. The school is an equal opportunity employer and makes decisions relating to staff in a consultative and inclusive manner.

Position Objective

This is an exciting opportunity to be involved in the growth of an amazing learning environment. We are looking for a teacher that will bring their inspiration and passion to the role as a Specialist Teacher.

Purpose

To deliver the Specialist program for primary aged children that complies with relevant regulations, quality standards and codes of practice. Work closely with Blue Gum Montessori staff and parents and collaborate with other service providers and the community to maximise outcomes for children.

Key responsibilities and duties – to be read in conjunction with The School Code of Conduct, Staff Handbook and all School Policies.

1. Duties:

- 1.1 Teach knowledge and skills in their specialty, reflecting Montessori pedagogy.
- 1.2 A high level in competency teaching with the experience and ability to teach across a range of levels from Year 1 -6
- 1.3 Planning and delivering the overall program
- 1.4 Prepare, document and deliver appropriate programs to each class
- 1.5 Demonstrated innovative and creative teaching and learning practices and skills, including the use of appropriate learning technologies, to enhance student outcomes
- 1.6 Demonstrated capacity to accommodate different learning styles and mixed ability groups
- 1.7 Perform any other duties as may be assigned by the Principal.

2. Professional practice

- 2.1 Operate the program in accordance with the vision and mission statement and philosophy of Blue Gum Montessori School. Staff Handbook

- 2.2 Uphold the values of the School, the Code of Ethics and responsibilities under child protection legislation and protocols, the impacts of abuse and protective interventions on the care and education of children. School Code of Conduct, Staff Handbook
- 2.3 Engage in professional development education to continually maintain/develop professional knowledge and skills.

3. Program development and delivery

- 3.1 In liaison with the class teachers, plan and deliver a quality program for Junior, Middle and Upper Primary students.
The program will be inclusive. The teacher will:
 - Ensure inviting and safe environments, indoors and outdoors;
 - Utilise the emergent strengths and interests of participating children and contributions of families;
 - Assess the progress of each child toward development and learning outcomes;
 - Deliver specific interaction and learning experiences for individuals and groups of children.
- 3.2 Demonstrate collaborative, effective and reflective practice. Such competencies are considered to be crucial 'practice principles for learning and development' of both the children and the teacher.
- 3.3 Establish and maintain records for individual and collective children, which:
 - Reflect a holistic approach to children's learning and development and capture key observations and interactions with children.
 - Create a record of children's learning through visual and written documentation, for use in program planning and the preparation of reports for parents in Semesters 1 and 2 of each year.
 - Contribute to evaluation of program plans and teaching practice.
- 3.4 Utilise the skills and knowledge of other educators and professionals, within the School and outside, to improve the effectiveness of the program and class environment and improve outcomes for children and families.
- 3.5 Collaborate with class teachers and parents to refer children to appropriate professional practitioners or agencies when the need for further assessment or support is considered necessary.
- 3.6 Incorporate the Keep Child Safe: Child Protection Curriculum and follow mandatory reporting legislation.

4. Documentation and communication with families

- 4.1 Communicate with others in a respectful and friendly manner, modelling appropriate interactions between staff, staff/children and staff/families.
- 4.2 Communicate with families through the use of the Schools ePortfolio system.
- 4.3 Respect the rights of others to confidentiality and privacy, remaining aware of responsibilities under relevant privacy legislation.
- 4.4 Ensure communication is effective with all families. Where a child has English as a second language, work with the family and school staff to encourage these children to utilise and maintain their first language, while English is acquired at the individual child's pace.
- 4.5 Maintain written information and program plans in accord with requirements of the School.
- 4.6 Make use of written records to support meaningful communication with children and their families through the class teachers; providing information to parents about the educational program, the School philosophy and operations through the class teachers.

5. Collaboration with families and community

- 5.1 Create an atmosphere which is welcoming to all families
- 5.2 Recognise the impact of cultural and linguistic background, family and social experiences on a child. Use this knowledge to ensure the inclusive practices and programming.
- 5.3 Provide families with relevant information about other services and resources they are seeking or may benefit them and respond in a helpful manner to families who seek advice through the class teachers.
- 5.4 Create opportunities for open communication between educators and families:
 - Share information with parents about their own child's learning and development in context of the program through the class teacher;
 - Invite parental input to the program and the School, providing options for participation which considers individual family needs and background through the class teacher;
 - Address concerns raised by parents and negotiate positive outcomes through the class teacher;
 - Actively assist families with additional needs to access relevant services through the class teacher.
- 5.5 Participate in, or lead, transition to other School program/s and provide each family with support and information on these programs through the class teacher.
- 5.6 Promote the School's service and share knowledge of how young children develop and learn with enrolled families, other agencies or the wider community, as directed by the Principal.
- 5.7 Attend and contribute to parent meetings for the School, as directed by the Principal.
- 5.8 Participate in professional development as agreed with the Principal.

6. Staff management, support and teamwork

- 6.1 Foster a supportive working environment in which relationships can function and develop effectively, reinforcing Blue Gum Montessori School's Workplace values.
- 5.2 Recognise the benefit of a team approach for improving outcomes for children:
 - Ensure regular opportunities for information sharing and planning,
 - Involve colleagues in decision making;
 - Accept and share responsibility for a collaborative approach and provide opportunities for open and reflective evaluation of teamwork;
 - Celebrate cooperation and innovation.
- 5.3 Develop the capacity of staff under your supervision as early childhood educators:
 - Monitor performance and regularly provide constructive feedback;
 - Model desired practices;
 - Undertake their formal appraisal in accordance with the School's processes;
 - Work on strategies to encourage their development and extending their range of duties, including involvement in program planning and documentation.
- 5.4 Supervise and support students and volunteers.

7. Reporting and communicating with the Principal

- 7.1 Regular use and monitoring of electronic communications, in accord with Blue Gum Montessori School ICT policies.
- 7.2 Share information and submit reports to the Principal and funding bodies as directed by the Principal.
- 7.3 Participate in meetings with Blue Gum staff and other educators in professional development sessions as directed by the Principal.
- 7.4 Ensure the Blue Gum Montessori School's Occupational Health and Safety (OH&S) Policy and Emergency Planning and Response Procedures are followed. In particular, ensure compliance by all staff to safe manual handling practises, processes for hazard identification and incident reporting.

7.5 Contribute to service development and improvement:

- Work collaboratively and constructively with the Principal and the staff for the purpose of service development and improvements;
- Consider policy changes and strategic plans directly impacting on delivery of the School's service;
- Review administrative systems or current skills, taking steps to improve their effectiveness;
- Contribute to a positive risk management culture by complying with the Risk Management Policy, assisting with implementation of relevant risk management strategies, reporting risks, managements concerns and making suggestions for improvement to the Principal.

7.6 Perform other duties as directed or as negotiated with the Principal.

ORGANISATIONAL RELATONSHIPS

Reports to: The Principal

Supervises: Education Assistants

Internal contacts: Teachers and Education Assistants, Administration staff, Class liaisons

External contacts: As required.

ACCOUNTABILITY AND EXTENT OF AUTHORITY

Act in accordance with relevant standards, codes and School policies.

Accountable for School and classroom resources:

- Make recommendations and undertake purchase of equipment and goods relevant to the service, in keeping with the budget
- Monitor the School's maintenance of the buildings, playground and equipment

Participate in a biennial appraisal with the Principal, in accord with School processes, developing a personal development plan linked with this appraisal.

JUDGMENT AND DECISION MAKING

- Ensure confidentiality of information;
- Ensure the health and safety, wellbeing and education of young children present in the School;
- Advise relevant School staff of issues which may limit or adversely affect the School program;
- Support, or recommend as appropriate, issues necessary to improve programs, processes or the development of children.

SPECIALIST KNOWLEDGE AND SKILLS

- Develop, implement and evaluate education programs for individuals and groups of children, including the keeping of appropriate records.
- Understand child development and the support thereof
- Well developed communication skills
- Computer literacy
- Experience working inclusively with children who have additional needs
- Experience working inclusively with children and families from diverse cultural and linguistic backgrounds with knowledge of a range of culturally relevant program resources and learning experiences.

MANAGEMENT SKILLS

- Good time management skills and ability to coordinate responsibilities to enable the smooth running of the program
- Able to supervise and delegate duties to Education Assistants, students and volunteers
- Able to consult/negotiate with other primary educators for positive outcomes, effective team work and shared responsibilities
- Able to take personal responsibility for evaluation and professional development
- Able to budget and keep to budget

INTERPERSONAL SKILLS

- Good public relations skills, to maintain a strong focus and positive relationships between the School and the parents
- Able to work cooperatively as a team member of the School
- Capacity to respond in an appropriate manner to children and family members, when addressing challenging, unpredictable or unusual behaviour in children, including the choice of teaching strategies for these children
- Ability to appropriately address concerns raised by families and to work with families to resolve issues and conflicts
- Flexibility.

QUALIFICATIONS AND EXPERIENCE

- Bachelor of Education or equivalent four-year degree qualification with a specialisation in relevant field
- Current and financial member of TRBWA
- Current First Aid Certificate
- Working knowledge of the Regulations, standards, frameworks and codes
- Current Working with Children check

KEY SELECTION CRITERIA

- Meet the qualification and experience requirements
- Extensive knowledge of child development and capabilities in planning, implementing and evaluating a quality Montessori primary education program
- Ability to work collaboratively with children, families and other professionals
- Knowledge of and commitment to current reforms and trends in early childhood education and care
- Commitment to ongoing learning and development
- Computer literacy.

POSITION DETAILS

- FTE .2 (Friday)
- 8.00am – 3.30pm
- Commencing Term 1 2018 until end Term 4 2018
- Previous experience in a Montessori environment will be well regarded.

Closing date is the 1 December 2017.