POSITION DESCRIPTION

MONTESSORI PRIMARY TEACHER AND PEDAGOGICAL DOCUMENTER

Context
Blue Gum Montessori School (BGMS) is an independent school offering a 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 who will bring their inspiration and passion to the role as a Montessori trained Primary Teacher and Pedagogical documenter. This newly created position has been established to facilitate opportunities for the school to increase and showcase its pedagogical documentation of learning.

Purpose
To deliver a Montessori primary education program which complies with relevant regulations, quality standards and codes of practice. To 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. Professional practice
   1.1 Operate the program in accordance with the vision, mission statement and philosophy of Blue Gum Montessori School.
   1.2 Uphold the values of the School, the Code of Ethics and responsibilities under children protection legislation and protocols.
   1.3 Engage in professional development education to continually maintain/develop professional knowledge and skills.

2. Program development and delivery
   2.1 Plan and deliver a quality Montessori program that reflects the principles, practices and learning outcomes described in the School papers – The Montessori Method of Education, Montessori Identity and School Curriculum, inclusive of the National and WA standards, NAPLAN and EYLF.
   The program will be inclusive. The teacher will:
   • Ensure inviting and safe environments, indoors and outdoors; with documentary installations around the school and pop up learning galleries.
• Utilise the emergent strengths and interests of participating children and contributions of families;
• Assess the progress of each child toward development and learning outcomes;
• Plan specific interaction and learning experiences for individuals and groups of children.
• Implement an ePortfolio to demonstrate student learning according to the Montessori Curriculum.

2.2 The teacher will have experience in an Montessori setting and Primary environment and the ability to demonstrate an understanding of the challenges of teaching this age group. Strategies both extend gifted students and support children with learning differences are essential.

2.3 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.

2.4 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 and Parent Education about Montessori language
• Contribute to evaluation of program plans and teaching practice.

2.5 Incorporate the Keep Child Safe: Child Protection Curriculum and follow mandatory reporting legislation.

2.6 In consultation with the Curriculum Coordinator, coordinate the electronic collection of academic data and supervise annual formalised testing including NAPLAN, presenting to the community on how the learning aligns to Montessori.

2.7 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. Documentation and communication with families

3.1 Communicate with others in a respectful and friendly manner, modelling appropriate interactions between staff, staff/children and staff/families.

3.2 Respect the rights of others to confidentiality and privacy, remaining aware of responsibilities under relevant privacy legislation, e.g. Permission for photography and videoing individual student learning.

3.3 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. Find creative ways to showcase learning of an ESL or Learning Differences students.

3.4 Maintain written information and program plans in accord with requirements of the School. Document and register all Pedagogical documentation to enable review.

3.5 Make use of written records to support meaningful communication with children and their families; providing information to parents about the educational program, the School philosophy and operations.

4. **Collaboration with families and community**

4.1 Create an atmosphere which is welcoming to all families and encourages engagement about learning and promotion of understanding of the value of Montessori.

4.2 Recognise the impact of cultural and linguistic background, family and social experiences on a child. Use this knowledge to ensure inclusive practices and programming. Ensure documentation is rich in culture diversification.

4.3 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.

4.4 Create opportunities for open communication between educators and families:
   - Share information with parents about their children’s Montessori learning and development in context of the program;
   - Invite parental input to the program and the school, providing options for participation which considers individual family’s needs and backgrounds.

4.5 Participate in, or lead, transition to other School program/s and provide each family with support and information on these programs.

4.6 Advocate the value of the Montessori Method of Education, 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.

4.7 Develop Montessori learning installations as a provocation from parent and staff education.

4.8 Attend and contribute to parent meetings for the School, as directed by the Team Leader, Curriculum Coordinator and Principal.

4.9 Attend and participate in graduating student dinners.

4.10 Attend, participate and lead parent Montessori education series.

4.11 Participate in local education childhood networks as agreed with the Principal.
5. **Leadership, staff management, support and teamwork**

5.3 Foster a supportive working environment in which relationships can function and develop effectively, reinforcing Blue Gum Montessori School’s workplace values.

5.4 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.

5.5 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.

5.6 Supervise and support students and volunteers.

5.7 An interest in developing leadership skills.

6. **Reporting and communicating with the Principal**

6.1 Regular use and monitoring of safe electronic communications, in accord with Blue Gum Montessori School ICT policies. Incorporate ICT into pedagogical documentation.

6.2 Share information and submit reports to the Curriculum Coordinator, Principal and Finance Manager and funding bodies as requested.

6.3 Participate and lead meetings with staff and other educators in professional development sessions as directed by the Principal/Delegate.

6.4 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.

6.5 Participate on School Communities as part of school projects.

6.6 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, management concerns and making suggestions for improvement to the Principal.

7. Pedagogical Documenter and Visual Arts Project

7.1 Learning is at the centre of all that we do.
7.2 Pedagogical documentation is aligned to the Reggio Emilia approach and makes children’s learning visible.
7.3 In Montessori education, we spend much time in the prepared environment facilitating learning for children across the learning continuum.
7.4 This project provides an outstanding opportunity for a Montessori practitioner to develop expertise in pedagogical documentation and high quality teaching.
7.5 Assisting other Montessorians to make the ‘students’ learning visible presents further opportunity for teacher professional development, engaging and educating parents about Montessori learning and showcasing the absorbed learning that we see across BGMS every day.
7.6 Through documenting students’ learning, it enables us to capture how children think and learn.
7.7 Documentation of learning promotes opportunities to share the intricacies of learning, share applied teacher strategies and provides transparency about the what, how and why of Montessori learning.
7.8 Documentation of student learning is the responsibility of all teachers and staff across the school.
7.9 Student work study, progress, collaborative inquiry, philosophical and experimentation of learning based on Montessori theory and practice presents endless possibilities.
7.10 BGMS can pursue high quality education through in depth classroom observation, staff innovation, collaboration, focus group analysis and evaluation aligned to the research literature and further enquiry.
7.11 It is envisaged that greater insights can be achieved for our community of learners via more effective teaching and learning strategy.
7.12 Through collaborative enquiry and capturing the learning through documentary evidence, it is anticipated that both students and teachers will learn.
7.13 Through eliciting and gaining further knowledge, the documenter will be able to harness the newly acquired knowledge and findings.
7.14 Gathering and interpreting student learning, will inform the prepared environment, teacher facilitation and instruction via Montessori lessons.
7.15 Pedagogical documentation will provide further opportunities for authentic collection of learning, engagement across the community, thinking, critiquing, questioning, self-reflecting, innovating to promote knowledge and develop our learning leaders.

8. Linking learning to the Curriculum

8.1 By constructing learning through Montessori theory and practice, the pedagogical documentation will develop shared understanding of curriculum.
8.2 Documentation may be in the form of notes, summaries of observations, reflections, actions, interventions, photographs, videos, recordings, installations, and panels detailing projects of genuine learning linked to the curriculum standards and benchmarks.
8.3 Capturing the learning will occur across the holistic Montessori curriculum.
8.4 Staff will be encouraged to embrace pedagogical learning and to collaborate to showcase the learning journey.
8.5 Through a shared construction of learning BGMS can pay genuine testament to our community of learners.
8.6 Achievements in learning can be celebrated as the normal part of practical life and learning for life at BGMS.

9. Outcomes
9.1 This project will be piloted and lead with excitement, focus and intent.
9.2 Alignment to digital technologies to show case learning will be captured and shared across the team and wider community.

10. Other
Perform other duties as directed or as negotiated with the Principal.
This is a .5 Teaching role and .5 Pedagogical Documenter role.

11. HOURS OF WORK
- Full time, Monday to Friday, between 8am and 3.30pm. The successful applicant will also be expected to attend weekly staff meetings and PDs after School and some evening school functions each term.
- Commencement Term 1, 2018 or as negotiated.
- 12 Month Contract, with view of ongoing.

12. ESSENTIAL CRITERIA
- Teaching qualification, and current Full, TRBWA registration.
- Montessori teaching qualification (recognised by MAF).
- Current WCC (Working With Children Check).
- Be conversant with the Montessori National Curriculum and the Western Australian Curriculum and Assessment Outline.
- Demonstrate the National Professional Standards for Teachers.
- Exceptional IT, written and interpersonal communication skills.
- Current certification in First Aid, Anaphylaxis and Asthma.
- Mandatory Reporting training completed within the last 24 months at date of employment.

Closing date for this role is 1 December 2017.