



POSITION DESCRIPTION – Language Teacher

Position Objective

To support and work closely with the Casa Mia Montessori staff and parents and collaborate with other service providers and the community, in supporting children to reach expected outcomes for their age.

To comply with relevant regulations, quality standards and codes of practice.

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 Language program 'Other than English' in accord with the vision and mission statement and philosophy of Casa Mia Montessori School. *Staff Handbook*
- 1.2 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*
- 1.3 Engage in professional development education to continually maintain/develop professional knowledge and skills.

2. Programme development and delivery

- 2.1 Working closely with the class teachers, plan and deliver a quality language other than English programme
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;
 - Plan specific interaction and learning experiences for individuals and groups of children.
- 2.2 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.
- 2.3 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 Semester one and two of each year. *CMMS Reporting Policy and Procedure*
 - Contribute to evaluation of program plans and teaching practice.
- 2.4 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. 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.
- 3.3 Ensure communication is effective with all families.
- 3.4 Maintain written information and program plans in accord with requirements of the School. *Refer Planning and Recording P&P*
- 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. *Refer Assessing and Reporting P&P*
- 4. Collaboration with families and community**
- 4.1 Create an atmosphere which is welcoming to all families
- 4.2 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.
- 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 own child's learning and development in context of the program;
 - Invite parental input to the program and the school, providing options for participation with considers individual family needs and background;
 - Address concerns raised by parents and negotiate positive outcomes;
- 4.5 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.
- 4.6 Attend and contribute to parent meetings for the School, as directed by the Principal.

4.7 Participate in local networks as agreed with the Principal.

5. Staff management, support and teamwork

5.1 Foster a supportive working environment in which relationships can function and develop effectively, reinforcing Casa Mia 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.

6. Reporting and communicating with the Principal

6.1 Regular use and monitoring of electronic communications, in accord with Casa Mia Montessori ICT policies.

6.2 Share information and submit reports to the Principal and funding bodies as directed by the Principal.

6.3 Participate in meetings with Casa Mia staff and other educators in professional development sessions as directed by the Principal.

6.4 Ensure the Casa Mia 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 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.

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

ORGANISATIONAL RELATONSHIPS

Reports to:	The Principal
Supervises:	nil
Internal contacts:	Teachers and Education Assistants, Administration staff
External contacts:	Child Health Nurses, Officers from Children's services, Therapists, Psychologists, etc.

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 and report OH&S and maintenance requirements to the School Office

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

Make materials when necessary.

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 language education programs for individuals and groups of children guided by the WA Curriculum for Languages, including the keeping of appropriate records.
- Understand child development and the support thereof
- Well developed communication skills
- Computer literacy
- Experience working 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 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 learning area 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
- Is flexible

QUALIFICATIONS AND EXPERIENCE

- Bachelor of Education (Primary) or equivalent four-year degree qualification in accordance with requirements of the Western Australian Teachers Registration Board (WATRB)
- Qualifications or experience in teaching a language other than English
- Current First Aid Certificate
- Working knowledge of the Regulations, standards, frameworks and codes
- Have a current Working with Children
- Registration with WATRB
- Financial Registration with WATRB

KEY SELECTION CRITERIA

- Meet the qualification and experience requirements
- Extensive knowledge of child development and capabilities in planning, implementing and evaluating a quality language other than English 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