



251 Bridge Creek Road, PO Box 411, Maleny, Queensland 4552  
ABN: 18 058 179 301 Tel: (07) 5494 3559 Fax: (07) 5494 3577 www.amriverschool.org

## POSITION DESCRIPTION

Position:	2020 Contract (Terms 2, 3 & 4)
Position Title:	Classroom Teacher (Full-time)
Reports to:	Principal
Requirements:	QCT Registration (Current) First Aid Certificate Primary trained qualifications

### THE RIVER SCHOOL

The River School community is a loving and nurturing learning environment for early childhood and primary school education.

As a Teacher at The River School you are expected to support the School community (School Board, Principal, staff, students and parents) in the continued promotion of the philosophy of the School that is founded on Neohumanism:

- A Neohumanist education is to gradually expand a child's sense of community: from self, to family, locality, country, humanity, life on earth and ultimately the entire universe.
- A Neohumanist education is also an "education for the whole child", that is, for the physical, mental and spiritual child.

### POSITION

You are employed as a Primary School Teacher at The River School.

The position of Classroom Teacher at The River School is pivotal to the service we provide our community. As a teacher, your role is to encourage, engage and deliver quality programs that meet the needs of all the children at our school. All teachers have the responsibility to undertake their role in keeping with the Neohumanist philosophy of the school and aspects of the School's strategic plan as directed by the Principal.

## KEY RESPONSIBILITIES

### 1. Student Learning

- ❑ Use a variety of effective and suitable learning / teaching strategies to suit the Neohumanist development and characteristics of students.
- ❑ Use a variety of effective and suitable learning / teaching strategies to suit the physical, social and intellectual development and characteristics of students.
- ❑ Demonstrate a proficient understanding of how students learn and the developmental characteristics of students through appropriate selection of teaching pedagogy.
- ❑ Demonstrate knowledge of suitable learning / teaching strategies that are responsive of the needs of students from diverse linguistic, cultural, religious and social economic backgrounds.
- ❑ Demonstrate a broad knowledge and understanding of Indigenous culture.
- ❑ Demonstrate differentiated instruction to meet the needs of and ensure optimal learning of all students in the classroom.
- ❑ Set explicit, challenging and achievable learning goals for all students.
- ❑ Design and implement learning activities that support students with additional needs, providing evidence whilst addressing relevant policy and legislative requirements.

### 2. Teaching Content

- ❑ Interpret the Australian Curriculum through our Neohumanist Lens – incorporating Neohumanist values into the planning and implementation of learning and teaching programs.
- ❑ Have current working knowledge and understanding of the Australian Curriculum.
- ❑ Organise content into coherent, well-sequenced learning and teaching programs.
- ❑ Demonstrate a broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
- ❑ Implement effective teaching strategies to improve students' literacy and numeracy achievement.
- ❑ Use effective teaching strategies to integrate ICT into teaching and learning programs to make selected content relevant and meaningful.
- ❑ Demonstrate differentiation of content to meet the needs of and ensure optimal learning of all students in the classroom.

### 3. Pedagogy

- ❑ Reflect Neohumanist philosophies in the selection and use of relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.
- ❑ Select and use ICT and resources responsibly aligning with the Neohumanist values of the school.
- ❑ Plan and implement well-structured learning and teaching programs and lesson sequences that engage students and promote learning.
- ❑ Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.
- ❑ Evaluate personal teaching and learning programs using evidence, including feedback from students and assessment data, to inform planning and delivery.
- ❑ Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.

### 4. Student Assessment

- ❑ Plan for and successfully implement authentic learning celebrations to assess students acquired knowledge and understanding of content taught.
- ❑ Develop, select and use informal and formal diagnostic, formative and summative assessment strategies to assess student learning.

- ❑ Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.
- ❑ Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgments of student learning.
- ❑ Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.
- ❑ Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.

## **5. Learning environment**

- ❑ The learning environment reflects the Neohumanist educational themes of expansion of heart, expansion of mind and expansion of community.
- ❑ Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.
- ❑ Establish and maintain workable routines to create an environment where student time is spent on learning tasks.
- ❑ Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.
- ❑ Ensure students' wellbeing and safety by implementing school curriculum and legislative requirements.
- ❑ Learning environment is kept respectfully clean and clear of clutter including outside learning and eating areas.

## **6. Professional engagement**

- ❑ Acquire a solid understanding of Neohumanist Education and actively participate in professional development in this area.
- ❑ Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.
- ❑ Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.
- ❑ Participate in professional learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.
- ❑ Engage with the Deputy and/or Principal on programming and meeting ACARA Curriculum requirements.
- ❑ Participate in regular professional goal setting and reflection meetings with Principal.
- ❑ Create a learning environment that is conducive to learning.

## **7. Other professional duties**

- ❑ Meet codes of ethics and conduct established by regulatory authorities, systems and schools.
- ❑ Establish and maintain respectful collaborative relationships with parents/carers regarding their children's learning and wellbeing.
- ❑ Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.

## **TEAMWORK AND COMMUNICATION**

- ❑ Cultivate a community that is character building, utilising life-affirming virtues that will enrich relationships.
- ❑ Demonstrate collaborative skills in nurturing and maintaining effective and harmonious relationships in the working environment.

- ❑ Work as a team member and share ideas, programming, resources and skills with other staff.
- ❑ Work harmoniously with all colleagues / supervisors / manager and not enter into any behaviour that may humiliate, intimidate or embarrass others in the workplace.
- ❑ Participate in professional and community networks and forums to broaden knowledge and improve practice.

- ❑ Establish and maintain respectful collaborative relationships with parents/carers regarding their

### **PROFESSIONAL DUTIES AND RESPONSIBILITIES**

- ❑ Respect and embrace the role of Neohumanist Educator, whose duty is to teach the 'whole child'.
- ❑ Uphold contract conditions
- ❑ Ensure Duty of Care for all students
- ❑ Represent The River School in a professional and supportive manner.
- ❑ Seek to always add value to The River School.
- ❑ Manage time efficiently to achieve best results.
- ❑ Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.

### **GENERAL**

- ❑ Represent The River School in a professional manner
- ❑ Present high levels of ethical and moral business behaviour
- ❑ Show respect & courtesy to all colleagues
- ❑ Seek to always add value to The River School
- ❑ Manage time efficiently to achieve best results
- ❑ Report un-safe working conditions and practices
- ❑ Ensure all areas are maintained in clean and tidy condition at all times
- ❑ Immediately communicate any issues to your Supervisor

### **SOCIAL / EMOTIONAL & HEALTH & SAFETY RESPONSIBILITIES**

#### **1. Child Safety Responsibilities**

- Comply with the school's policies and procedures to uphold the Child Safe Standards, in accordance with *Australian Child Protection Legislation*. Undertake annual Child Protection training as directed by the School.

#### **2. Take Reasonable Care**

- Take reasonable care of your own health and safety and that of other people who may be affected by the work being done.

#### **3. Duty to Co-operate with Employer**

- Follow work, health safety policies and procedures.
- Attend health and safety training as provided by the School and follow instruction and advice.

#### **4. Duty not to recklessly interfere or misuse**

- Must not intentionally or recklessly interfere with or misuse anything provided by The River School, which could adversely affect health, safety or welfare at the workplace.

#### **5. Harassment / Bullying / Equal Opportunity**

- Work harmoniously with all colleagues / supervisors / managers and not enter into any behaviour that may humiliate, intimidate or embarrass others in the workplace.