



MLC

Methodist Ladies' College Position Description

Position:	Teacher
Reports to:	Director of MLC Marshmead
Department:	MLC Marshmead
Date:	May 2022

At MLC, we are committed to providing a challenging, enriching and supportive learning environment, which develops confident and articulate young women who have the skills, knowledge, values and attitudes needed to shape their future and contribute meaningfully to the international community.

MLC is committed to remain at the forefront of education and maintain our Christian heritage while respecting the spirituality and other faiths of our community.

MLC is committed to providing an environment where diversity is valued and differences are recognised and respected.

Primary Purpose

MLC teachers are responsible for creating and maintaining effective learning environments which supports the learning needs of the students.

MLC teachers are organised, structured, enthusiastic and passionate about the potential of their students. They are life-long learners themselves who model excellent learning and who develop positive professional relationships with their students and colleagues and skilfully develop relevant, structured, learning opportunities with clear time-frames and deadlines, where process as well as content is made explicit and where students are encouraged to demonstrate their learning in a variety of ways and in a variety of settings.

'Excellent teachers have the capacity to transform the lives of students and to inspire and nurture their development as learners, individuals and citizens'
(Melbourne Declaration of Educational Goals for Young Australians).

Position in Context

MLC is one of Australia's most respected and innovative schools, with over 2,100 students from our Early Learning Centre (MLC Kindle) to Year 12, including international students and boarders. MLC is a technology rich environment, teaching staff and students from Year 5 have a notebook computer.

MLC is comprised of four relatively autonomous schools: Junior School (MLC Kindle – Year 6), Junior Secondary School (Years 7 and 8), Middle School (Years 9 and 10) and Senior School (Years 11 and 12). Years 7 to 12 teachers are expected to teach across at least two schools. The Senior School program offers a comprehensive curriculum including the Victorian Certificate of Education (VCE), International Baccalaureate (IB) and Vocational Education and Training (VCE - VET). Teachers may be expected to teach across these programs.

MLC teachers work in a learning community and are expected to establish and maintain positive relationships with staff and students. They are expected to be life-long learners and to participate in the Professional Learning Program.

MLC teachers work in a technology rich environment and are expected to integrate a range of technologies in their practice to support student learning.

Student wellbeing and student learning are intricately linked and rely on teachers having knowledge and understanding of the physical, social and intellectual development and characteristics of students from diverse linguistic, cultural, religious and socioeconomic backgrounds. All teachers are responsible for the wellbeing of students in their classrooms. In addition to classroom teachers every student has a designated teacher directly responsible for her wellbeing. MLC teachers are expected to be responsible for a home group or tutor group role in the Student Wellbeing program if required.

Teachers at MLC are allocated duties and are expected to attend camps, meetings, professional development and other events as determined by the College.

MLC Marshmead

MLC Marshmead is a 114 hectare property, located on a remote and environmentally sensitive site in far eastern Victoria, surrounded by the Croajingolong National Park. Access to the property is either by boat (25 minutes across the lake to Mallacoota) or by vehicle (1:10hour to Mallacoota, 1:05 hour to Eden). The property includes a residential village (consisting of both staff and student housing) and a working farm.

Directors, Teaching staff, Program Assistants and Nurses at MLC Marshmead are required to live and work onsite. Residential staff are housed in comfortable shared accommodation and these houses have been designed with ESD (environmentally sustainable design) principles in mind. Water is solar heated (wood heater boosted) and houses use wood heaters as the principal source of heating. The 'village' operates on a remote area power supply which requires all staff to live low-energy lifestyles. Water is obtained from either rain harvesting or the local creek.

Twenty-three staff (residential and day staff), comprising teachers, assistants and specialist staff, work in a team to ensure the delivery of a curriculum for up to 72 Year 9 students each term. Each teacher is directly responsible for a house of students and for monitoring their well-being and academic studies.

MLC Marshmead offers a unique teaching environment with its close proximity to the National Park and a local Biosphere Reserve. The curriculum at MLC Marshmead focuses on environmental sustainability, personal sustainability and sustainable communities, enabling each student to actively experience learning about the environment, their peers and themselves in a practical sense. The students manage their own living arrangements in comfortable ESD 'family' homes, designed for eight people. Students make a voluntary decision to participate in this eight week program.

Key Contacts

Internal

- Director of MLC Marshmead
- Deputy Directors of MLC Marshmead
- Farm Manager
- MLC Marshmead Staff
- Director of Education Outdoors
- MLC Staff (Kew and Banksia) where relevant
- Students
- Parents / Guardians

Professional Practice

MLC teachers demonstrate their breadth and influence in four settings: their own professional learning, their work with the students they teach, their work with colleagues and their work with the wider school community. All of these settings relate to their impact on student learning.

Through their practice and professional experiences, MLC teachers will:

1. Expand their understanding of content and how students learn using research and workplace knowledge.
2. Develop and select effective teaching strategies to suit the physical, social and intellectual need development and characteristics, address the learning strengths and needs of students from diverse linguistic, cultural, religious or socio-economic backgrounds and address the needs of Aboriginal and Torres Strait Islander (ATSI) students and support the participation and learning of students with additional learning needs.
3. Support, work and model with colleagues the review, development and implementation of effective learning and teaching programs, including literacy and numeracy programs and programs that use Information Communication Technologies (ICT) and effective learning and teaching strategies to address underachievement across the full range of abilities.

4. Use a range of data including student feedback and student assessment collected over time to analyse the progress of students and review learning and teaching strategies.
5. Develop a culture of high expectations for all students.
6. Create opportunities and work with colleagues to engage parent, caregivers and the community in their children's learning.
7. Support the understanding and implementation of government, sector and school policies or priorities in the school community including concerned with student wellbeing and safety and professional ethics and responsibilities.
8. Share learning goals with students and assess their progress using a range of assessment strategies and provide regular targeted feedback to students to progress their own learning and report on student progress to parents and caregivers.
9. Evaluate and moderate learning and teaching programs and student progress and reports with colleagues using a range of data and artefacts of their learning.
10. Plan professional learning in the context of the National Professional Standards for Teachers and consideration of relevant research and initiate and engage in professional learning with colleagues to evaluate professional learning and the effectiveness of their learning and teaching.
11. Contribute to professional networks in the school and wider education community.

The MLC professional practice standards are largely based on the revised National Professional Standards for Teachers (Australian Institute for Teaching and School Leadership, 2011). Within these standards at MLC, there are specific levels of performance for Graduate, Accomplished and Expert teachers.

Department duties and responsibilities

- Responsibility for the pastoral care of students as a Home Group Teacher, including the regular monitoring and updating of pastoral care information.
- Active engagement in the outdoor (including expeditions) and physical programs at Marshmead.
- Administrative and operational duties associated with the running of the Marshmead village.
- Attendance at community events such as assemblies, chapel services, significant celebratory evenings (bush banquet, bush dance etc.), parent visiting weekends and communal meals.
- Awareness and understanding of the needs of other staff in the Marshmead community.
- Knowledge of and adherence to all safety and operational requirements at Marshmead.
- Completion of 'core safety training' – this training is organised by MLC and includes the following:
 - 4WD vehicle and power boat handling training;
 - Wilderness First Aid training;
 - Basic fire training;
 - Food Handling (Level 1); and
 - Bronze Medallion training.
- Is a residential member of the MLC Marshmead community who is fully involved in the running of the MLC Marshmead village.

Person Specification

Essential Criteria (competencies, qualifications, knowledge and experience)

- Excellent interpersonal and communication skills.
- Proven ability to build and maintain positive relationships.
- Effective planning and organisational skills, including time management.
- Collaborative team member.
- Proven competence with use of technology in a learning environment and in implementing curriculum.
- An understanding of current educational issues at the local, national and international level.
- Acts professionally and maintains appropriate confidentiality.
- Appropriate qualification and demonstrated expertise in relevant subject area(s).
- Current Victorian Institute of Teaching Registration.
- Ability to live in a small community and contribute to the wellbeing of other people.
- A commitment to the principles of conservation.

MLC performs thorough assessments of potential and existing employees. The assessments will be used to ascertain whether the potential or existing employee is a fit and proper person to be trusted to work in a school environment and in the position applied for or held. The screening process includes, but is not limited to, Criminal Records Checks and Working with Children Checks.

MLC's commitment to child safety

MLC is committed to the safety, participation and empowerment of all children. All members of our community, including employees, contractors, agency staff and volunteers, have an important role in providing students with a safe and nurturing environment in which to prosper and thrive. MLC has zero tolerance of child abuse, and all allegations and safety concerns will be treated very seriously and consistently within our policies and procedures.

MLC is committed to preventing child abuse through identifying risks early, and removing and reducing these risks. We have robust human resources and recruitment practices, supported by regular training and development.

We support and respect all children, as well as all members of our community. We are committed to the cultural safety of Aboriginal students, the cultural safety of children from a culturally and/or linguistically diverse background, and to providing a safe environment for children with a disability.

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