



MLC

Methodist Ladies' College Position Description

Position:	Kindle Team Leader
Reports to:	Director of MLC Kindle
Department:	MLC Kindle
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 2,000 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.

Key Contacts

Internal

- Head/s of Junior School
- Deputy Head of Junior School
- Director of MLC Kindle
- Specialist teachers
- MLC Kindle Associates
- MLC Kindle students
- Parents / Guardians and families

External

- Early Childhood Australia, Reggio Emilia Australia Information Exchange (REAIE), Gowrie Victoria and other organisations as deemed relevant by the Director.
- Early Childhood teaching students
- Prospective children and parents

- General visitors

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) student and support the participation and learning of students with disabilities.
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, considering relevant research, and in the context of the Australian Professional Standards for Teachers and the MLC Teacher Development Framework. Initiate and engage in professional learning with colleagues to evaluate 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 based on the revised Australian Professional Standards for Teachers (Australian Institute for Teaching and School Leadership). Within these standards at MLC, there are specific levels of performance for Graduate, Accomplished and Expert teachers.

Major Duties and Responsibilities

This position description outlines the major duties and responsibilities relevant to this role. This list is not exhaustive and it is expected that specific tasks and functions may change from time-to-time in line with the College's operational requirements.

- Plan, implement and evaluate a developmentally and culturally appropriate program for children aged from birth to 5 years.
- Communicate effectively with all College members to ensure high quality in every aspect of Early Learning at MLC.
- Implement MLC policies through exemplary practice in Early Childhood Education.
- Ensure all children's developmental needs and interests are addressed through high quality program/curriculum initiative.
- To openly communicate with members in the Centre and report any challenges to the Director.
- Welcome and orientate all families to the Centre and assist families and children to make a smooth transition into MLC Kindle.
- To be aware of the welfare needs of colleagues and to support them in the program and assist in conflict resolution whenever required.
- To engage in professional development and provide staff with educational leadership to maintain exemplary practice in Early Childhood education.
- To be responsible for a program budget and extra tasks as allocated by the Director.
- Develop, in consultation with parents and departmental staff, a play-based curriculum which is developmentally and culturally appropriate for all children and embraces the Reggio Emilia philosophy that all children are competent from birth. Encourage parent involvement in developing and implementing the curriculum.
- Ensure that documentation related to the program is complete. This will include individual developmental observations; program plans and profiles as a basis for further planning and reports.
- Develop Summative Assessments for each child annually.
- Prepare newsletter contributions for Kindle Connections.
- Facilitate the development of a co-operative team in the Centre and be responsible via the Director for the day-to-day supervision of staff.
- Communicate children's developmental needs and share records with parents on a regular basis and support parents in their parenting role.
- Acknowledge and practice confidentiality within the context of family information and management protocols.
- Ensure programming and planning is up to date and saved on SharePoint.
- Annual inventory of equipment.
- Incorporate the Victorian Early Years Learning and Development Framework, the National Quality Framework and National Quality Standards into the program.
- To assist in the MLC Kindle self-assessment process and the implementation of the Quality Improvement Plan.

Person Specification

Essential Criteria (competencies, qualifications, knowledge and experience)

- Bachelor of Early Childhood Education approved by ACECQA
- Excellent interpersonal and communication skills.
- Demonstrated commitment to student wellbeing.
- 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.
- A sound understanding and knowledge of Early Childhood Developmental principles and practice in education.
- A demonstrated understanding of the Reggio Emilia approach to education.
- Leadership skills and high level of self-motivation
- Adherence to all College policies and demonstration of behaviours in accordance with the Child Safe Standards.

Desirable Criteria (competencies, qualifications, knowledge and experience)

- Participation in co-curricular activities and trips
- Successful professional experience

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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