



Catholic Ladies' College

Application Pack Indonesian Teacher

Application Pack includes

- An introduction to Catholic Ladies' College
- Role Description
- Application Process

Applications close: **14 September 2022 at 10:00 am**

About our College

Vision	To inspire young women to realise their personal excellence and confidently shape their future.
Purpose	We create opportunities for young women to achieve and champion justice in the global community.
Tradition and Stewardship	<p>Our founding Sisters were forward thinkers, who advocated comprehensive education and new possibilities for young women.</p> <p>The Sisters of Charity founded Catholic Ladies' College in East Melbourne in 1902 and moved the school to its present eight-hectare, tree lined setting in Eltham in 1971.</p>

Catholic Ladies' College is a student focused school. At the heart of our commitment to excellence in learning and student wellbeing outcomes is each of the individual students under our care. At Catholic Ladies' College, ours is a story of unlimited possibilities. It is a story of empowerment, inspiration and opportunity.

We prepare our students for life beyond school, we challenge our students to make deeper connections between their school learnings and the world around them.

The Role

Catholic Ladies' College is seeking a part-time (0.53 FTE) Indonesian Teacher to join our Languages department in 2023. The role will involve teaching students about the language and culture of Indonesia, and has the opportunity to get involved in co-curricular activities.

The successful applicant will demonstrate a passion for engaging and challenging students and for utilizing learning technologies. The Languages Team at Catholic Ladies' College are a group of passionate teachers who bring languages to life.

clc.vic.edu.au

19 Diamond St, Eltham
Victoria 3095, Australia
03 9439 4077

ABN 44 058 164 891

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Role Description – Teaching Staff

Teachers at Catholic Ladies' College are responsible to the Principal for the delivery of quality learning and teaching experiences, which enhance student outcomes. The College recognizes teachers as its most valuable resource and expects teachers to work in a collaborative way that enhances the spirit and culture of the College community and supports the College Mission, vision and Strategic Plan.

Role Responsibilities

The role responsibilities draw upon the Victorian Catholic Education Multi Enterprise Agreement 2018 and the Australian Professional Standards for Teachers. The role revolves around a demonstrated commitment to professional knowledge, professional practice and professional engagement.

Professional Knowledge

Teachers know how students learn and how to teach them effectively

- Teachers draw on the body of knowledge about learning and contemporary research into teaching and learning to support their practice;
- Teachers know the importance of prior knowledge and language for learning, and the impact of discussion, group interaction and reflection in the learning process;
- Teachers know how to engage students in active learning;
- Teachers know how classroom and program design, use of materials and resources and the structure of activities impact on learning.
- Teachers know the central place of religious education within the school curriculum

Teachers know the content they teach

- Teachers have a sound, critical understanding of the content, processes and skills they teach;
- Teachers can articulate the key features and relevance of their content to their students and others, and can demonstrate how it is applied;
- Teachers know the methodologies, resources and technologies which support learning of the content, processes and skills they teach;
- Teachers are familiar with curriculum statements, policies, materials and programs associated with the content they teach.

Teachers know their students

- Teachers know the learning strengths and weaknesses of their students and are aware of the factors that influence their learning;
- Teachers are aware of the social, cultural, and religious backgrounds of the students they teach; and treat students equitably;
- Teachers develop an understanding and respect for their students as individuals, and are sensitive to their social needs and the way they interact with others;
- Teachers know the importance of working with and communicating regularly with students' families to support their learning.

Professional Practice

Teachers plan and assess for effective learning

- Teachers use their knowledge of students, content and pedagogy to establish clear and achievable learning goals for their students;
- Teachers plan for the use of a range of activities, resources and materials to provide meaningful learning opportunities for all their students;

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- Teachers monitor student engagement in learning and maintain records of their learning progress;
- Teachers select assessment strategies to evaluate student learning, to provide feedback to students and their parents/guardians and to inform further planning of teaching and learning.
- Teachers undertake data analysis to inform practice.

Teachers create and maintain safe and challenging learning environments.

- Teachers develop a positive learning environment where respect for individuals is fostered and where learning is the focus;
- Teachers provide a learning environment that engages and challenges their students and encourages them to take responsibility for their own learning.
- Teachers use and manage the materials, resources and physical space of their classroom to create a stimulating and safe environment for learning;
- Teachers establish and maintain clear and consistent expectations for students as learners and for their behaviour in the classroom.

Teachers use a range of teaching practices and resources to engage students in effective learning

- Teachers communicate effectively with students to make their learning programs explicit, to build rapport, and to support their learning;
- Teachers provide and manage opportunities for students to explore ideas and develop knowledge and skills, through discussion and group activities.
- Teachers use and manage a range of teaching and learning strategies, technologies, activities and resource;
- Teachers provide meaningful feedback to students and their parents/guardians about their developing knowledge and skills.

Professional Engagement

Teachers reflect on, evaluate and improve their professional knowledge and practice

- Teachers work within the framework of school, CECV and diocesan policies
- Teachers regularly reflect on and critically evaluate their professional knowledge and the effectiveness of their teaching;
- Teachers work collaboratively with other members of the profession and engage in discussion of contemporary issues and research to improve professional practice;
- Teachers identify their own professional learning needs and plan for and engage in professional development activities;
- Teachers develop organizational and administrative skills to manage their non-teaching duties effectively.

Teachers are active members of their profession

- Teachers support and contribute to the development of the ethos of the Catholic school and its mission
- Teachers contribute to the development of school communities that support the learning and wellbeing of both students and fellow teachers;
- Teachers work effectively with other professionals, parents/guardians and members of the parish / broader community to provide effective learning for students;
- Teachers promote learning, the value of education and the profession of teaching in the wider community;
- Teachers understand and fulfill their legal responsibilities and share responsibility for the integrity of their profession.

Other Duties

As negotiated with the Principal and Leadership Team, and as outlined in the Victorian Catholic Education Multi Enterprise Agreement 2018 and Appendix 1.

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SELECTION CRITERIA	
Commitment to Catholic Education	<ul style="list-style-type: none"> • A demonstrated understanding of the ethos of a Catholic school and its mission • A demonstrated understanding of the Church's teachings and the Catholic teacher's role in the mission of the Church • A demonstrated capacity to instil in students a respect for each other in accordance with the teachings of Jesus Christ • A capacity to integrate the Church's teachings into all aspects of curriculum
Commitment to Child Safety	<ul style="list-style-type: none"> • Experience working with children • A demonstrated understanding of child safety • A demonstrated understanding of appropriate behaviours when engaging with children • Familiarity with legal obligations relating to child safety (e.g. mandatory reporting) • Be a suitable person to engage in child-connected work • Comply with the College's Child Safety Code of Conduct and any other policies or procedures relating to child safety
Education and Experience	<p>Essential:</p> <ul style="list-style-type: none"> • Relevant tertiary Teaching qualifications • Current Victorian Institute of Teaching (VIT) registration • Accreditation to teach in a Catholic school (or be working towards such accreditation) <p>Desirable Other:</p> <ul style="list-style-type: none"> • Accreditation to Teach Religious Education • Relevant post-graduate studies (or working towards such qualifications) • Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum • Demonstrated experience in using ICT to teach subject area • Preference for experience in inquiry based learning and use of student data to maximise learning outcomes • Certificate – HLTAID011 Provide First Aid • Certificate – 22300VIC First Aid Management of Anaphylaxis • Certificate – Asthma Management in Schools online training • Certificate – HLTAID001 Provide Cardiopulmonary Resuscitation
Skills/Attributes	<ul style="list-style-type: none"> • Ability to work as part of a team • Good oral and written communication skills, including ability to communicate with children, parents and the school community • Experience and proven record in effective learning and teaching skills, including management of composite classes/mixed ability classes • Demonstrated capacity to participate in a range of school activities, e.g. school sports, sacramental programs, liturgies, school camps/excursions • Leadership qualities • Self-motivation • Ability and willingness to accept policy directives
Contemporary Teaching	<ul style="list-style-type: none"> • Develop a stimulating learning environment by using a variety of styles and approaches to cater for individual learning needs



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	<ul style="list-style-type: none"> • Understand and adhere to state and national course requirements including the standards of professional practice – Australian Standards of Teaching – and the CECV • Employ a variety of effective teaching strategies to effectively implement the curriculum • Give appropriate time to lesson planning and organisation • Keep accurate records of student attendance using the technology adopted by the school • Embrace the use of information and communications technologies to enhance learning • Engage in learning progress discussions • Write formal academic reports that conform to report writing guidelines • Use visible learning intentions and success criteria to enable students to develop a clear understanding of why they are learning and what they are learning • Feedback practices, including developmental Learning Maps (rubrics) • Monitor the progress of each student and provide meaningful and regular feedback to each student on their progress • Liaise with appropriate support staff in the implementation of the curriculum • Punctually attend all timetabled lessons and other timetabled duties, including yard and other supervisory duties.
Pastoral Care and Child Safety	<ul style="list-style-type: none"> • Provide students with a child-safe environment • Proactively monitor and support student wellbeing • Exercise pastoral care in a manner which reflects school values • Implement strategies which promote a healthy and positive learning environment
Curriculum Development	<ul style="list-style-type: none"> • Plan, develop, review and evaluate curriculum in subject areas and at year levels which you teach • Develop assessment instruments in a collegial manner where whole group testing takes place • Evaluate digital learning materials and make recommendations to subject coordinators about their implementation • Create and evaluate online resources for the purposes of enriching the curriculum • Attend subject meetings as scheduled
Professional Development	<ul style="list-style-type: none"> • Have current knowledge of curriculum initiatives in your teaching areas • Commit to ongoing professional development in your teaching areas • Be open to researching areas of interest relevant to directions provided in the school's strategic plan • Continue development of ICT skills as technologies evolve • Participate in the staff appraisal process • Be an active member of a relevant professional association as duties permit • Support collegial learning by acting as a mentor or supervising and supporting a student teacher after consultation with subject coordinator
Co-Curricular Involvement	<ul style="list-style-type: none"> • Have a willingness to support and be involved in the co-curricular program • Proactively encourage students to participate in co-curricular activities • Act as a role model for participating students • Create and maintain a safe environment in which students may enjoy their participation • Oversee the provision and care of relevant equipment materials and first aid requirements



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General and Administrative Duties

- Contribute to a healthy and safe work environment for yourself and others and comply with all safe work policies and procedures
- Complete administrative tasks, accurately and in a timely manner.
- Demonstrate duty of care to students in relation to the physical and mental wellbeing
- Attend all relevant school meetings, sporting events, mass, community and faith days as well as professional learning opportunities
- Demonstrate professional and collegiate relationships with colleagues and all members of the College Community
- Uphold the professional standards expected of a teacher
- Other duties as directed by the Principal

How to apply

In preparing an application, please read the advertisement and position description carefully to ensure that you can demonstrate your ability to meet the position requirements and have a good understanding of the role.

All applications must include:

- Covering letter of no more than one page outlining why the application is being made
- Current Curriculum Vitae
- Academic transcript
- [Application form for Teaching Staff](#)

Applications should be emailed to hr@clc.vic.edu.au, addressed to:

Debbie Brock
Acting Principal
Catholic Ladies' College
19 Diamond Street
ELTHAM VIC 3095

For all employment enquiries, please contact the Human Resources Manager.

Child Safety

Before commencing employment at the College, all employees should read and understand our Child Safety and Wellbeing Policy and Child Safety Code of Conduct. These documents are available on the website.

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