



Secondary School French Teacher

Blackhall Kalimna Campus

Preshil is a small, secular and progressive co-educational school for ages 3 and 4 through to Year 12. The students take an active role in their education and develop responsibility for their actions; they are encouraged to ask challenging questions, to know themselves, care for others and achieve excellence on their own terms.

The school's website is a valuable source of information in coming to an understanding of Preshil. The school philosophy is inspired by the work of Margaret J R Lyttle and builds continually on her work and the work of her niece, Margaret E Lyttle and the ideas of other educational theorists relevant to progressive education in 21st century Australia. We are seeking vibrant, passionate and experienced educators to join our team working to create outstanding programs for every student.

Preshil is an authorized International Baccalaureate Middle Years Program (MYP) and a Candidate School for the IB Diploma Program (IBDP) and will offer this program from 2018. Preshil seeks a skilled and enthusiastic language teacher with the ability to teach French at the advanced levels in a progressive, academic setting. While some experience in the IB MYP or IB Diploma programmes is desirable, secondary school experience to VCE and a willingness to undertake the IB training is sufficient.

IBDP French ab initio, SL and HL classes include in-depth instruction, in French. These courses progress each year through the MYP, developing greater grammar, vocabulary and fluency through immersion in culture and literature with a heavy emphasis on independent thinking and comparative analysis. Teachers at Preshil use an innovative approach to teaching language - including experiential, student-centered methods, as well as the use of technology and many modalities such as music, food, dance and media.

Preference is given to candidates who are excellent or native speakers of French and who can offer a second language other than English and, or a second teaching method appropriate to the IB programmes.

General role description

- To have a strong background in language teaching
- To demonstrate outstanding discipline-based knowledge and experience in teaching French Year 12, with preference given to candidates having both VCE and IB experience
- To carry out professional duties and to have responsibility for assigned classes, co-curricular programs and individual students
- To be responsible for the day-to-day learning and management of classes and the safety and welfare of the students, during on-site and off-site activities
- To promote the aims and objectives of the school and maintain its philosophy of education
- To carry out other duties as directed by the Principal

Learning culture and relationships

- Develop and model strong values based relationships with students, staff and parents
- Create and manage a caring, supportive, purposeful and stimulating environment which is conducive to student learning
- Follow up with individual students in regard to behaviour that does not align with school values
- Maintain a supportive culture with students and colleagues, safeguarding their health and safety
- Monitor and implement attendance procedures
- Encourage and initiate opportunities for student feedback on their learning and classroom experience
- Model exemplary professionalism and organizational behaviour

Planning and development of programs and policies

- Participate in all required school meetings, parent evenings and whole school training events
- Contribute to the development and co-ordination of a particular area of the curriculum
- Ensure that school policies are reflected in daily practice
- Work within the terms of the current Preshil EBA

Learning and teaching

- Plan and deliver effective teaching and learning programs that align with the school philosophy, the MYP, the DP and the VCE
- Identify clear teaching objectives and learning outcomes, with appropriate challenge and high expectations for all students
- Work with colleagues to team teach as required
- Ensure the differentiation of learning to reflect different styles, abilities and interests
- Develop the social, emotional and cultural aspects of students' learning
- Ensure students work to the best of their ability and that organization and work habits are reviewed and developed in all classes

Learning programs

- To document unit plans using ManageBac to enable sharing of curriculum across the school and to develop scope and sequences for each subject
- Participate in the collaborative development and evaluation of curriculum, and monitor, through observation and evaluation, the effectiveness of the learning/teaching program
- Maintain up-to-date subject and pedagogical knowledge
- Select and use a range of different learning resources and equipment
- Personalize learning to ensure that every student is challenged at their own stage of learning
- Supervise and support the work of teaching assistants, trainee teachers and newly qualified teachers

Feedback on learning and assessment

- Maintain a regular system of monitoring, feedback and assessment, record-keeping and reporting of students' progress
- Regularly seek feedback from students on the effectiveness of the teaching

Pastoral care and extra curricula – camps and activities

- Participate in and organise co-curricular programs and activities that support the teaching program, such as excursions, social activities, sporting events, open days, performances, displays of student work, activities program and the school camps program
- Actively contribute to the wellbeing of students through mentoring of individual students, student forums, home groups and individual support

Communication with parents

- Initiate communication and consultation with parents on a regular basis over all aspects of their children's education – academic, social and emotional
- Use a range of communication approaches including Compass, email, phone contact, web platforms and meetings
- Follow up with parents any concerns in regard to engagement, attendance, punctuality and behaviour

Professional development

- Actively engage in ongoing professional development, maintaining a portfolio of training undertaken
- Identify areas for improvement and development through an individual staff project
- Actively seek feedback on performance from colleagues, students and mentors
- Offer professional development to colleagues within and beyond the school
- Actively work to meet all AITSL professional standards
- Adhere to the school's professional Code of Conduct

Safeguarding Children and Young People

Our organisation takes child protection seriously, and as an employee or volunteer of Preshil The Margaret Lyttle Memorial School, you are required to meet the behaviour standards outlined in our Safeguarding Children in Schools Code of Conduct. Attached to this document is this Safeguarding Children in Schools Code of Conduct. You can also access a copy of these guidelines via the Preshil website <http://www.preshil.vic.edu.au/why-preshil/policies/>

Therefore as a part of your duties and responsibilities, you are also required to:

- Provide a welcoming and safe environment for children and young people
- Promote the safety and wellbeing of children and young people to whom we provide services
- Ensure that your interactions with children and young people are positive and safe
- Provide adequate care and supervision of children and young people in your charge
- Act as a positive role model for children and young people
- Report any suspicions, concerns, allegations or disclosures of alleged abuse to management
- Maintain valid 'working with children' documentation
- Undergo periodic 'national criminal history record' checks
- Report to management any criminal charges or convictions you receive during the course of your employment/volunteering that may indicate a possible risk to children and young people.

Conditions of Employment

The successful applicant will be subject to a Working With Children Check and Criminal History Records Check where applicable.

Our organisation undertakes several screening processes to ensure the appropriate protection of children in its care. This includes reference checks, identity check, qualification checks and professional registration checks.