

Design and Technology teacher - Teaching 7 – 12 Design and Technology

Permanent, full-time position at Tallangatta Secondary College.

Position number 1184066



Location Profile

Tallangatta Secondary College is a small, country, coeducational secondary college located 40 kilometres north east of Wodonga. The school draws its enrolment of 380 students from local schools within the Kiewa Valley and the broader Wodonga district. The College currently has 51 staff - 2 Principal staff, 33 teaching staff and 16 Education Support staff). Our current Student Family Occupation (SFO) is 0.42, with no students from a Language Background Other Than English (LBOTE).

The College's **vision** is Tallangatta Secondary College is committed to empowering all to become resilient and confident lifelong learners with a strong sense of self and community.

Our **Mission**:

To progress student learning for every student, every day by inspiring confidence, resilience and courage of thought to succeed in careers and challenges beyond the years at Tallangatta Secondary College.

To empower students through student agency with their learning journey through an active partnership between students, staff and community that fosters a caring environment for learning, leadership and stewardship.

To build a culture of continuous improvement where high expectations, collective efficacy and accountability to achieve student growth is our agreed moral purpose.

Our College community **values** respect, empathy, attitude and learning.

Tallangatta Secondary College operates a vertically integrated Unit system (VMG) of curriculum organization, which offers semester and term length units of study across all Learning areas (Science, Languages, Humanities, Maths, English, Design & Creativity, Health, Outdoor Education & PE). Curriculum is backward mapped to ensure it is guaranteed and viable. The College also offers a comprehensive Victorian Certificate of Education (VCE), Vocational Education and Training (VET) and Victorian Certificate of Applied Learning (VCAL) curriculum program. The College is proud to offer three year 9 integrated electives called *Future Makers* (in partnership with the Bogong Outdoor School and Duke of Edinburgh); *Agriculture and Rural studies* in partnership with NELLEN and Wodonga Tafe and *STEAM Connections*.

In addition to the curriculum unit offerings, the school offers a broad range of co-curricular programs including; Student Leadership Team, Advance (CFA Youth Crew), Tallangatta Herald Newspaper, Instrumental Music and School Production, Biennial Central Australia tour and Overland Trek and reciprocated visits with sister school, SMK Datuk Peter Mojuntin in Malaysia.

The College has a one to one provision of leased school nominated devices as a learning tool and utilizes Compass as the web-based school management platform. Eight cycles of Growth Point Average (GPA) reporting supported by termly Student Led Conferences (SLC) ensures learning progress is monitored, shared and celebrated.

A School Wide Positive Behaviour Support framework (SWPBS) builds a positive learning environment, along with our College values - Respect, Empathy, Attitude and Learning (REAL), 7 – 12 REAL homegroups and REAL mentors. The College has a school nurse (2 days per week) and employs a fulltime Social worker.

Tallangatta Secondary College supports teachers to reflect and build their capacity through collaborative structures such as Professional Learning Communities and Team Tuesday. Effective Teaching Techniques (ETT) is our whole school instructional model and is the focus of regular peer Triad observations.

Applicants are welcome to contact Principal Richelle Moyle mobile 0477005094 email moyle.richelle.t@edumail.vic.gov.au for a tour or further details.

Selection Criteria

SC1

Demonstrated knowledge of the relevant curriculum, including the ability to incorporate the teaching of literacy and numeracy skills. Demonstrated experience in responding to student learning needs.

SC2

Demonstrated experience in planning for and implementing high impact teaching strategies, guided by how students learn, and evaluating the impact of learning and teaching programs on student learning growth.

SC3

Demonstrated experience in monitoring and assessing student learning. Demonstrated experience in using data to inform teaching practice and providing feedback on student learning growth and achievement to students and parents.

SC4

Demonstrated interpersonal and communication skills. Demonstrated experience in establishing and maintaining collaborative relationships with students, parents, colleagues and the broader school community to support student learning, agency, wellbeing and engagement.

SC5

Demonstrated behaviours and attitudes consistent with Department values. Demonstrated experience in reflecting upon practice and engaging in professional learning to continually improve the quality of teaching.

Role

The classroom teacher classification comprises two salary ranges- range 1 and range 2. The primary focus of the classroom teacher is on the planning, preparation and teaching of programs to achieve specific student outcomes. The classroom teacher engages in critical reflection and inquiry in order to improve knowledge and skills to effectively engage students and improve their learning.

As the classroom teacher gains experience his or her contribution to the school program beyond the classroom increases. All classroom teachers may be required to undertake other duties in addition to their rostered teaching duties provided the responsibility is appropriate to the salary range, qualifications, training and experience of the teacher.

Classroom teacher Range 1

The primary focus of the range 1 classroom teacher is on further developing skills and competencies to become an effective classroom practitioner with structured support and guidance from teachers at higher levels and the planning, preparation and teaching of programs to achieve specific student outcomes. These teachers teach a range of students/classes and are accountable for the effective delivery of their programs. Range 1 classroom teachers are skilled teachers who operate under general direction within clear guidelines following established work practices and documented priorities and may have responsibility for the supervision and training of one or more student teachers.

At range 1, teachers participate in the development of school policies and programs and assist in the implementation of school priorities.

The focus of a range 1 classroom teacher is on classroom management, subject content and teaching practice. New entrants to the teaching profession in their initial teaching years receive structured support, mentoring and guidance from teachers at higher levels.

Under guidance, new entrants to the teaching profession will plan and teach student groups in one or more subjects and are expected to participate in induction programs and other professional learning activities that are designed to ensure the integration of curriculum, assessment and pedagogy across the school.

Teachers at range 1 are responsible for teaching their own classes and may also assist and participate in policy development, project teams and the organisation of co-curricular activities.

Classroom teacher Range 2

Range 2 classroom teachers play a significant role in assisting the school to improve student performance and educational outcomes determined by the school strategic plan and state-wide priorities and contributing to the development and implementation of school policies and priorities.

A critical component of this work will focus on increasing the knowledge base of staff within their school about student learning and high quality instruction to assist their school to define quality teacher practice.

Range 2 classroom teachers will be expected to:

- Have the content knowledge and pedagogical practice to meet the diverse needs of all students
- Model exemplary classroom practice and mentor/coach other teachers in the school to engage in critical reflection of their practice and to support staff to expand their capacity
- Provide expert advice about the content, processes and strategies that will shape individual and school professional learning
- Supervise and train one or more student teachers
- Assist staff to use student data to inform teaching approaches that enable targets related to improving student learning outcomes to be achieved.

Responsibilities

The role of classroom teacher may include but is not limited to:

- Direct teaching of groups of students and individual students;
- Contributing to the development, implementation and evaluation of a curriculum area or other curriculum program within the school;
- Undertaking other classroom teaching related and organisational duties as determined by the School Principal;
- Participating in activities such as parent/teacher meetings; staff meetings; camps and excursions;
- Undertaking other non-teaching supervisory duties.

Who May Apply

Teachers currently registered or eligible for registration with the Victorian Institute of Teaching and qualified to teach and/or have demonstrated experience in the Design and Technology. Applications can be uploaded to Recruitment online or emailed to the principal by 4th February, 2020.

https://schooljobs.education.vic.gov.au/psp/ROLPPRD1_EA/APPLICANT/HRMS/c/HRS_HRAM.HRS_APP_SCHJO B.GBL/?

EEO AND OHS Commitment

The Department values diversity and is committed to workforce diversity and equal opportunity in schools and all education workplaces. The Department recognises that the provision of family friendly, supportive, safe and harassment free workplaces is essential to high performance and promotes flexible work, diversity and safety across all schools and Department workplaces.

Child Safe Standards

Victorian government schools are child safe environments. Our schools actively promote the safety and wellbeing of all students, and all school staff are committed to protecting students from abuse or harm in the school environment, in accordance with their legal obligations including child safe standards. All schools have a Child Safety Code of Conduct consistent with the Department's exemplar available at <http://www.education.vic.gov.au/about/programs/health/protect/Pages/chilsafestandards.as>

DET Values

The Department's employees commit to upholding DET's Values: Responsiveness, Integrity, Impartiality, Accountability, Respect, Leadership and Human Rights. DET's Values complement each school's own values and underpin the behaviours the community expects of Victorian public sector employees, including those who work in Victorian Government Schools. Information on the DET values is available at <http://www.education.vic.gov.au/hrweb/workm/Pages/Public-Sector-Values.aspx>