



**CHRISTIAN  
COLLEGE**  
G E E L O N G

## **LEARNING SUPPORT TEACHER**

Commencing Term 2, 2014, this 0.5 EFT position has recently become available at our Junior School Campus in Belmont, Geelong.

This is a replacement, 2014 contract position with ongoing employment considered.

Applications are invited from dedicated and qualified Primary teaching staff who desire to work in a fine Independent College where academic excellence and Christian values are emphasised.

Qualifications in Learning Support and experience working with gifted and talented students preferred.

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**Applications should be forwarded to:**

Secretary to the Principal  
18 Burdekin Rd, Highton Vic 3216  
[principal@ccg.vic.edu.au](mailto:principal@ccg.vic.edu.au)

**CLOSING DATE: Monday, 17<sup>th</sup> March 2014**



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## **POSITION DESCRIPTION: Learning Support Teaching**

### **Teacher Position Description**

Learning Support Teachers at Christian College are professional people and this is reflected in their teaching and in their relationships with students, parents and other staff members. The successful applicant needs to be able to work cohesively as part of a Learning Support Team. They liaise closely with selected students and Home Room Teachers from P-4. They are familiar with various disabilities or conditions and the management of the learning required for each of these situations. The 0.5 position includes working with both gifted students and students requiring learning support. They will establish and administer a new gifted learning program for selected students in Years 2-4. The successful applicant will work in both the classroom setting or independently, working in small group or individual situations.

### **Classroom Management**

Learning Support Teachers seek to create a learning environment that stimulates interest and purposeful learning in which the dignity of each individual is respected. The physical learning environment can facilitate student interest in learning and takes into account the nature of the learning tasks. Classroom management strategies take into account the age range of students and lead to purposeful learning by students in the class. Our teachers support and encourage students in their faith development, building their capacity to learn and reflect upon their own practice to provide quality teaching for their students.

### **Curriculum**

Our staff co-operatively and collaboratively work to deliver, document and revise curriculum that reflects the College philosophical statement. This comprehensive process follows the unit planners and lesson details under the direction of Director of Teaching & Learning or Director in their respective subject areas. Familiarity with the National Curriculum is desired.

### **Teaching Methodology**

Learning Support Teachers use a variety of teaching techniques that support unit planners and the students' developmental levels and which encourage students to think, to solve problems and to learn independently. They;

- develop challenging learning activities
- build students' capacity to learn
- actively engage students in the learning process

- make use of the wide variety of teaching resources (including technology) available in the College and community
- use a variety of ways of grouping students to take into account the desired learning and social outcomes

### **Assessment and Evaluation**

Using a range of assessment and evaluation techniques, Christian College teachers regularly assess student progress to give students feedback on their learning and to plan future learning activities.

Assessment information is also used to evaluate the effectiveness of the teaching program and the suitability of the course content and materials. Students are given information on what will be assessed and the methods to be used.

Christian College teachers are able to consider aspects of assessment of learners, for learners and cater for students to assess themselves as learners.

Learning Support teachers;

- diagnose and make provision for learner needs, conferring with colleagues in the Learning Support faculty (including the Learning Support Coordinator) or year level as necessary or required by the Director of Teaching and Campus Leadership
- monitor student progress in a variety of ways using specialised assessment tools such as standardised testing and the interpreting of assessments undertaken from specialists inside and outside the school
- keep comprehensive records of each student's progress
- communicate with and provide feedback to students to assist them in self-assessment of their learning
- communicate with students and parents as requested and by writing reports such as Individual Learning Plans (IEP's), Modified Reports which clearly reflect the student's approach to learning, performance on a range of assessment tasks, strengths and weaknesses and recommended future learning strategies

### **Interpersonal Relationships**

Christian College teachers communicate with students, parents and their teaching and non-teaching colleagues in a clear, respectful and professional way, thus providing a role model which assists in every student's development. They demonstrate and respect the Christian ethos of the College through their daily interaction with others. They;

- attend daily devotions to share fellowship with colleagues and students
- communicate clearly and appropriately
- establish rapport with students
- motivate students and display initiative
- accommodate individual differences in learning rates and styles
- encourage student participation in all aspects of the learning process

- maintain professional confidentiality on information about students while sharing relevant information with their teaching colleagues
- establish effective and cooperative working relationships with teaching and non-teaching colleagues and work as a member of a team

### **Professional Development**

Christian College teachers keep abreast of developments in teaching and learning in the areas of their teaching responsibility as well as current developments in educational research and thinking. They contribute to the professional development of other staff members within the School by sharing knowledge, ideas and resources. They acknowledge the role they play in parent education and in keeping the community informed of developments in their profession. Christian College teachers reflect on their professional practice to ensure high quality teaching is provided to their students.

### **General School Expectations**

Christian College teachers are fully committed to the aims and ethos of this Christian coeducational Independent school, and are fully prepared to participate in its co-curricular program.

They;

- attend whole College staff meetings, campus staff meetings, cross campus faculty meetings and other meetings as scheduled
- participate in the annual College retreat
- attend all timetabled lessons on time
- carry out extra duties as required, including taking replacement classes for absent colleagues
- assume pastoral care responsibilities as appropriate including participation in the House system
- take an active interest in the activities of the College
- maintain administrative requirements
- demonstrate support of College rules in all dealings with students following the procedures outlined
- attend/lead interviews with parents and teachers, especially Parent Support Group meetings (PSG's) which are held each term
- attend the relevant Presentation Evening and other designated significant College activities such as Year 12 Graduation and any other compulsory functions requested by the Principal or delegate with one terms notice
- attend worship services at the commencement of each term and at the end of the year as well as assemblies and services to which they are assigned, as required at their campus
- participate in the College camping program as required
- Yard Duty responsibilities as outlined at each campus

## Behaviours

The behaviours required of you whenever you are on duty representing Christian College whether on or off campus can best be summarised as *“treating others as you would like them to treat you”*.

Examples of this behavioural philosophy include, but are not limited to:

- act with integrity at all times
- be open and honest in all communication – students, staff and parents
- respond promptly to communications
- show respect to all students, staff and parents
- embrace change
- act with professionalism ensuring that personal goals are in line with the College vision and strategies
- have a good working knowledge of all the policies and procedures
- be a self-starter, show initiative
- strive for excellence, take pride in what you do
- be accountable and responsible
- be punctual
- offer ideas for improvement
- offer and receive feedback
- be active in managing hazards and risks associated in performing daily tasks