



MaristCollege
Canberra

GIFTED AND TALENTED TEACHER

Role Description

Preamble

The role of the Gifted and Talented Teacher at Marist College Canberra is to provide support and guidance to teachers across Years 4 – 12 in the development and implementation of appropriate programs that support the learning needs of students with high intellectual potential.

The Gifted and Talented Teacher is ultimately responsible to the Headmaster, but immediately through the Head of Enrichment and Learning Support (Yr 4 – 12).

Key Responsibilities

Academic Responsibilities

- Develop challenging, intrinsically motivating academic programs for students of high intellectual potential.
- Support class teachers in the implementation of personalised learning practices and a genuinely differentiated curriculum for gifted students.
- Work with the Head of Enrichment and Learning and classroom teachers to develop and implement differentiated program and strategies to support gifted students with specific learning needs.
- Determine using appropriate testing and data analysis whether a student would benefit from accelerated progression either in a single subject or whole year.
- Coordinate a tracking system for the progress of gifted and talented students.
- Develop strategies to identify and minimise “underachievement” in gifted and talented students.
- Assist students to understand their giftedness and help them extend and integrate their knowledge
- Provide opportunities for self-driven learning and assist gifted students in managing their learning effectively.
- Provide opportunities for gifted students to foster and develop their social interaction skills.
- Contribute to planning and delivery of AST preparation.

Administrative Responsibilities

- Work with the Head of Enrichment and Learning Support (Yr 4 – 12), to refine teaching programs and learning experiences in response to data gathering/monitoring of performance of gifted students from Year 4 to Year 12.
- In collaboration with the Head of Enrichment and Learning Support (Yr 4 – 12), class teachers and parents, develop, monitor and regularly review individual education programs for gifted students with specific needs.
- Liaise with key College staff to achieve a coordinated response to the management of individual gifted student's needs.
- Report on a monthly basis to the Head of Enrichment and Learning Support (Yr 4 – 12) on the progress of team goals.
- Contribute to the planning and delivery of national or College determined benchmark testing and individual diagnostic assessments.
- Provide advice and support to House Deans in assisting with subject selections for gifted students with specific learning needs.
- In consultation with Head of Enrichment and Learning Support and Head of Student Progress, analyse NAPLAN and other data.
- Interpret specialist reports for gifted students in order to develop and implement the most effective support strategies.
- Participate in co-curricular activities in line with all teachers of the College.

The Gifted and Talented teaching position is also subject to the following duties outlined in the general Year 4 – 12 Teacher Role Description, in areas not specifically amended in the duties listed above.

Year 4 to 12 Teacher Role Description

Staff at Marist College Canberra are responsible for the promotion of an atmosphere of charity and justice within the College, as is expected in a Catholic community and to help ensure the provision of the Catholic perspective in the teaching and learning process and in all the activities of the College.

All teachers have a responsibility to develop and maintain an understanding of Catholic beliefs and those aspects of Catholic teaching that relate to their subject areas. Through their own example they provide Christian leadership for all members of the school community.

Only a person supportive of Catholic Education philosophy may be a teacher in a Catholic School. Teachers bear witness to Christ and Christian values in their own lives as well as personally supporting and enriching the Catholic School philosophy.

All teachers are responsible to the Headmaster through College Executive or Middle Leaders for their professional, academic, pastoral and administrative responsibilities.

The objectives for teachers during their term of employment are:

- (i) to support and implement the vision and ethos of the College by participating in the prayer and liturgical life of the College in cooperation with the Headmaster and the Assistant Head of School – Mission and Identity.
- (ii) to adhere to Catholic principles and at all times by personal example, integrity and behaviour, support Catholic moral standards, and support the particular Marist ethos of the College.

- (iii) to give regular and efficient instruction for the academic, pastoral and spiritual development of students.
- (iv) to adhere to school policies and procedures and abide by the College Code of Professional Conduct.
- (v) to demonstrate effective teaching practice, catering for different learners and demonstrating a concern for student welfare

Prior to accepting any teaching position within the College, applicants need to have read the document "Teaching in Catholic Schools – A Statement of Principles", and the Marist College "Code of Professional Conduct".

Applicants must hold and maintain current ACT Teacher Quality Institute registration, and Working with Vulnerable People registration.

Specific skills as they relate to Learning, Curriculum, Assessment and Evaluation, Pastoral Care, Professional Learning, Related Duties and Co-Curricular are addressed below.

1. Learning Environment

A Marist Teacher is expected to:

- create a learning environment which stimulates learning and promotes excellence, where students are both challenged and supported
- be conversant with the relevant teaching discipline and current syllabus
- support and espouse the values and teachings of the Catholic Church in the teaching and learning environment of the College
- use a range of teaching strategies, recognising that students learn in a variety of ways: for example through independent study, directed learning and group involvement
- recognise that students of mixed ability and from various backgrounds must be catered for
- enable students to make good use of the resources available within the school and the community
- embrace the use of Information Technology and its application in classroom learning
- maintain effective communication with the Enrichment and Learning Support Department regarding special learning needs of individual students
- maintain a vibrant and stimulating classroom environment which celebrates the work of students
- be aware of and adhere to emergency procedures for students' safety, and specific safety procedures related to the subject or activities taught
- share explicitly with students the Code of Conduct which enables students to work productively in a fair environment
- ensure good classroom management skills are maintained
- ensure class rolls and attendance are strictly documented.

2. Curriculum

A Marist Teacher is expected to:

- develop courses in harmony with the values and the educational purposes of the College and department, and in co-operation with fellow teachers.
- be prepared to work in a collaborative environment, sharing and developing teaching resources with the faculty team or year level group.
- participate in regular review of courses and content

- in consultation with the Head of Department or Head of Studies Junior School, plan a consistent, coherent and relevant learning program which fosters a purposeful progression in learning, and meets the specific needs of the Australian Curriculum, Treasures New and Old and ACT BSSS Guidelines.
- keep an adequate records of courses and programs
- actively engage students in the planning and learning process, perceiving that learning is an active and collaborative venture, both between the teacher and students and the students themselves
- consider the students' own experience to be a fundamental and especially valuable resource.

3. Assessment and Evaluation

A Marist Teacher is expected to:

- develop appropriate assessment procedures and modes of reporting assessment in consultation with fellow members of staff
- be a member of a professional academic team, meeting required work deadlines.
- use a range of assessment and evaluating techniques regularly and fairly
- assess and return work promptly to students with formative feedback
- encourage students to reflect on their work and the process they have gone through to achieve it
- where appropriate, encourage students to set their own goals and evaluate their own outcomes
- explain criteria for assessment to students in advance, so they can understand the relevance of the grade and comments, and use the information constructively in future work
- pinpoint learner needs, conferring with specialist staff in the school, and liaise with parents as required
- keep adequate records of students' progress
- proactively communicate with parents through the student diary, email, in written reports and in parent/teacher interviews
- reflect students learning in reports, recognising strengths and weaknesses and suggesting possible courses of action

4. Pastoral Care

Pastoral care of each individual is of paramount importance in the College. All new senior school teaching staff are assigned to a House. As a House Group Leader, a member of staff works in partnership with the House Dean in all matters relating to the overall care of the boy. Junior School teaching staff administer pastoral care to students in their class, and work in conjunction with the Head of Wellbeing - Junior School.

A Marist Teacher is expected to:

- communicate with students, fellow staff and parents in a respectful, clear, caring and professional way
- establish rapport with students and encourage them
- participate in pastoral care and faith formation programs such as Brothers Together, Induction programs, camps and excursions as required
- provide Christian example and model by word and action for all boys
- maintain professional confidentiality on information about students

- seek advice from, work co-operatively with, and/or refer students to, specialist staff where appropriate
- be proactive in communicating with parents and respond promptly to parental calls or enquiries
- support fellow staff professionally in all areas of school life
- keep appropriate records
- where there is a perceived danger to a student, communicate confidentially with either the Headmaster, Deputy Headmaster, Assistant Head of School – Junior School, Head of Well Being – Senior School or College Counsellor.

5. Professional Learning

A Marist Teacher is expected to:

- participate in all staff Marist faith formation opportunities provided by the College
- participate professionally in the College Professional Learning Program
- keep abreast of current developments in educational thinking, curricular and teaching practice
- attend relevant professional learning training and report to his/her Department or Head of Studies – Junior School.
- contribute to the professional development of other staff members within the school by sharing knowledge, ideas and resources, and working as a member of a team
- comply with the requirements of ACT Teacher Quality Institute
- comply with and maintain Marist Schools Australia accreditation requirements

6. Related Duties

A Marist Teacher is expected to:

- carry out required supervisory duties, including active grounds duty and exam supervision
- take an active involvement in the general life of the school, and support it formally and informally within and beyond the school day
- attend and participate in all faculty, House, year level and whole school staff meetings
- attend significant College events such as the Commencement Mass & Champagnat Day
- attend all lessons (unless prior arrangements have been made) and be punctual
- carry out the administrative requirements associated with classroom teaching
- dress appropriately as a professional educator
- demonstrate at all times, an understanding of and adherence to school policies and procedures
- adhere to the specific requirements of the appropriate section of the College or department within it
- complete all mandatory staff training
- attend and participate in College Assemblies
- be prepared to attend and participate in school camps and retreats as required
- attend and participate in relevant curriculum-based excursions

7. Co-Curricular

There is an expectation that all teachers at Marist College Canberra will involve themselves in the co-curricular activities offered to students at the College.

A Marist Teacher is expected to:

- give time to the College during school, after school and/or on the weekends to fulfil their co-curricular obligations to a minimum of 20 hours per year.
- in consultation with the Deputy Headmaster or Assistant Head of School – Staff and Community and the relevant coordinator, plan a consistent, coherent and relevant program in their area of co-curriculum activity.
- provide the appropriate duty of care and supervision to the students in their charge.

Gifted and Talented Teacher Selection Criteria

1. A commitment to Catholic education and a willingness, from within the Marist tradition, to contribute to the evangelising mission of the Church.
2. Qualifications in Gifted Education and experience in teaching students of high intellectual potential is desirable.
3. Current teacher registration with ACT Teacher Quality Institute (TQI).
4. Demonstrated skills in writing, developing and implementing gifted and talented educational programs.
5. Demonstrated ability to provide specialist guidance to teachers to foster their skills, competence or confidence in approaches to teaching gifted and talented students.
6. Demonstrated experience as a member of a multidisciplinary team, with high level communications and liaison skills.
7. Exemplary innovative pedagogical skills, and an understanding and passion for boy's education, particularly supporting gifted and talented students.
8. Excellent interpersonal and facilitation skills.
9. Displays empathy, enthusiasm, and commitment and is highly motivated to contribute to supporting the learning needs of gifted students with high intellectual potential.

Length of Tenure and Remuneration

The position of the Gifted and Talented Teacher is a permanent full-time (FTE 1.0) appointment commencing January 2020. The College may consider a permanent part-time appointment. Salary and conditions are those of the *Teachers (Daramalan College, Marist College Canberra, and St Edmund's College, Canberra) Multi-Enterprise Agreement 2018-2021*.

There will be a probation period of twelve (12) months.

Applications

For information about the duties and nature of the position, or progress of the selection process, enquiries should be directed to Assistant Head of School – Staff and Community, Mr Glenn Slater at HR@mcc.act.edu.au or by phoning the staff office on 62987262.

The College is not required to accept applications that are received after the closing date and time, and reserves the right to appoint by invitation, or to make no appointment at all. Shortlisted candidates will be contacted by telephone to arrange an interview.

Closing date for applications is 5pm **Friday 20 September 2019**.

Applications should: -

1. Provide a cover letter (maximum 2 pages) addressing the selection criteria.
2. Curriculum Vitae, including:
 - Qualifications
 - Experience
 - Professional Accreditation
3. Applications should be marked confidential and addressed or emailed to:

Mr Glenn Slater
Assistant Head of School – Staff and Community
Marist College Canberra
PO Box 727
Mawson ACT 2607
Email: HR@mcc.act.edu.au

The College is an Equal Opportunity Employer. The successful applicant must hold current ACT Working with Vulnerable People registration prior to commencing employment at Marist College Canberra.