



Eltham High School

WITHERS WAY ELTHAM 3095 VIC. AUSTRALIA

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Position	Classroom Teacher
Area of Teaching:	Indonesian
Time Fraction:	1.0EFT
Commencement Date:	27th February 2012
Contract concludes:	21st December 2012

Introduction

Eltham High School required the services of an enthusiastic, highly qualified teacher. The successful applicant will join a skilled team of teachers developing a teams approach to curriculum delivery. Applicants are required to address the selection criteria contained in this position statement.

Application and Closing Date

Applicants should apply via Recruitment Online. Your application **must** address the selection criteria contained in this Position Statement. Applicants will be short-listed and selected on the basis of merit.

We recommend that you submit **3 copies** of your application, referee's list and Curriculum Vitae **by mail or hand delivery** to Eltham High School at the above address. Do not email or fax applications. Applications should include a cover sheet specifying your name, residential address, telephone number, email address, VIT Registration Number, Department of Education and Early Childhood Development Identification Number ("T0 Number") if one has been issued to you and the Vacancy Number that you are applying for.

Closing dates are detailed on Recruitment Online.

<http://www.education.vic.gov.au/hrweb/careers/vacs/advacssch.htm>

Appointment

Departmental Merit and Protection processes apply.

The successful applicant will be appointed from the date specified.

Further information

Further information regarding this position can be obtained from Mr Tim Natoli, (9430 5102) Assistant Principal. Information regarding Eltham High School can be found at <http://www.elthamhs.vic.edu.au>

Within the area of teaching:-

A teacher's role is to:-

- provide high quality student learning experiences, supported by outstanding teaching and learning practices and high quality resources
- employ flexible and adaptive approaches to classroom teaching skills and implement constructive strategies to allow students to reach their full potential
- actively participate in the critical evaluation of professional practices that leads to improved teaching performance (the "performance development" culture)
- successfully apply assessment strategies that take account of the relationships between teaching, learning and assessment
- participate in the school's response to educational initiatives and developmental priorities
- be an effective member of the staff team, employing high level communication skills and professional behaviour when interacting with parents, students and colleagues
- provide assistance to other teachers in classroom related areas
- become actively involved in aspects of the wider school program

A teacher's responsibilities are to:-

- assist with and direct the work of students to promote learning and improve student learning outcomes through:
 - direct teaching contact with students
 - the provision of coherent review, planning and implementation of lessons and learning activities
 - participation in other teaching related activities and
 - the performance of additional duties allocated by the Principal in accordance with state system requirements and School Council policies
- undertake direct teaching of groups of students and individual students as determined by the Principal
- undertake other non-teaching supervisory duties
- participate in activities such as Parent/Teacher meetings, staff meetings, camps and excursions, KLA meetings, etc
- contribute to the development, implementation and evaluation of a curriculum area and/or other curriculum program within the school
- participate in school decision making processes and professional development activities
- undertake other classroom teaching related and organisational duties as determined by the Principal
- Other duties as directed

Selection Criteria

1. An enthusiasm to improve students' learning, demonstrated through openness to new ideas and knowledge of current learning theories and exhibited in teaching and assessment practices that encourage students to achieve their potential.
2. Demonstrated capacity to work and communicate positively with young adults, professional colleagues, parents and members of the school community.
3. A capacity for and demonstrated commitment to respond to DEECD priorities and the School's goals, as outlined in the EHS Principles of Teaching and Learning, in a flexible manner that focuses on achieving positive outcomes for students in the context of a professional learning team.
4. A capacity for and demonstrated commitment to contribute to co-curricular programs outside the classroom.
5. A demonstrated commitment to reflective professional growth as part of Eltham High School's Performance and Development Culture and with an expectation that honest feedback and evaluation of a practice will be informed by relevant data and include input from colleagues, students and parents.



ELTHAM HIGH SCHOOL

Eltham High School is a successful school that has persistently demonstrated a set of principles, which have remained constant even though educational strategies, practices and the political environment have altered.

PURPOSE STATEMENT



The following are our core values, which preserve and encapsulate our key purpose as the plans for the future are developed.

School Environment

Eltham High School sustains:

- a caring and supportive environment - one which fosters the development of the whole individual through trust, tolerance and respect,
- teaching and learning practices and a curriculum which engages the extension of an individual's and a team's unique creativity,
- an environment where individuals and teams are recognised for their commitment, achievement and contribution to enriching the school's life,
- a school management philosophy which actively provides access to a rich, caring and supportive educational experience for all,
- a wealth of opportunities for the development of all students,
- a school culture built on honesty, integrity and open communication,
- active ownership and input by the school community in the life, purpose, direction and achievement of the school's goals

Eltham High School excels in:

- preparing individuals for a life of continuous growth and management of change
- challenging individuals to maximise their potential for growth, learning and personal fulfilment in life
- the formation of individuals to enable them to pursue a worthwhile and personally rewarding life in society
- providing a safe, tolerant and nurturing environment for all individuals irrespective of where they are in their development
- providing stimulating and enriching educational experiences and opportunities which positively reinforce the process of life-long learning
- promoting enjoyment and excitement in learning

Envisioned Future

Eltham High School will continue to evolve as a vibrant centre of teaching and learning underpinned by active parent participation. Eltham High School is a learning organization, able to change and grow in response to the changing context and community that sustains it while holding true to its core values and purpose. It is recognised for its progressive, innovative and pioneering developments in the craft of teaching and learning and for the professionalism and expertise of its teachers in stimulating students in the pursuit of rich educational experiences both within and beyond the boundaries of structured study programs.

To achieve this goal Eltham High School will:

- create an environment for the rigorous debate of current and future educational practices and directions
- foster the passionate engagement of change while sustaining the integrity of its core values and purpose
- consolidate its educational programs into the school's culture and ensure that they endure over time
- create an environment of professionalism and integrity in which to challenge and confront individuals within the school community whose behaviours and attitudes are inconsistent with the core values, core purpose and teaching and learning philosophies of the school
- position the school as a community asset for all ages with links to educational institutions globally and within Australia and be a source of inspiration and leadership in the development and provision of community education