

# Adelaide International School (AIS)

## Position Information Document

<b>Position Title:</b> Teaching Position – EAP Primary (Reception to Year 6)
<b>Subjects:</b>  English for Academic Purposes – intensive English, humanities, science

### **Tenure: FULL-TIME 1.0 FTE (TEMPORARY TEACHER ROLE)**

CONTRACT TEACHING POSITION (commencing 24 July 2023 and finishing 19<sup>th</sup> January 2024).

### **Our Mission**

Adelaide International School inspires and challenges every student to develop their potential as a global minded, critical thinking citizen. We specialise in teaching face-to-face and online courses to support SACE completion for domestic and international students.

### **Introduction**

The Australian Professional Standards for Teachers reflect and build on national and international evidence that a teacher's effectiveness has a powerful influence on students. These standards define the work of teachers and make explicit the elements of high-quality, effective teaching in 21st century schools.

The Australian Professional Standards for Teachers comprise seven standards which outline what teachers should know and be able to do. These standards are grouped into three domains – Professional Knowledge, Professional Practice and Professional Engagement.

Teachers at Adelaide International School are able to integrate and apply knowledge, practice and professional engagement as outlined in this document.

### **Domains of Teaching**

#### **Domain 1: Professional Knowledge**

Standard 1 - Know students and how they learn

Standard 2 - Know the content and how to teach it.

## Domain 2: Professional Practice

Standard 3 - Plan for and implement effective teaching and learning

Standard 4 - Create and maintain supportive and safe learning environments

Standard 5 - Assess, provide feedback and report on student learning

## Domain 3: Professional Engagement

Standard 6 - Engage in professional learning

Standard 7 - Engage professionally with colleagues, parents/carers and the community.

## **Key expectations of our teachers at Adelaide International School:**

### Professional Knowledge

- Teachers draw on a body of professional knowledge and research to respond to the needs of their students within their educational contexts
- Teachers know their students well, including their diverse linguistic, cultural and religious backgrounds
- They know how the experiences that students bring to their classroom affect their continued learning
- They know how to structure their lessons to meet the physical, social and intellectual development and characteristics of their students
- Teachers know the content of their subjects and curriculum
- They know and understand the fundamental concepts, structures and enquiry processes relevant to programs they teach
- Teachers understand what constitutes effective, developmentally appropriate strategies in their learning and teaching programs and use this knowledge to make the content meaningful to students
- Through their teaching practice, teachers develop students' literacy and numeracy within their subject areas
- They are also able to use Information and Communication Technology to contextualize and expand their students' modes and breadth of learning.

### Professional Practice

- Teachers are able to make learning engaging and valued
- They are able to create and maintain safe, inclusive and challenging learning environments and implement fair and equitable behaviour management plans

- They use sophisticated communication techniques
- Teachers have a repertoire of effective teaching strategies and use them to implement well-designed teaching programs and lessons
- They regularly evaluate all aspects of their teaching practice to ensure they are meeting the learning needs of their students
- They interpret and use student assessment data to diagnose barriers to learning and to challenge students to improve their performance
- They operate effectively at all stages of the teaching and learning cycle, including planning for learning and assessment, developing learning programs, teaching, assessing, providing feedback on student learning and reporting to parents/carers.

### Professional Engagement

- Teachers model effective learning
- They identify their own learning needs and analyse, evaluate and expand their professional learning both collegially and individually
- Teachers demonstrate respect and professionalism in all their interactions with students, colleagues, parents/carers and the community
- They are sensitive to the needs of parents/carers and can communicate effectively with them about their children's learning
- Teachers value opportunities to engage with their school communities within and beyond the classroom to enrich the educational context for students
- They understand the links between school, home and community in the social and intellectual development of their students.

## Role Purpose

The role of the teacher is to provide quality education and care for students.

## Role Responsibilities

Responsibilities for AIS teachers extend to both online and face-to-face teaching & learning environments, pastoral care, assessment and reporting, professional learning, policy and administration.

## Pastoral Care

- Develop quality relationships with students by establishing a safe, supportive, challenging and optimistic learning environment where all students are accepted, respected and valued at all times.
- Ensure duty of care is maintained.

- Follow restorative practices in relationships with students.
- Use information regarding student wellbeing in order to provide pastoral care.
- Follow procedures associated with managing students at risk and in such situations, work closely with relevant members of the Pastoral Care Team.
- As a member of a House be involved in activities to help foster a positive, community focused and team orientated environment.
- Attend events relevant to year levels taught.
- Attend relevant assemblies, year level, whole school and House meetings.

## College Policy & Administration

- Support and implement College policies and the contents of the Staff Handbook.
- Keep up to date with the College Calendar.
- Fulfil professional obligations in terms of supervision of students in class and on break duty.
- Attend meetings and briefings to ensure effective communication is achieved.
- Support special College events such as Awards Assembly and other evening events as required.
- Act as an ambassador for the College through school promotions such as Open Day.

Perform any other duties as required by the Principal.

As an employee of the school you will be expected to support our aims and philosophy by your conduct and interactions with the school community.

## Work Health & Safety

As a *Worker*, while at work you must –

- Take reasonable care for your own health and safety
- Take reasonable care that your actions or omissions do not adversely affect the health and safety of other persons
- Comply, in so far as you are reasonably able to, with any reasonable instruction given by the employer
- Cooperate with any reasonable policy or procedure of the employer that is related to health and safety at the workplace that has been notified to workers. Reference: Division 4, Section 27 & 28 WHS Act 2012

## Specific Requirements

- An empathy and understanding of international students and SACE domestic students looking for SACE completion.
- Either experience or a passion to work with international students in a range of pastoral care initiatives.
- Be willing to adopt and use the principles of Restorative Justice.
- Be willing to adopt and use the principles of Positive Education.
- Be willing to support and work effectively with the Principal and Leadership Team.
- Be able to maintain confidentiality when dealing with sensitive student issues.
- Excellent interpersonal and communication skills.
- Excellent organisation skills.

### **Acquire and maintain:**

- Working with Children Check
- Approved *Responding to Abuse and Neglect* training
- First Aid training
- Teachers Registration to teach in South Australia

## Performance Review

The employee must undertake performance review during their first 10 weeks and at another mutually agreed time before the end of the contract. Consultation will occur between the employer and the employee to ensure that the duty statement is accurate.

Employee Signature: .....

Date: .....

Principal Signature: .....

Date: .....

Role Review Date:

Performance Review Date: