

Selection Criteria – Teacher

<p>Criteria 1: Commitment to Catholic Education</p>	<ul style="list-style-type: none"> • A demonstrated understanding of the ethos of a Catholic school and its mission • A demonstrated understanding of the Church’s teachings and the Catholic teacher’s role in the mission of the Church • A demonstrated capacity to instil in students a respect for each other in accordance with the teachings of Jesus Christ • A capacity to integrate the Church’s teachings into all aspects of curriculum
<p>Criteria 2: Commitment to Child Safety</p>	<ul style="list-style-type: none"> • Experience working with children • A demonstrated understanding of child safety • A demonstrated understanding of appropriate behaviours when engaging with children • Familiarity with legal obligations relating to child safety (e.g. mandatory reporting) • Be a suitable person to engage in child-connected work
<p>Criteria 3: Education and Experience</p>	<p>Essential:</p> <ul style="list-style-type: none"> • Teaching qualifications • Current Victorian Institute of Teaching (VIT) registration • Accreditation to teach in a Catholic school (or be working towards or willing to work towards such accreditation) <p>Desirable:</p> <ul style="list-style-type: none"> • Accreditation to Teach Religious Education • Relevant post-graduate studies (or working towards such qualifications) • Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum • Demonstrated experience in using ICT to teach subject area • Preference for experience in inquiry based learning and use of student data to maximise learning outcomes
<p>Criteria 4: Skills/Attributes</p>	<ul style="list-style-type: none"> • Ability to work as part of a team • Good oral and written communication skills, including ability to communicate with children, parents and the school community • Experience and proven record in effective learning and teaching skills, including management of composite classes/mixed ability classes • Ability to demonstrate an understanding of appropriate behaviours when engaging with children • Demonstrated capacity to participate in a range of school activities, e.g. school sports, sacramental programs, liturgies, school camps/excursions • Leadership qualities • Self-motivation • Ability and willingness to accept policy directives • Maturity