

Position Description

Teacher of Religious and Values Education (RaVE)

School Campus:	Primary School, Red Hill
Reports to:	Head of Primary School via Director of Primary Academic Education
Key Relationships	Head of Primary School, Deputy Head of Primary School/Director of Academic Education, Associate Directors of Academic Education, Team Coordinators, Fellow Teachers
Employment Basis:	<input type="checkbox"/> Full-time <input type="checkbox"/> Ongoing <input type="checkbox"/> Casual <input checked="" type="checkbox"/> Part-time <input checked="" type="checkbox"/> Non-ongoing (Term 2) <input type="checkbox"/> Other
Classification:	<i>Independent Schools ACT Standards Model (Teachers) Multi-Enterprise Agreement 2021 (MEA)</i>
Teacher Registration:	All teachers must have teacher registration, provisional registration or a permit to teach issued by the ACT Teacher Quality Institute prior to starting their employment.
Child Protection:	All employees of the School must be eligible to work with children in accordance with ACT Working with Vulnerable People checks.
Last Updated:	March 2024

The Role

Canberra Grammar School is seeking a vibrant, collaborative, and adaptive person to join the Religious and Values Education team. The successful candidate will be experienced, qualified, and committed to preparing our students for the future by cultivating future-focused skills and attitudes that contribute to curious, creative, confident, compassionate citizens of the world.

Canberra Grammar School is a high performing, innovative learning environment which offers a breadth of academic and co-curricular opportunities for students. At the centre of this, is a rigorous and engaging student-centred Religious and Values Education program, that explores a variety of religious traditions and philosophical paradigms as a means of challenging and empowering our young people.

Religious and Values Education focuses on development and exploration of a range of values and ethics through our Units of Inquiry. These sessions complement and extend the concepts and thinking of a weekly Chapel service and connected to our pastoral care focuses.

Duty Statement

1. Commitment to Students:

Canberra Grammar Primary School teachers are dedicated to the care and nurture of their students – their social, emotional, physical, spiritual and academic development. They treat students equitably, with respect and are sensitive to factors that influence individual potential for student learning. They establish productive relationships with the students in their care and understand the profound impact that this relationship has on student learning.

Teachers create a supportive and welcoming learning environment in which students feel confident to take risks. They acknowledge the strengths and abilities of their students while also encouraging open mindedness. Warmth, shared laughter and building team connections are evident in classrooms.

2. Commitment to the Families of Students:

Teachers acknowledge the importance of establishing strong and effective working partnerships between themselves and the families of their students; valuing the knowledge parents have of their children and how the sharing of this information can aid in the overall educational development of each student. Effective communicators, the teachers at Canberra Grammar School utilise the avenues outlined by the School to ensure the open and informative exchange of information on a regular and needs basis. They ensure that student success is celebrated and that parents are kept abreast of all events at a class and whole school level.

Teachers also create a climate where parent assistance in the learning environment is encouraged and valued. Strategies for involving parents are established, taking into consideration the age of the children being taught, and communicated to parents. Parents feel welcome to approach teachers with matters regarding their child throughout the year and in response to the formal interview offerings. Implementing strategies whereby teachers share their professional knowledge about teaching and learning with parents is seen by teachers to be rewarding and beneficial for the overall enhancement of the learning environment of the School.

3. Professional Knowledge:

Canberra Grammar Primary School teachers strive to be current in their professional knowledge and recognise its relationship to practice. They understand and reflect on student development, learning theory, pedagogy, curriculum, ethics, educational research and legislation to inform professional judgement in practice. They are guided by the values, beliefs, policies and procedures of the School and seek to provide a consistent and cohesive educational experience for each student within their overall educational journey while at the School. They remain open and receptive to adaptation and innovation; constantly seeking to remain current and effective in their understandings and practice. They actively seek ways to share their knowledge with other educators both within and beyond Canberra Grammar School and welcome the opportunity to learn with and from others.

4. Professional Practice:

Canberra Grammar Primary School teachers apply their professional knowledge and experience to promote student learning. They use appropriate pedagogy, assessment techniques, reporting procedures, teaching and learning strategies and technology when planning for and responding to the needs of their students. They plan for and promote the acquisition of thinking, ICT and inquiry skills in their students while also ensuring a sound and systematic approach to the teaching of literacy and numeracy skills. Refining professional practice through ongoing inquiry, dialogue and reflection are important aspects of the professional practice of teachers. Willing and active participation in the various curriculum and planning teams of the School is valued and evident.

5. Participation Within the Learning Community of the School:

Canberra Grammar Primary School teachers support each other in their collective and individual learning. They converse, cooperate and work productively together in order to help each other and help themselves. Individually, they are motivated to strive to do quality work and are encouraged to challenge themselves to continue to grow professionally through reflection, action planning and implementation of new strategies and approaches. While focused on personal improvement, they also have a responsibility to assist other teachers, within and beyond Canberra Grammar School, in their ongoing professional development in an honest, respectful and supportive way.

6. Contribution to the Broader Life of the School:

The educational experience of Canberra Grammar School extends well beyond the classroom setting. Teachers at Canberra Grammar School willingly participate in the many and varied activities that strengthen the sense of community and provide students with a broad educational experience. Participation in the co-curricular life of the School, camps, excursions, parent workshops, open days and Parent and Friend events are all examples of how teachers demonstrate their commitment to the School and the breadth of what it offers. Valuing the opportunity to participate in such events and acknowledging the benefits for themselves and their students is evident through the graciousness in the way teachers participate in the broader life of the School.

7. Pastoral Care:

Canberra Grammar Primary School teachers actively support the pastoral and spiritual dimensions of the School and establish and maintain positive relationship with member of their class and other groups. They participate in House activities, and actively engage with the Associate Directors and Head of Student Houses.

8. Child Protection

Aligned with International Task Force on Child Protection, we hold ourselves to a high standard of effective recruiting practices with specific attention to child protection.

9. Co-curricular Contribution:

Canberra Grammar Primary School Teachers actively support the co-curricular dimension of the School and contribute to the spirit within the team or group, promoting the importance of good sportsmanship. In doing so, they foster positive working relationships with other coaches and staff in order to facilitate a well-rounded Co-curricular Program.

In filling the positions on offer at Canberra Grammar Primary School, we are seeking teachers who are committed to:

- Our students
- The families of our students
- Professional learning and renewal
- Participation within the learning community of the School
- Contributing to the broader life of the School

Selection Criteria

As a teacher, the role-holder is expected to demonstrate:

- Clear commitment to respecting the School's Anglican ethos and spirit of inclusion.
- Proven experience to develop innovative academic pathways to achieve outstanding academic results for all students.
- Proven passion for the learning and holistic development of students in and beyond the classroom
- Proven subject expertise and the ability to teach inclusively across a broad age and ability range.
- The ability to work collaboratively with other members of staff and lead others.
- PYP experience, an understanding of Inquiry pedagogy or willingness to learn.
- Administrative and organisational skills.
- Communication and interpersonal skills.
- Commitment to the full life of an Independent school and a willingness to engage in School activities out of



regular hours.

- Firm commitment to safeguarding and promoting the welfare of children

Skills and Qualifications

The successful role-holder must have:

- Excellent written English and effective interpersonal communication skills
- Excellent technological literacy across a range of applications
- A relevant tertiary degree and teaching qualification
- An ACT teacher's registration through the ACT TQI
- A valid ACT Working with Vulnerable People Card

Demonstrated Values

All staff are expected to uphold the School's values by:

- Safeguarding and promoting the welfare of children
- Supporting and promoting the School's culture, reputation and strategic objectives
- Complying with the School's Code of Conduct and other policy and regulatory requirements
- Respecting and upholding the School's Anglican values and ethos
- Respecting people of all backgrounds and faith within the School community
- Building relationships with students, staff and parents based on respect, trust and shared purpose
- Behaving ethically and with appropriate confidentiality and sensitivity
- Modelling punctuality and adherence to organisational deadlines