

Status:	Part Time Middle School Japanese Language Educator (approx 0.2-0.3 FTE) 1 year temporary position with possibility of future permanent employment
Commencement date:	Term 1, 2024
Area of appointment:	Secondary School
Position Reporting to:	Principal through the Head of Secondary
Pre-requisites: (Please provide a copy with your application)	<p>These qualifications/certificates are required prior to commencing employment at HILLS and must be updated for the duration of employments at HILLS:-</p> <ul style="list-style-type: none"> • Registered, or eligible for registration, with the Teachers Registration Board of South Australia • Current Working with Children Check • Current Responding to Risks of Harm, Abuse & Neglect Certificate (RRHAN-EC) • Current First Aid Certificate • Current Driver's Licence

Introduction

All members of staff of The Hills Christian Community School Inc. are expected to uphold and demonstrate personal qualities and behaviours which are consistent with the School's Statement of Aims and Objectives, and its Statement of Belief. These include:

- A personal Christian faith, which is reflected in his/her daily living
- A love of children and teaching
- Acceptance and respect for people from diverse backgrounds and viewpoints
- The ability to work co-operatively and harmoniously as part of a team
- Being supportive and encouraging to students, colleagues and parents
- Having positive relationships and open communication with the whole school community
- A positive outlook on life which enhances relationships
- A commitment to personal and professional growth

Role Purpose

The role of Japanese Languages educator forms a vibrant component of our specialist learning program. The Japanese Languages educator provides students with the knowledge and skills to communicate in the language being taught, as well as an understanding of cultural context and diversity.

The introduction of this new subject at Middle School is a direct outcome of both our Languages review and our established collaboration with a Japanese Exchange Program. This partnership holds the promise of future reciprocal exchanges, which have the potential to greatly enhance our students' cross-cultural learning experiences. For 2024, the successful candidate will teach beginning Japanese at Years 7-8, and possibly Year 9 (depending on student interest), with the possibility to extend into Year 10 and above into the future. We are seeking a dedicated and passionate individual to join our team. This position may be combined with our other advertised positions.

Key Results Area (KRA) as related to the AITSL standards

1. Know students and how they learn

- Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.
- Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.
- Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.

2. Know the content and how to teach it

- Apply knowledge of the Australian Curriculum, and effective teaching strategies to develop engaging learning activities.
- Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.
- Develop opportunities for the successful integration of digital technologies, as well as the natural environment for student learning as appropriate.

3. Plan for and implement effective teaching and learning

- Plan and implement well-structured learning and teaching programs that engage students and promote the learning and application of knowledge within their subject areas.

4. Create and maintain a supportive and safe learning environment

- Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.
- Manage challenging behaviour by establishing and negotiating clear expectations with students, responding to wellbeing issues or behavioural concerns in accordance with Restorative Principles and the school's Behaviour Management Policy.

5. Assess, provide feedback and report on student learning

- Develop select and use informal and formal, diagnostic, formative, and summative assessment strategies to assess student learning.
- Use student assessment data to analyse and evaluate student understanding of learning and identify interventions and modifications to your teaching practice to improve student achievement.

6. Engage in professional learning

- Participate in professional learning in consultation with the Head of Secondary School to update knowledge and practice.

7. Engage professionally with colleagues, parents/caregivers and the community

- Implement professional and respectful dialogue with staff, students, and parents/caregivers in all areas.

Key Selection Criteria

- A personal Christian faith, which is reflected in your daily living.
- A demonstrated ability to build positive relationships with students, colleagues, and parents.
- A sound understanding of Middle School Philosophy and demonstrated understanding of how adolescents learn best.
- A sound understanding of the Australian Curriculum with a focus on contemporary pedagogical approaches to planning innovative learning experiences for students relevant to Languages.
- A demonstrated understanding and ability to provide differentiated and inclusive learning approaches that meet the diverse needs of students.
- A strong focus on student wellbeing, and an understanding of Restorative Practices as it applies to behaviour management within a school.
- Experience working in a collaborative team environment to plan, monitor, evaluate and report on student learning.
- A demonstrated commitment to continual personal and professional growth, and the ability to positively respond to change within a dynamic working environment.