

EAL/D Teacher

ROLE DESCRIPTION

REPORTS TO

Principal

CONTEXT

The Catholic Schools Office (CSO) is responsible for the leadership, operation and management of systemic schools which educate more than 20,000 students in 44 primary schools, 11 secondary schools, one K–12 school, one flexible learning centre and one special school in the Catholic Diocese of Maitland-Newcastle.

The incumbent commits to working within work health and safety guidelines and code of conduct at all times whilst employed by the Catholic Diocese of Maitland Newcastle. The Diocese of Maitland-Newcastle is committed to safeguarding children and vulnerable adults, preventing those in our care from suffering abuse or neglect. The Diocese is committed to being compliant with the National Principles for Child Safe Organisations and the National Catholic Safeguarding Standards. All employees are required to undergo a National Police Check, retain a valid NSW Working with Children Check and ensure compliance with our safeguarding policies, the Diocesan Safeguarding Commitment Statement and the Codes of Conduct.

PURPOSE

English as an Additional Language or Dialect (EAL/D) Teachers are employed to ensure identified students are provided with appropriate support to develop their English language and literacy skills to enable them to fully participate in schooling and achieve equitable educational outcomes.

The aims of the EAL/D Teacher role in a Catholic school are to:

- Work within school teams to assist classroom teachers and curriculum leaders to develop and effectively implement responses to support the curriculum learning needs of all EAL/D students.
- Gather, analyse and use the EAL/D Learning Progression in conjunction with the ESL Scales to inform their practice, and plan, create and deliver effective and meaningful English language learning activities according to these documents.
- Mentor, monitor and actively engage in the English language development, academic performance and wellbeing of each EAL/D student.
- Create a positive and engaging learning environment.
- Personalise learning for students according to their language needs and abilities, and create effective EAL/D assessment practices and quality teaching programs.
- Support and participate in the school's strategic focus for learning and work collaboratively with colleagues across the school.

VISION STATEMENT

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

Catholic schools educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.

CRITERIA/EXPERIENCE

1. Ability to articulate a clear understanding of and a personal commitment to Catholic Education and to ensure a Catholic perspective across the curriculum
2. Commitment to inclusive education and understanding of and empathy toward students from non-English speaking and refugee backgrounds
3. Experience with current, evidence-based English language learning pedagogy and practice
4. Ability to interact and engage with members of the school and wider community (students, staff and parents) with respect for the dignity of others
5. Ability to effectively utilise data to optimise educational outcomes
6. An ability to teach in a range of modes (Direct, Collaborative or Resource Teaching) in response to the needs of the students

QUALIFICATIONS/ACCREDITATIONS

- Qualifications as a four year trained teacher according to the Australian Professional Standards for Teachers or the EAL/D Elaborations
- Active NESA Accreditation
- Current paid NSW Working with Children Check (WWCC) number
- Completion of anaphylaxis training (or plans to do so)
- Current Senior First Aid Certificate
- Willingness to Comply or Compliance with the CSO Accreditation to Work, Teach and Lead Policy.
 - Category B or D – Accreditation to Teach or Accreditation to Teach Religion
- Relevant TESOL qualifications, or a commitment to undertake

FUNCTIONAL REQUIREMENTS

- Sedentary to light physical work
- Frequently sits or stands at an issued desk and operates scanning or manual issuing equipment
- Stands and walks frequently around the teaching spaces to teach the class, monitor and interact with young people and to provide individual support to pupils
- Occasional bending, lifting, pulling or carrying, bending, squatting or crouching, stretching and twisting
- Occasional to frequent repetitive neck, upper body, wrist, hand and finger movements
- Occasional stretching, climbing and twisting may be required
- Voice used extensively while communicating, instructing and supervising students

KEY WORKING RELATIONSHIPS	
Direct reports	
Internal	Principal Assistant Principal(s) School Staff and Students CSO staff (Education Officer, EAL/D) Parents and Carers Parishes Volunteers
External	School and CSO networks Family and community partners Contractors

LEADERSHIP FRAMEWORK

The Leadership Framework captures the characteristics and behaviours of good leadership articulated through six leadership capabilities that staff at all levels can practise and develop.



Guided by Gospel Values, the **EAL/D Teacher** is responsible for the following:

LIVE YOUR FAITH

By giving witness to Catholic faith and cultural tradition and setting an example of faith, hope and love in word and action

RESPONSIBILITIES	EXAMPLES OF IMPACT
<ul style="list-style-type: none"> Modelling principles that are integral to Catholic values Ongoing commitment to ensuring teaching programs are enriched by the integration of Catholic social teachings Supporting the sacramental, liturgical, ritual and prayer life of the school Compliance with diocesan requirements for faith accreditation Participation in diocesan faith formation 	<ul style="list-style-type: none"> Modelling principles that are integral to Catholic values Ongoing commitment to ensuring teaching programs are enriched by the integration of Catholic social teachings Supporting the sacramental, liturgical, ritual and prayer life of the school Compliance with diocesan requirements for faith accreditation Participation in diocesan faith formation

SUPPORT TEACHING AND LEARNING

By promoting a shared understanding and clarity around how and what to teach

RESPONSIBILITIES	EXAMPLES OF IMPACT
<ul style="list-style-type: none"> Understand and address the specific language and cultural demands of relevant curriculum areas, including types of texts, grammar and vocabulary -recognizing that they become more complex over the years. Select and implement strategies that respond to EAL/D learners' levels of literacy or numeracy in 	<ul style="list-style-type: none"> Language sequences and lesson plans designed to address the specific language demands of the curriculum for EAL/D learners EAL/D Progressions and ESL Scales embedded in EAL/D teaching programs

<p>both the home language or dialect and SAE (Standard Australian English), drawing on EAL/D knowledge sources</p> <ul style="list-style-type: none"> Actively promote diversity and inclusion, acknowledging how these factors influence student wellbeing and success. Acknowledge diverse cultural backgrounds, language skills and cultural experiences Encourage and value the ongoing development of a students' first language and culture Communicate and model high expectations of engagement of EAL/D learners Use targeted, evidence based and engaging EAL/D pedagogical practices Maintaining working knowledge of the rationale and underpinnings of NESA syllabus and related EAL/D curriculum documents. Design and implementing responsive learning and teaching programs using knowledge of curriculum, assessment and reporting requirements. 	<ul style="list-style-type: none"> Compliance with CSO and NESA curriculum requirements Evidence that expert knowledge of NESA syllabus and curriculum documents exists Evidence that quality assessment practices inform teaching and result in positive impacts on student outcomes Provision of differentiation to build knowledge of socio-cultural contexts that impact on learning Semesterly maintenance of student assessment folder (including student tracking) on Sharepoint. Formal EAL/D reports, using agreed proforma, completed each semester for all supported EAL/D students (All phase 1 and those EAL/D students requiring regular ongoing support.) Creation and maintenance of EAL/D template on Compass for all supported EAL/D students Timely and accurate submission of EAL/D Returns by Week 5 of each term Identification and monitoring of all eligible EAL/D enrolments for Census purposes
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SUPPORT IMPROVEMENT INNOVATION AND CHANGE

By working purposefully to support a shared system and school vision and the delivery of improvement initiatives

RESPONSIBILITIES	EXAMPLES OF IMPACT
<ul style="list-style-type: none"> Programs provide opportunity for collaboration and independent work Supporting School Leadership Teams in implementing new initiatives in the school as appropriate Maintain teaching expertise and knowledge of evidence-based, effective teaching practices to improve learning across the curriculum for all EAL/D students Working collegially with colleagues to identify best practice that supports EAL/D students and promotes inclusive teaching instruction Modelling and sharing EAL/D pedagogical strategies to maximise student learning 	<ul style="list-style-type: none"> Programs provide opportunity for collaboration and independent work Supporting School Leadership Teams in implementing new initiatives in the school as appropriate

MAINTAIN FOCUS ON EVIDENCE AND IMPACT

By identifying and implementing evidence-based strategies to deliver improved student outcomes and engaging with the community to focus on what matters most

RESPONSIBILITIES	EXAMPLES OF IMPACT
<ul style="list-style-type: none"> Contribute to delivery of School and System Improvement priorities relevant to own area of responsibility 	<ul style="list-style-type: none"> Working collaboratively with colleagues across the school to support and contribute to the

<ul style="list-style-type: none"> • Collaboratively plan explicit, interactive and challenging teaching and learning programs to support the linguistic development of the EAL/D learner. • Collaborate with stakeholders and ensure the most effective modes of operation are utilised to meet the needs of EAL/D students • Identify EAL/D students, assessing their English language proficiency and prioritising their need for EAL/D support • Assess, monitor and report on EAL/D students, with reference to the ESL Scales and EAL/D Learning Progression • Collate and share student data on English language proficiency with mainstream teaching colleagues and other stakeholders • Work collaboratively with other specialist teachers to coordinate services which improve the learning outcomes for all EAL/D students • Coordinate, manage and maintain school-based processes for the identification and assessment of EAL/D learners • Using the EAL/D Elaborations of the Australian Professional Standards for Teachers (APST) to design and implement intervention strategies for EAL/D students 	<p>school's strategic focus for learning; and school improvement plan</p> <ul style="list-style-type: none"> • Evidence of shared planning • Program demonstrating a considered approach to prioritising support and decisions around strategies and modes of operation selected • Use of agreed EAL/D assessment proforma to inform semester reporting • Semesterly maintenance of student assessment folder (including student tracking) on Sharepoint. • Formal EAL/D reports, using agreed proforma, completed each semester for all supported EAL/D students (All phase 1 and those EAL/D students requiring regular ongoing support.) • Creation and maintenance of EAL/D template on Compass for all supported EAL/D students • Timely and accurate submission of EAL/D Returns by Week 5 of each term • Identification and monitoring of all eligible EAL/D enrolments for Census purposes
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DEVELOP SELF AND OTHERS

By demonstrating commitment to building capacity through self-reflection, own professional learning and supporting the professional learning of others

RESPONSIBILITIES	EXAMPLES OF IMPACT
<ul style="list-style-type: none"> • Undertake professional learning opportunities that maximise EAL/D student learning outcomes • Taking responsibility for professional learning and development by actively participating in the PP&D process. • Instil a sense of social justice, provide a socially inclusive and harmonious learning environment and provide each child with the opportunity to grow both socially and academically. 	<ul style="list-style-type: none"> • Maintaining high standards of professional practice by observation of class teaching, practice and reciprocal peer review followed by constructive dialogue • Collaborating effectively with colleagues and professional networks to share ideas, tools and strategies with a focus on quality learning outcomes

ENGAGE AND WORK COLLABORATIVELY WITH THE COMMUNITY

By building and maintaining respectful relationships with students, colleagues, families, parish and external agencies and considering the impact actions and decisions have on others

RESPONSIBILITIES	EXAMPLES OF IMPACT
<ul style="list-style-type: none"> • Contributing to staff meetings to provide EAL/D perspective on best teaching / learning practice. 	<ul style="list-style-type: none"> • Evidence of shared planning and collaboration

<ul style="list-style-type: none"> • Attending EAL/D network meetings and participating in professional learning activities. • Actively engage with and utilise the <i>Australian Professional Standards for Teachers</i> and related EAL/D elaborations. • Assessing, recording and reporting on the development, progress and academic achievement each semester. • Ensuring deadlines, curriculum and administrative tasks are dealt with in a timely manner • Building and sustaining professional relationships with parents/carers to support EAL/D student learning and wellbeing. • Actively participating in school events and adhering to the policies, procedures and processes as directed by the Principal • Supporting the School's code of conduct and professional standards • Liaising and collaborating with other specialist teachers and professionals working with specific students • Engaging in collaborative inquiry, reflection and learning processes for individual and school improvement 	<ul style="list-style-type: none"> • Evidence suggests the PP&D process is having an impact on teaching practice and the learning outcomes of all students • Active participation and support for School protocols, processes and procedures • Active participation in Termly EAL/D Network Meetings.
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MANAGE RESOURCES EFFECTIVELY

By implementing and supporting structures and processes that contribute to the effective management of school and system resources and policies

RESPONSIBILITIES	EVIDENCE OF IMPACT
<ul style="list-style-type: none"> • Provide support and advice on the teaching of EAL/D students, by identifying the English language demands of tasks and texts, and identifying resources and strategies to help this group of students meet the demands of the curriculum • Effectively managing resources to contribute to improved outcomes • Complying with school and system policies and procedures to ensure compliance; minimise risk; and a strong safety culture 	<ul style="list-style-type: none"> • Ensuring deadlines, curriculum and administrative tasks are dealt with in a timely and effective manner