Trinity Grammar School, Kew

Role Description for Teacher Librarian

Trinity Grammar School, Kew, is a medium sized Anglican School for boys. Shared learning with girls takes place at pre-school level (Early Learning Centre) and at VCE level through the Co-ordinate Program with Ruyton Girls' School. Trinity offers high quality educational programs across a wide spectrum of academic ability. There is an emphasis on personal excellence and on continuous improvement. High quality co-curricular sport and personal development programs seek to develop the abilities and interests of all students. All teaching staff and boys at Trinity are involved in the co-curricular programs.

The underlying ethos of Trinity seeks to develop sound Christian values which will equip students with the appropriate wisdom, attitudes, skills and knowledge to lead a fulfilling and productive life in which service to others is a key aspect.

Members of staff at Trinity are expected to support and extend the School's ethos and culture, foster in their students the enjoyment of learning and challenge, provide opportunities for students to participate in the wider life of the School, while aiming for and forming a broad world outlook. Staff should also be prepared to continue professional development and/or further education throughout their career.

As part of its commitment to equip students to manage change in the twenty-first century, Trinity has invested in cutting-edge technology and is a notebook school with every boy from Year 5 upwards having his own laptop.

All staff are required to have an appreciation of, and to comply with, health and safety, privacy, equity and equal opportunity principles and legislation.

Reports to: Head of Junior School.

Level: Appropriate level in accordance with the Teaching Scale

Role: Teacher Librarian

The essential role of the Teacher Librarian is to foster a love of reading, manage the resources and guide and assist students and staff to promote knowledge, skills and attitudes needed to develop information literacy.
Major Duties

In addition to the general responsibilities of a Teacher Librarian, some duties will need to be performed at times outside normal classroom hours, such as Parent Teacher interviews and sport.

Duties may be varied by the School from time to time in accordance with the School’s operational requirements.

There is a general expectation that every teacher will act in accordance with the Victorian Institute of Teaching Standards of Professional Practice for Full Registration (Appendix 2) and the Performance Criteria reflect this expectation.

General

(For tasks specific to the Junior School see Appendix 1)

All staff at Trinity must provide a happy, rigorous, inclusive, nurturing, encouraging, caring and safe learning environment where each child is challenged to achieve their personal best in accordance with the Trinity Grammar School Operational Plan, the Strategic Plan and the Christian ethos of the School.

The Teacher Librarian is required to work in a collegiate manner with fellow teachers and members of the Trinity community.

All teachers at Trinity Grammar School are expected to:

- Maintain effective, positive and cohesive working relationships with all members of the School community.
- Punctually attend all timetabled lessons and other timetabled duties.
- Maintain accurate records of student attendance using the technology adopted by the School.
- Complete administrative tasks accurately and in a timely manner, including record keeping, using the technology adopted by the School.
- Undertake supervision duties as requested.
- Take ‘extra’ classes as requested.
- Attend staff meetings, pastoral meetings and other learning area meetings and briefings.
- Attend Presentation Night, Open Day and staff professional development activities.
- Support and comply with relevant legislative/regulatory requirements such as Occupational Health and Safety, Equal Opportunity, Discrimination, Harassment and Privacy policies.
- Support and comply with Trinity policies and procedures as detailed on the Trinity Intranet.

Undertake other duties which from time to time may reasonably be required, within the scope of the classroom teacher’s role as directed by the Headmaster.

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July 2014
Teaching, Learning, Assessment and Reporting

- Establish effective working relationships with students which engender a love of reading and a thirst for knowledge and learning.
- Conduct regular classes to promote literature and enhance research skills. In the Junior School, each class is time-tabled to visit the Owen Library on a weekly basis.
- Collaborate to teach information skills and help students to refine their research skills (both text-based and electronic).
- Collaborate with teachers to locate appropriate resources, both online and text-based.
- Collaborate to develop and maintain local and global resources (e.g. the library website, Clickview, podcasts, intranet pages, on-line resources, etc.).
- Catalogue these resources according to the standards established at Trinity.
- Develop a stimulating, inclusive learning environment by using a variety of styles and approaches to cater for individual learning needs and learning styles.
- Actively employ contemporary Information and Communications Technologies that enhance learning.
- Use a variety of relevant and appropriate assessment and evaluation techniques to regularly assess student progress.
- Employ a variety of teaching strategies to effectively implement the curriculum and actively engage students in the learning process.
- Participate in the preparation and maintenance of teaching resources and learning materials.
- Provide regular, timely and positive feedback to each student on their progress.
- Provide formal, interim and semester reports to parents and students that conform to the Trinity Reporting Style Guide.
- Be available for, and participate in, Parent/Teacher interviews as required.
- Participate in Professional Learning to increase professional knowledge, strengthen teaching effectiveness and improve outcomes for students.
- Maintain current understanding regarding changes and developments in curriculum as it applies to teaching areas.
- Actively participate in Faculty, Sectional or Year Level committees while developing and maintaining effective professional partnerships with colleagues.

Pastoral

- Participate in Year Level or Specialist meetings and Year Level activities.
- Respond efficiently and effectively to student pastoral care issues.
- Work with others to maintain a culture of inclusiveness and mutual respect that values the unique nature of each individual.
- Maintain an understanding of, and develop responses to the special learning needs of all students.
- Understand, support and utilise school policies regarding student management and harassment.
- Participate in the management of students with allergies and other medical or psychological disorders.
- Attend Chapel services and student assemblies as requested and support the Christian education programs of the School.
Co-Curricular

The School has a well developed co-curricular program. Trinity Grammar School believes this is an essential element of the education for each student. The School does not see this as an “extra-curricular” program but rather an expectation for all students.

A teacher at Trinity is expected to participate in two co-curricular activities per year. These co-curricular activities could include coaching sport, kayaking, sailing, drama or some such activity. If an activity is additional to the two co-curricular activities which a teacher is expected to be involved in annually, this co-curricular activity may attract remuneration which is additional to that published in the basic level 1-10 teachers’ salary scale.

Within the co-curricular program each teacher at Trinity is usually expected to supervise and provide coaching input for two sporting groups per year (i.e. one sporting group during the summer season and one during the winter season). Where staff have other duties such as School Play or Music duties, some sporting commitments may be replaced with this other co-curricular activity. This may only occur in discussion with the Headmaster or Head of Junior School.

Knowledge and understanding

The role requires the following knowledge and understanding:

- Depth of knowledge of the operation of libraries and the resources used to provide these services
- An extensive knowledge of children’s literature
- Knowledge of current and innovative research tools.
- Understanding of children, their stages of development, multiple intelligences and learning styles
- Understanding of best practice in the education of boys (and girls involved in the Early Learning Centre and the Co-ordinate Program at VCE)
- Understanding of current theory in teaching and learning pedagogy and pastoral welfare
- Good understanding of learning technologies and their application to enhance learning

Skills

The role requires the following skills:

- High level teaching skills
- Highly developed research skills
- An alertness to opportunities to stimulate the quest for knowledge
- Capacity to work with multi-ability groups
- Efficient organisation, including the ability to plan and manage events
- Clear communication
- The ability to create a welcoming and comfortable atmosphere
- Time management
- The ability to multi-task and cope with interruptions
- Management of the budget, including preparation of submissions and administration of funds
• Leadership
• The ability to catalogue.
• Problem-solving and decision-making
• Capacity to contribute positively to the School’s co-curricular program.

Attributes

The role requires the following attributes

• Compassion, patience, initiative and flexibility
• Capacity to work as part of a team
• Capacity to model good leadership
• Willingness to take part in the School’s Co-curricular program
• Demonstrated commitment to professional and lifelong learning
• Commitment to uphold and contribute to the Christian ethos of the School
• Capacity and willingness to contribute to the vision and mission of Trinity

Qualifications/ Pre-requisites

• Experience working in a school library (preferred)
• Relevant tertiary teaching qualifications (both teaching and librarianship qualifications preferred)
• Current registration with the Victorian Institute of Teaching
• First Aid Certificate HLTFA301B – Apply First Aid (Highly desirable).
• Completion of Course 21659VIC First Aid Management of Anaphylaxis

Performance Criteria

1. Professional Knowledge
   a. Knowledge of how students learn and effective teaching methods
   b. Knowledge of subject content
   c. Knowledge of the students in his / her class.

2. Professional Practice
   a. Planning and assessment for effective learning
   b. Creation and maintenance of safe and challenging learning environments
   c. Use of a range of teaching practices and resources to engage students in effective learning.

3. Professional Engagement
   a. Reflection on, evaluation and improvement of professional practice and knowledge
   b. Contribution as an active member of the profession.

4. Personal Attributes and Contribution to the School
   a. Communication and relationship with staff, parents and students
   b. Contribution to the co-curricular life of the school
   c. Contribution to pastoral care responsibilities.
Appendix 1

Junior School Specific Tasks

- Punctual attendance of all Staff, Year Level or Specialist Meetings (these meetings usually take place on a Tuesday afternoon at 3.30 pm. Participation in other Staff Meetings or House events under the direction of the Head of Junior School or Junior School Head of House) and other timetabled duties.
- Attend information evenings.
- Maintain and create displays promoting children’s literature, including new and older publications, current events, series and themes in literature.
- Facilitate participation in the YABBA Awards.
- Arrange both incursions and excursions for authors, illustrators and other speakers to broaden students’ knowledge of literature.
- Oversee the running of Chess Club.
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