

Allstars Mentor (Teacher Levels 3-6)

Position Description

Job Purpose

The Allstars Teacher (Mentor) is responsible for overseeing the academic development of students working across Levels 3 to 6 by providing learning opportunities across the Village School Curriculum and the Victorian Curriculum. This may be achieved through scheduled teaching presentations (for several students or the whole group), student and mentor led projects, and through spontaneous, un-planned opportunities using a range of teaching strategies that are responsive to the individual needs and learning styles of each student. It is expected that Mentors will be able to work both independently and collaboratively within the bounds of the School's Philosophy, actively contribute to creating an inclusive and effective school culture, and be a positive role model within the school community.

School Profile

Phillip Island Village School (PIVS) is a small, alternative primary school, located in Ventnor, on Phillip Island, Victoria; just over an hour from metropolitan Melbourne. The school is situated on rural acreage only a kilometre from sprawling rock pools, sandy dunes and a creek estuary. As a gesture of respect and equality, everyone at Phillip Island Village School is addressed by their first name, there is no school uniform or adult-only spaces and children are given many opportunities to make decisions about things that affect their day. The school intends to stay deliberately small to preserve the informal, family-like atmosphere.

Our Approach

We focus on creating educational pathways that support the development of creative, empowered individuals with the capabilities, motivation, inspiration and confidence to generate positive and lasting change in the world. Our approach to teaching and learning is founded on the idea that young people are capable. We have high expectations of our students and provide them with support to help them reach their goals. We place a strong emphasis on fostering independence, developing emotional intelligence, and encouraging young people's individual interests (their 'sparks'). The school supports students to achieve their academic and creative potential, whilst underpinning this with explicit learning about social and emotional skills and executive function. This approach assists students to develop their ability to plan, organise and complete tasks that form part of larger goals.

We have a strong focus on outdoor adventures – exploring the world and learning through doing. We seek opportunities for authentic learning experiences, in which students can engage with real people and real-world problems. This includes giving them the trust and space to learn their own limits, and extend their capabilities, intellectually, emotionally and physically.

Core Responsibilities

Teaching and Learning

- Understand how students learn, and the range of developmental and contextual differences that may affect and/or impact their learning.
- Prepare and submit clear planning documents with all the required elements consistent with Phillip Island Village School planning requirements, in the timeframes outlined by the Curriculum Leader.
- Utilise school planning documents to develop, implement and record a creative and effective teaching program, that includes differentiation to meet the specific learning needs of all students.
- Recognise the value of student and mentor-led project-based learning approaches and work alongside students to provide support for both individual and group projects. Monitor, assess and evaluate student learning in context with the Village School Curriculum and the Victorian Curriculum, and use this data to inform future teaching programs.
- Devise and run Mentor-led projects that cater for multiple ages and abilities within each group.
- Provide appropriate and timely written and verbal feedback to students to support their learning.
- Undertake reporting to families consistent with the Phillip Island Village School reporting policy which includes Personal Letters, Module Reflections and levelled reports.
- Maintain comprehensive records of student progress which may include photographic evidence, observations, annotated work samples, testing data and individual adjustments.
- Create and/or contribute to and/or implement Individual Learning Plans (IEPs + ILPs) as required by the school Leadership Team.
- Create and maintain an inspiring learning space that supports and engages students.
- Proficiently use Phillip Island Village School digital platforms for learning programs.
- Will investigate and address enquiries, concerns and complaints relating to minor day-to-day incidents and concerns about student learning specific to the Mentor's own role.

Collaboration and Communication

- Communicate in a respectful and appropriate manner with all members of the school community, in line with the Phillip Island Village School Philosophy.
- Provide students with the opportunity to contribute to the development of their learning programs and share their feedback about content delivery and learning tasks.
- Support student personal growth and development in accordance with the principles and values outlined in the Phillip Island Village School Philosophy.
- Actively communicate and collaborate with other staff members on the Phillip Island Village School programs and the learning environment.
- Liaise with other staff to develop special programs including camps, Out 'n' About itineraries and other specialist functions.

- Proactively establish and maintain respectful and collaborative relationships with parents/carers regarding their child(ren)'s learning and well-being.
- Proficiently use Phillip Island Village School digital platforms for staff and family communication.

Qualifications & Requirements

- Must have or acquire and maintain VIT Registration.
- Must have or acquire prior to commencement successful attainment of Protecting Children – Mandatory Reporting module provided online by the Department of Education.
- Personal conduct that is consistent with the expectations that are held for students and in line with the School's Philosophy, Policies, Procedures & Child Safety Code of Conduct.
- Abide by and follow all Policies, Procedures & Child Safety Code of Conduct.
- Act or seek advice or report on all cases of suspected child abuse in order to comply with Duty of Care obligations.
- Commit to ongoing personal and professional development that enhances the effectiveness of the School's Philosophy.
- Participate in all aspects of Phillip Island Village School life as required, including social functions, camps, staff meetings and planning days.
- Ability and skills to participate fully in outdoor learning programs, which may include offsite activities, water-based activities, overnight camps (sometimes in tents), bush-based activities and all weather programs.
- Ability to lift up to 5kg frequently, 15kg moderately and up to 25kg on rare occasions.
- Ability to spend a large amount of the work day standing or moving between a seated and standing position to undertake duties as required.
- Responding to and checking emails and messages via school communication systems in a timely manner on work days and periodically checking for urgent matters during non-work periods.
- Participation in and creation of a positive workplace culture.
- Regularly reflect with colleagues, school leaders and personally on school experiences, and be open to professional feedback.
- Hold and maintain a relevant Driver's License.
- Abide by any current and future mandatory Pandemic orders or health directives.

Experience and Attributes

- Care passionately about alternative education models and social and emotional learning, and be self-motivated, adaptive, adventurous, resilient and playful.
- Possess an ability and keen desire to teach in an alternative or holistic school setting.

- Have a deep respect for all students and a clear personal teaching philosophy that matches with the Philosophy of Phillip Island Village School.
- Possess a passion for life-long learning, a demonstrated growth mindset and well-developed executive skills.
- Possess the desire to work alongside a student and facilitate but not direct their project-based learning.
- Have an understanding of neurodiversity and the role that it plays in how children learn and engage in the world around them.
- Foster a variety of skills that can be more broadly shared with the school community.
- Ability to work collaboratively within a small team of staff to achieve goals.
- Excellent communication skills required with a focus on understanding verbal and non-verbal cues and communication methods.
- Broad-minded, proactive and able to confidently seek resources for students, be it physical materials, human resources, or relevant places.
- Ability to respond to the changing needs of the school program in an agile and versatile way with a focus on resilience.
- Have a focus on genuine and respectful relationships with all students, staff and families in the school community.
- Treat all students within the school with care and equality and showing no favourability towards any students or groups of students.
- Willingness to engage with and care for school animals.
- Willingness to engage with and contribute to the school community.

Child Safety & Wellbeing

- Notify the Principal of any change in circumstances relevant to the conditions of employment, for example, if they have been charged or found guilty of a new relevant offence or if their VIT registration or permission to teach, has been suspended or includes conditions, limitations, or restrictions, as soon as they occur.
- Have or acquire prior to commencement successful attainment of Protecting Children – Mandatory Reporting module provided online by Department of Education.
- Act, seek advice or report on all cases of suspected child abuse in order to comply with Duty of Care obligations.
- Act in accordance with the school's Child Safety Code of Conduct.
- Participate in the school's child safety and wellbeing training.
- Take reasonable steps to minimise the risk of reasonably foreseeable harm to students.
- Ensure students' views are taken seriously and their voices are heard about decisions that affect them.

- Build respectful relationships with students and actively engage them in their learning and development.
- Treat all students within the school with care and equality and show no favourability towards any students or groups of students.
- Create safe, supportive learning environments where all students experience success through active participation and engagement in purposeful learning. This includes creating a learning environment that respects and values diverse cultures and identities and characteristics.
- Identify and consider the needs of Aboriginal students, students from culturally and linguistically diverse backgrounds, students with disabilities, students unable to live at home, students who identify as lesbian, gay, bisexual, transgender and gender diverse, intersex and queer (LGBTIQ+) and students experiencing risk or vulnerability.
- Be aware of visitors to school grounds and provide appropriate supervision of visitors engaged in child-related or child-connected work.
- Implement and monitor Individual Anaphylaxis Management Plans that are in place for any student.
- Know responsibilities in relation to risk minimisation for class activities, excursions and camps with regards to Anaphylaxis.
- Prior to an excursion, activity or camp, ensure all consent emails are returned to the school, that a first aid kit is taken on the excursion or camp along with students' emergency contact details and medical management plans.
- Administer medications to students as per Medical Management Plans.
- Record first aid incidents in the school's student management system.
- Consider the potential for bushfire in the locations of any planned activities, excursions or camps, and any factors which may heighten the risk of danger from bushfire.
- Evaluating materials and programs, taking into account the age and developmental stage of students, ensure they are appropriate, inclusive and respectful and meet the educational needs of the student group.
- Seek parent / carer / guardian permission prior to creating online accounts for students, if the program or application falls outside of standard educational platforms that a parent would reasonably expect their child to have access to.
- Check student attendance in the morning and afternoon and mark the roll in the school's Student Management System with the correct codes for explained and unexplained late arrivals/early departures and absenteeism.
- Advise Administration of any unexplained absences on the day, so families can be contacted.

Wage Banding Core Traits

- The relevant Wage Banding Level Core Traits apply in conjunction with above details.