Position Description

**Position:** French Teacher  
**Position Allocation:** Commencing Term 3, 0.7FTE to Full Time  
**Reports to:** Deputy Principal

**Background**
Cornish College opened in 2012 as the Uniting Church’s newest coeducational school. Located on 42 hectares of parkland next to the National Water Sports Centre adjacent to the suburbs of Patterson Lakes and Chelsea, the school offers programs from ELC to Year 12. Cornish College will grow to a double stream in all primary year levels in 2017 and triple stream in all secondary classes in the coming years. Currently there are 615 students from ELC to Year 12. The College offers an ELC program which is influenced by the Reggio Emilia approach and runs the International Baccalaureate Primary Years Programme from ELC to Year 6. This approach to teaching and learning is embraced in the secondary area in a multidisciplinary, concept driven inquiry-based program.

The College has a holistic approach to the educational program which centres around a unique model of teaching and learning based upon the notion of educating for a sustainable future. With a strong emphasis on respecting the multiple intelligences, the College strives to see all young people thriving in the areas in which they have a special aptitude. In line with this thinking the College offers vibrant programs across the curriculum including Visual and Performing Arts, Sport and student leadership.

All students in the primary section study Japanese and students from Year 7 onwards can choose to study either Japanese or French.

**The Position**
The position is a French Teaching position in the LOTE Faculty commencing in July 2016.

Applicants should note:

- Cornish College staff are expected to undertake supervisory duties before school, at recess, lunchtime and after school. They are also expected to be involved in the College’s cocurricular program depending upon their particular skills and interests. With all these tasks it is the expectation of the school that staff will work collaboratively to share responsibilities as evenly as possible.

- The College is committed to an active partnership with parents and parent expertise is used to enhance the educational program wherever possible.

- The classroom teacher is responsible for the pastoral and academic progress of each individual student in their care. Teachers are expected to create a positive learning environment, actively engage children in the learning process and use a variety of teaching strategies to cater for learning styles and mixed abilities.

- All teachers are expected to attend weekly staff meetings and other meetings for staff as arranged. There is also an expectation that all members of the teaching staff will attend the major school functions of the year. In addition, the classroom teacher will be expected to attend professional and social activities associated with the College.

- Cornish College encourages extensive use of ICT as a learning tool and all students are required to have their own personal computing device (iPad Prep to Year 6 and MacBook Air for secondary). As a consequence applicants will need to have a strong commitment to integrating the use of ICT tools in their classes.

- All staff are expected to be supportive of the Christian ethos of the College as would be expected of a Uniting Church School.

**The Structure of LOTE**
The compulsory learning of a foreign language commences with the learning of Japanese in ELC4. This continues through the primary years. From Year 7 students can elect to do either Japanese or French. The learning of a foreign language is compulsory up to the end of Year 9 and students are strongly advised to continue their foreign language studies for as long as possible.
Teaching in the LOTE Faculty

Teachers are expected to create a positive learning environment, actively engage children in the learning process and use a variety of teaching strategies to cater for learning styles and mixed abilities. Our emphasis is on inquiry learning methodology and we encourage concept based learning and teaching.

The Cornish College LOTE Faculty is one in which its members are keen and enthusiastic learners. They enjoy promoting languages and language learning in the school community. They actively participate in cultural pursuits that raise the profile of language study. We are committed to providing students with opportunities to develop skills in communicating in languages other than English (LOTE) for personal, familial, academic, vocational, travel and socio-cultural purposes.

Furthermore, teachers of LOTE realise the importance of second language learning in the development of:
  • first language skills;
  • meta-linguistic skills for all future language learning;
  • a sense of global citizenship.

We have a passion for the individual languages and cultures that we teach and for the learning of all languages at Cornish College and beyond, maintaining positive relationships with other language teaching organisations such as the International Baccalaureate Organisation, the Victorian School of Languages and tertiary institutions.

Teaching and learning strategies

We acknowledge that, to engage students in learning LOTE, we must make our curriculum and classes challenging, while providing a sense of achievement for all. To motivate our students in their pursuit of listening, speaking, reading, writing and general communication skills in LOTE we aim to vary our teaching strategies to meet the needs of different learners, while remaining authentic to our personal teaching styles and areas of specific interest. Each LOTE teacher endeavours to:
  • develop professionally in their own field;
  • contribute to course development and review;
  • incorporate the set curriculum in their individual teaching plans;
  • contribute to report development and review;
  • maintain meaningful records regarding students learning;
  • contribute to the planning and running of special LOTE events.

Our teaching strategies:
  • engage students in pair and small group work for role-plays, for conferencing in writing and editing; and for research and presentation of cultural projects;
  • extend students with individually tailored tasks;
  • are based on students’ interests and skills;
  • provide a communicative approach in realistic situations;
  • provide a solid foundation in the grammatical aspects of the language;
  • are structured so as to reflect the cumulative nature of language learning;
  • extend the students’ awareness of cultures where the languages are spoken;
  • employ a range of up-to-date, authentic resources and text types;
  • integrate Information Technologies in a structured and relevant manner.

The following strategies are modeled for students so they can be encouraged to incorporate them into their own learning endeavours:
  • identifying patterns in the structure of languages;
  • memorising vocabulary and grammatical patterns (eg: mnemonics);
  • listening and repeating to develop correct pronunciation and intonation;
  • identifying key words to determine the essence of spoken communication;
  • logical inference, from knowledge of the LOTE, the topic and general knowledge;
  • communication skills for culturally appropriate interactions;
  • compensation skills to overcome gaps in conversation and miscommunication.
**Qualifications and Experience**

Applicants with a LOTE methodology should have a Bachelor of Education or an equivalent four year tertiary qualification.

The successful applicant will be an experienced teacher with the ability to work as part of a dynamic team, creating and delivering a quality integrated learning program. You will be committed to educating for a sustainable future and have the ability to help build and lead our successful exchange program. Experience in AIM (gesture method for French) would be an advantage.

We are looking for applicants who meet the following criteria:

- experience in the teaching of French
- an understanding of and experience in inquiry based pedagogy
- a desire and proven ability to work in teams in and out of the classroom
- an outstanding record in building relationships with students, parents and staff
- commitment to support language exchange programs

Other desirable experience and qualities include:

- experience in AIM (gesture method for French)
- a knowledge of the Understanding By Design process and concept driven curriculum
- a passion for and broad understanding of sustainability
- experience and belief in Restorative Practices
- a desire to Make a Difference in and beyond schools

**Applications**

Applications should include:

- a brief cover letter to the Principal
- a current resume, including the name and contact numbers of three professional referees, two of whom must be able to comment on the applicant’s professional work (or training) during the last five years
- supporting documents that address the above criteria

All teachers at Cornish College must be registered with the Victorian Institute of Teaching. Further details of registration are available from the VIT, www.vit.vic.edu.au. Applicants should also quote their VIT registration number in their resume.

Emailed applications need to be submitted as one combined PDF file.

The successful applicant will be required to produce original copies (from which a photocopy will be made) of VIT Registration, transcripts of academic and teaching qualifications claimed.

Applications should be submitted to:

Mrs Willeka Cox  
Human Resources Manager  
Cornish College  
65 Riverend Road  
Bangholme VIC 3175

Email: employment@cornishcollege.vic.edu.au