



120 Anderson Street
LILYDALE VICTORIA 3140
Telephone: 03 9735 4022
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Email: employment@mlmc.vic.edu.au

EOI - APPLICATION FOR EMPLOYMENT - TEACHING

Mount Lilydale Mercy College is committed to child safety and is legally required to obtain the following information about a person whom it proposes to engage to work in a school:

- Proof of personal identification and any professional or other qualifications
- The person's history of work involving children
- References that address the person's suitability for the position and working with children.

It is a requirement that all applicants complete this form. You must complete all parts of the form. Any false or incomplete statement or information in this form or in connection with your application for employment may lead to a rejection of your application for employment. Any information provided by you in this form may be checked with relevant authorities, previous employers, referees or sources. By signing or submitting this form you consent to these pre-employment checks. Information provided will be treated in accordance with the Privacy Act 1988 (Cth).

I HEREBY SUBMIT MY EMPLOYMENT APPLICATION FOR THE POSITION

OF

ADVERTISED IN

CLOSING DATE

SIGNATURE

PERSONAL DETAILS

SURNAME	FIRST NAME(S)	SECOND NAME	TITLE
ADDRESS	PARISH I ATTEND	CONTACT DETAILS	
		Private	
		Mobile	
		Email	
DATE OF BIRTH	RELIGION		
VIT REGISTRATION NO.	YEAR VIT OBTAINED	VIT REGISTRATION TYPE	
ACCREDITATION TO TEACH IN A CATHOLIC SCHOOL		ACCREDITATION TO TEACH RELIGIOUS EDUCATION	
<input type="checkbox"/> YES (copy attached)		<input type="checkbox"/> YES (copy attached)	
<input type="checkbox"/> NO		<input type="checkbox"/> NO	

EDUCATION

Please attach copies of Degrees, Diplomas, Certificates and Transcripts

SCHOOLS, COLLEGES, UNIVERSITIES ATTENDED	DATES FROM – TO	FULL TIME/PART TIME	NAME OF QUALIFICATION ATTAINED

YEAR LEVELS/SUBJECTS QUALIFIED TO TEACH

YEAR LEVELS/SUBJECT TEACHING PREFERENCES

CURRENT EMPLOYMENT

Position & Teaching Duties e.g. Subject/Year Levels		Current Employer	
		Name	
		Address	
Other Duties e.g. Additional Curricula		Telephone	
Date Appointed	Current Salary Level		Name of Principal

PREVIOUS EMPLOYMENT

Employers Name	Position/Duties	Employed from/to (dates)

VOLUNTEER WORK

Organisation Name	Position/Duties	Volunteered from/to (dates)

(Note: you must list all previous places of volunteer work where such work involved children. If more space is required, attach a separate sheet

REFEREES (Please include your Parish Priest or Ministry as a Referee)*

Name	Position	Organisation	Telephone

INTERESTS

Membership of Professional, Parish, Community Organisations	Interests, Sporting Activities, Interests etc.

*Please note we reserve the right to contact other referees as required

SUPPORTING STATEMENT

Please attach a Supporting Statement and Resume

ARE YOU CURRENTLY RECEIVING WORKCOVER PAYMENTS

☐ Yes

☐ No

PRE EMPLOYMENT DISCLOSURE QUESTIONS

It is an inherent requirement of the position that you be a person suitable to work in a school. Each of the following questions are relevant in determining your likely ability to carry out the inherent requirements of the advertised position. You must answer each question.

1. Have you ever had any disciplinary action taken against you by an employer (e.g. received a warning or had your employment terminated) in relation to any inappropriate or unprofessional conduct?

☐ No

☐ Yes

If yes, please provide details:

2. Have you ever been the subject of an allegation of inappropriate or unprofessional conduct which has been substantiated by an employer or other body?

☐ No

☐ Yes

If yes, please provide details:

3. Have you ever been found guilty of a criminal offence or are you currently facing criminal charges?

☐ No

☐ Yes

If yes, please provide details:

4. Do you consent to the prospective employer contacting the appropriate person at any or all of your current or former employers (including Principal any retired person who at the relevant time may have been employed by a former employer) to confirm the accuracy of your answers in Questions 1 – 3 above and to ask about your suitability to work with children?

☐ No

☐ Yes

If no, this will be discussed further if you are offered an interview.

APPLICATION DECLARATION

I declare that the contents of this form are true and correct and complete to the best of my knowledge and no information concerning my employment history has been withheld.

I understand that any wilfully incorrect or misleading answer or material omission which relates to any of the questions in this form may make me ineligible for employment, or if employed, liable to disciplinary action which may include dismissal.

I understand that all applicants are required to undergo screening which may include a National Police Check. I consent to such screening and checks in connection with my application for employment. I consent to the prospective employer making inquiries of any current and/or previous employers in connection to the information in this form and to confirm my ability to carry out the inherent requirements of the position including my suitability to perform child-connected work. I understand and accept that my appointment to this position requires compliance with the College's child-safe policy and Code of Conduct. I have read and understand the College's Child-Safe policy and Code of Conduct.

I understand and accept that my appointment to the position requires a commitment to Catholic Education. I have read and understand the Statement of Principles regarding Catholic Education.

Signature: _____

Date: _____

Form for Disclosure of Pre-existing Injuries/Diseases

Pursuant to s41 of the *Workplace Injury Rehabilitation and Compensation Act 2013* (WIRC Act) it is requested that you disclose any pre-existing injuries and diseases suffered by you, of which you are aware, and which could be affected by the nature of the proposed employment offered to you.

I declare that I am aware of the following pre-existing injuries and/or diseases:

--

OR

I have no such pre-existing injury or disease.

Name:

Signature:

Date:

Section 41 (2) of the *Workplace Injury Rehabilitation and Compensation Act 2013* (WIRC Act) will apply to a failure to make such a disclosure or the making of a false or misleading disclosure. Section 41 (2) states:

If this subsection applies, any recurrence, aggravation, acceleration, exacerbation or deterioration of the pre-existing injury or disease arising out of or in the course of or due to the nature of employment with the employer does not entitle the worker to compensation under this Act.

Any information provided on this form will be used for the purposes of Section 41 of the *Workplace Injury Rehabilitation and Compensation Act 2013* (WIRC Act) only.

A Statement of Principles Regarding Catholic Education

The task of the Catholic school

Its task is fundamentally a synthesis of culture and faith, and a synthesis of faith and life: the first is reached by integrating all different aspects of human knowledge through the subject taught, in the light of the Gospel; the second in the growth of the virtues characteristic of the Christian.

(Congregation for Catholic Education, *The Catholic School*, 1977)

This same goal is expressed by the Victorian Catholic community which desires its schools to be communities of faith.

This broad philosophical stance reveals a concern for an education that combines sound knowledge and skills with an overall personal development rooted in Christian values. Such an education involves a high level of interpersonal transaction between staff and pupils.

Pope John Paul II spelt out key implications of this for staff who work in Catholic schools:

The Church looks upon you as co-workers with an important measure of shared responsibility ... To you it is given to create the future and give it direction by offering to your students a set of values with which to assess their newly discovered knowledge ... [The changing times] demand that educators be open to new cultural influences and interpret them for young pupils in the light of Christian faith. You are called to bring professional competence and a high standard of excellence to your teaching ... But your responsibilities make demands on you that go far beyond the need for professional skills and competence ... Through you, as through a clear window on a sunny day, students must come to see and know the richness and joy of a life lived in accordance with Christ's teaching, in response to his challenging demands. To teach means not only to impart what we know, but also to reveal who we are by living what we believe. It is this latter lesson which tends to last the longest.

(Pope John Paul II, Address to Catholic Educators, September 12, 1984)

Pope John Paul II clarified this further when he spoke on Catholic Education in Melbourne:

I welcome you into that chosen group called by the Church to educating young Catholics in the faith. In a very special way, you share in the Church's mission of proclaiming the good news of salvation. Not all of you may be teaching catechetics, but if you are on the staff of a Catholic school, it is expected, and it is of the utmost importance, that you should support the whole of the Church's teaching and bear witness to it in your daily lives ... Certainly your work demands professionalism, but it also demands something more. Your professionalism as teachers involves tasks that are linked to your Baptism and to your own commitment in faith ... No matter what subject you teach, it is part of your responsibility to lead your pupils more fully into the mystery of Christ and the living tradition of the Church ... The parish primary school, where younger children receive their early lessons in the faith, remains a cornerstone of the pastoral care of Australian Catholic people. Here the community of faith hands on the timely message of Jesus Christ to its youngest members ... More difficult challenges face the Catholic secondary school. Here students must be helped to achieve that integration of faith and authentic culture which is necessary for believers in today's world. But they must also be helped to recognise and reject false cultural values which are contrary to the Gospel.

(Pope John Paul II, Address to Catholic Education, November 28, 1986)

Pope Benedict stated when addressing Catholic educators in the United States of America in 2010:

Education is integral to the mission of the Church to proclaim the Good News. First and foremost every Catholic educational institution is a place to encounter the living God who in Jesus Christ reveals his transforming love and truth (cf. Spe Salvi, 4). This relationship elicits a desire to grow in the knowledge and understanding of Christ and his teaching. In this way those who meet him are drawn by the very power of the Gospel to lead a new life characterised by all that is beautiful, good, and true; a life of Christian witness nurtured and strengthened within the community of our Lord's disciples, the Church.

(Pope Benedict XVI, Address to Catholic Educators, April 17, 2008)

And in an address to Catholic teachers during his visit to England in 2010, His Holiness stated:

As you know, the task of a teacher is not simply to impart information or to provide training in skills intended to deliver some economic benefit to society; education is not and must never be considered as purely utilitarian. It is about forming the human person, equipping him or her to live life to the full – in short it is about imparting wisdom.

...

It means that the life of faith needs to be the driving force behind every activity in the school, so that the Church's mission may be served effectively, and the young people may discover the joy of entering into Christ's "being for others".

(Pope Benedict XVI, Address to Catholic Teachers, September 17, 2008)

This philosophy of Catholic education, expressed in a growing number of documents and policy statements, guides the Catholic school in its functioning. Whilst it is accountable to the general community for the provision of quality education to young citizens, it is also accountable to the Church community for providing this within the context of the Gospel and its values as expressed in Catholic doctrine. The Catholic school is more than an educative institution: it is a key part of the Church, and an essential element in the Church's mission. So too staff in the Catholic school are more than employees – they minister in the name of the Church and of the Gospel.

All staff in the Catholic school have an indispensable role to play. It is expected of all employed in a Catholic school that they:

- (a) accept the Catholic educational philosophy of the school;
- (b) develop and maintain an adequate understanding of those aspects of Catholic teaching that touch upon their subject areas and other aspects of their work;
- (c) by their teaching and other work, and by personal example, strive to help students to understand, accept and appreciate Catholic teaching and values;
- (d) avoid, whether by word, action or public lifestyle, influence upon students that is contrary to the teaching and values of the Church community in whose name they act;
- (e) in relation to teachers, comply with the Accreditation Policy of the Catholic Education Commission of Victoria (CECV) to teach in a Catholic school, and other CECV policies;
- (f) be committed to regular ongoing professional development;
- (g) be qualified as required by state authorities;
- (h) be a person suitable to work with children



MLMC MISSION STATEMENT

He answered, "You shall love the Lord your God with all your heart, and with all your soul, and with all your strength, and with all your mind; and your neighbour as yourself." Luke 10:27

We seek to educate future generations in a way that inspires a love of learning, life and God. We commit to drawing inspiration from the following statements as a source of witness to who we are and what we aspire to be.

LEARNING

Diversity

We endeavour to offer a dynamic, challenging and diverse range of learning opportunities.

Lifelong learning

We encourage motivation, perseverance & creativity to promote lifelong learning.

Excellence

We value and engender personal responsibility and pride in pursuit of personal best.

SPIRITUALITY

Gospel Teachings

We seek a deeper spiritual understanding and commitment to the Gospel.

Dignity

We believe in the dignity of the human person and we strive for the Common Good.

Service

We commit to serve and educate through living our Mercy values.

COMMUNITY

Inclusiveness

We seek to invite, welcome and respond to the needs of each member of our community.

Connection

We enhance our partnership with others by connecting through our rich Mercy Tradition

Celebration

We commit to celebrating the joys, successes and hopes of all at MLMC.

STATEMENT OF PURPOSE

WE at Mount Lilydale Mercy College, inspired by the Mercy tradition of Catherine McAuley, commit ourselves to striving for excellence in education grounded in the Gospel teachings of Jesus Christ.

VISION FOR MERCY SECONDARY EDUCATION

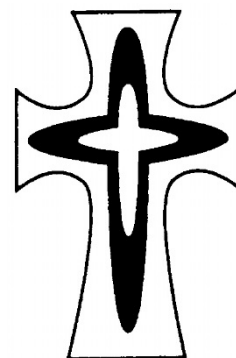
“Conscious of our deep need for mercy, we have pledged ourselves to join in the saving mission of the Church as it becomes, with and in and through Jesus, the incarnation of God’s Mercy. Our gift as Sisters of Mercy is to know God’s loving kindness and to share it with others” (Mercy Congregation Constitutions, 1983, 1:02-1:03).

The Sisters of Mercy see education as a major form of responsibility which flows out of their particular vocation in the Church as sharing in the mission of mercy of Jesus Christ, who came to reveal to all people the steadfast merciful love of God for them. In particular, the Sisters of Mercy and those who work alongside them are called to make known this merciful love of God through an apostolic service to those in need.

As a community of believers, each Mercy school strives to proclaim the message of Jesus through the distinctive spirituality of the Sisters of Mercy. This spirituality is marked by faith in Jesus Christ, commitment to the primary of love, an understanding of the world informed by faith and the celebration of the Eucharist in union with the poor and suffering. It is also marked by a devotion to Mary, Mother of God and Mother of Mercy, a trust in God’s loving providence, a respect for the dignity of the human person and a strong sense of social justice.

Each Mercy secondary school strives to reflect in its structures, curriculum and practices and in the quality of the relationships within it, the particular spirit of mercy which Jesus lived and taught. Each school endeavours to reflect its commitment to these values by expressing its unity and solidarity with the poor, the unemployed, the distressed and the marginalised through its service to the community. Through their faithfulness to the spirit of Catherine McAuley’s vision, Mercy schools work to provide a Catholic Education which enables the formation of the whole person imbued with those values which Catherine exemplified.

EACH MERCY SECONDARY SCHOOL STRIVES TO
REFLECT IN ITS STRUCTURES, CURRICULUM
AND PRACTICES AND IN THE QUALITY OF THE
RELATIONSHIPS WITHIN IT, THE PARTICULAR
SPIRIT OF MERCY WHICH JESUS LIVED AND
TAUGHT.



EMPLOYMENT COLLECTION NOTICE

Privacy Statement

1. In applying for this position, you will be providing Mount Lilydale Mercy College with personal information. The College can be contacted at 120 Anderson Street, Lilydale 3140, Telephone: 9735 4022, Fax: 9735 0266, or email: employment@mlmc.vic.edu.au
2. If you provide us with personal information, for example your name and address or information contained on your resume, we will collect the information in order to assess your application.
3. You may seek access to your personal information that we hold about you if you are unsuccessful for the position. However, there may be occasions when access is denied. Such occasions would include where access would have an unreasonable impact on the privacy of others.
4. We will not disclose this information to a third party without your consent. We usually disclose this kind of information to the following types of organisations e.g. other Catholic Colleges, other schools, confidential referees and Catholic Education Office.
5. Our policy is to conduct a criminal record check regarding whether you are or have been the subject of an AVO and certain criminal offences.
6. If you provide us with the personal information of others, we encourage you to inform them that you are disclosing that information to the College and why, that they can access that information if they wish, that the College does not usually disclose the information to third parties.



Mount Lilydale Mercy College Role Description

THE ROLE OF TEACHER

Basic Function

The basic function of a teacher at Mount Lilydale Mercy College is to provide the best possible education for each student committed to the teacher's charge, in the light of the Mission Statement of the College. Enthused by the teaching of Jesus Christ, the Mount Lilydale Mercy College Catholic co-educational community aims to foster justice, compassion and hope and hospitality in the Mercy tradition. We commit ourselves to the provision of a supportive environment where each student is encouraged to develop a love of God, of life, of others and of learning. Inspired by Catherine McAuley, we value Spirituality, Community and Curriculum.

The role of the teacher is central to the operation of Mount Lilydale Mercy College, as it is the key way in which student learning is facilitated. The focus of the role is the service of each student in developing his/her understanding of the content of the course, developing appropriate values and attitudes and in the practicing/refining of skills involved with relevant processes and strategies. In effect all other roles and structures that operate at Mount Lilydale Mercy College exist to support this teaching/learning process.

Teachers who accept a position at a Catholic school become agents of the Church. The Catholic school is more than an educational institution: it is a key part of the Church, and an essential part of the Church's mission. Teachers in a Catholic school are more than employees; they minister in the name of the Church and of the Gospel. All staff are expected to support the Catholic ethos of the College and its Mercy traditions and are required by their teaching and other work and by personal example strive to help students understand, accept and appreciate Catholic teaching and values.

Teachers must avoid, whether by word, action or public life-style, influence upon students that is contrary to the teaching and values of the Church community in whose name they act.

Teachers are expected to develop positive relationships with students.

Teachers have a Duty of Care to all students in their charge and must take appropriate action to ensure that the environment is safe and conducive to learning.

Nature of Role

There are several main areas to the role of a teacher at Mount Lilydale Mercy College. They are:

1. Spiritual development of each person
2. Teaching practice
3. Pastoral care
4. Curriculum and resource development
5. Professional development
6. Co-curricular activities; and
7. General, administrative and other activities

The following information should be read in conjunction with the Staff Handbook that provides the detail of general College history, organisation, policy and practices.

DIMENSIONS OF THE POSITION

Personnel Responsibilities

1. Within the areas defined below, teachers are responsible for the students assigned to their classes.
2. Teachers are responsible in a more general fashion for the appearance and behaviour of Mount Lilydale Mercy College students generally.
3. Teachers are responsible for the maintenance of collegial and professional relationships with other members of the staff at Mount Lilydale Mercy College.

MAIN RESPONSIBILITY AND ACCOUNTABILITY AREAS

Spiritual Development and each person

- Gospel values of mercy, justice, hospitality, respect for the dignity of each person, honesty and forgiveness are not only taught in our courses but expressed in the operation of the classroom and modelled in teacher interaction with students
- Each teacher is expected to reinforce Christian Catholic values in the Curriculum.
- Each teacher is expected to lead the class in prayer at appropriate times.

Teaching Practice

Teachers are expected to:

- promote an environment of dynamic, active and real learning
- develop a variety of effective teaching strategies to successfully implement the curriculum
- ensure the needs of all individuals in their classes are catered for
- encourage and assist all students to fulfil their potential
- challenge students to strive for academic excellence
- nominate students for various awards presented for effort and academic excellence
- motivate students who are underachieving
- give adequate time to lesson-planning, organisation and the use of ICT
- be aware of course requirements and their directions
- evaluate the effectiveness of their teaching and continually improve pedagogy to reflect 21st century and student-centred learning
- keep accurate records of students' attendance, progress and assessment
- advise the Learning Coordinator or the Director of Learning of any student who appears to be underachieving
- work with the Faculty Leaders, Educational Support Coordinator and Educational Support staff and Learning Coordinators/Director of Learning to develop individual learning plans for students with learning needs and the modification of their work
- work with colleagues, Faculty Leaders and Director of Learning to develop, evaluate and revise courses of study and teaching and learning strategies
- implement individual learning plans for students as required
- monitor each student and inform students of their progress
- maintain good communication with parents concerning the progress of their child
- attend Student Progress interviews

- submit lesson plans and records to the Deputy Principal – Director of Studies, Faculty Leaders and/or Campus Directors as required
- write formal reports that conform to College guidelines; and
- liaise with appropriate support staff in the implementation of the curriculum (e.g. Educational Support, Technicians)

Pastoral Care

Teachers are expected to:

- provide students with a child-safe environment
- be familiar with and comply with the College's child-safe policy and Code of Conduct, and any other policies or procedures relating to child safety
- participate in the College's pastoral care system as directed (e.g. as a Home Room teacher)
- be sensitive to students experiencing personal, social or organisational problems
- care for a pastoral group in a way which reflects the College's Mission Statement
- monitor student attendance and late submission of work with a view to providing support when needed
- monitor the relationships that exist in each class to ensure that each person is treated with dignity and respect
- ensure that the College Responsible Behaviour Policy incorporating harassment and bullying policies are adhered to in the classroom
- liaise with colleagues and parents concerning the pastoral group and individual members of it
- attend House, School, Level and Home Room assemblies when required
- attend liturgical services when required
- attend Parent Information and Orientation meetings

Curriculum and Resource Development

Teachers are expected to:

- participate in the creation, development and evaluation of curriculum within the faculties in which teaching is undertaken
- be aware of existing resources and, where possible, participate in the creation, development and evaluation of resources for the implementation of the curriculum
- write a syllabus for each unit of work being taught, either in collaboration with others or alone, and undertake to review that syllabus throughout the time the unit is being taught and to update it/them as required

Professional Learning

Teachers are expected to:

- have a commitment to personal and professional development in the areas of Theology and Religious Education and undertake appropriate professional development activities that contribute towards gaining 'Accreditation to Teach in a Catholic School' within five years of employment. Even after gaining Accreditation teachers are expected to undertake ongoing professional development in the area of Catholic Ethos, Mercy Tradition, Theology and Religious Education.
- keep up-to-date with curriculum and resource development in the teacher's area(s) of teaching
- have a commitment to learning and personal professional development in the teacher's area(s) of teaching

- explore and experiment with new teaching and learning strategies
- attend appropriate seminars and courses
- have a commitment to the development of programmes focusing on the Mercy Charism
- participate in faculty or level meetings as appropriate
- supervise student teachers and actively participate in their learning; and
- be involved in and contribute to co-curricular professional development

Co-curricular Activities

The teacher will be expected to:

- fulfil co-curricular responsibilities as negotiated with the Principal and in accordance with College guidelines
- ensure that all activities are pursued in a manner consistent with the College Mission Statement
- provide leadership and instruction to participating students
- participate in school camps/retreats/seminar days as required
- encourage students to be active participants in the co-curricular life of the College
- ensure that all students have the opportunity to participate in the co-curricular life of the College
- keep accurate records of student attendance and performance within the co-curricular activity
- where appropriate, nominate students for College awards
- attend related functions (e.g. sports dinners)
- maintain appropriate levels of supervision and standards of behaviour from students to ensure that activities are safe for student participation
- write reports on the co-curricular activity for the Weekly Newsletter, College Magazine as required; and
- ensure the necessary equipment is available and cared for in an appropriate manner

General, Administrative and Other Activities

Teachers are expected to:

- attend Information, Student Progress Interviews, PSG Meetings, Open Day and College Night of Excellence as required
- be a member of various teams (e.g. level, faculty) and attend all team meetings
- attend Staff and Campus meetings as required; and
- undertake yard/bus and other supervision duties (extras) as required

Measures of Good Practice

Teachers at Mount Lilydale Mercy College are expected to maintain exemplary practice in the educational enterprise in which they participate. Key features of good practice for a teacher include:

- the provision of high-quality curriculum
- the provision of educational opportunities and activities which enable all students to achieve their highest potential
- excellent collegial relations
- regular participation in professional development courses and programs
- effective involvement in the general pastoral care programs and structures of the College; and
- effective participation in the co-curricular programs of the College

Professional Conduct and Code of Conduct

Teachers and other employees by virtue of their status are placed in a position of authority over students, no matter what the age difference between teacher and student. The community accepts that there is a power differential between teachers and students irrespective of the age of both parties.

The College's Code of Conduct and Staff Expectations Policy must be accepted by all teachers. Specific examples of unacceptable behaviour are provided in the Staff Expectations Policy.

Position Requirements: Knowledge and Experience

Teachers at Mount Lilydale Mercy College must be registered with the Victorian Institute of Teaching. All staff should aim to be officially accredited to Teach in a Catholic school within five years.

Assistance and Support from the College

The College has a large support structure to assist the teacher in the fulfilment of his or her responsibilities. This includes the Principal, the Deputy Principal – Learning & Teaching, the Deputy Principal – Organisation, the Deputy Principal – Pastoral Care, the Deputy Principal – Mission, the Business Manager, Computer Systems Manager and Computer Technicians, Peer Development Leader, Campus Directors, Year Level Leaders, Campus Learning Advisors, Faculty Leaders, School Counsellors, Colleagues, Maintenance and Office staff.

In addition, each teacher is a member of a team, from which the support of the team generally, Colleagues, and the Department Head can be drawn.

Policy and Practice: Areas Requiring Co-operation

Teachers at Mount Lilydale Mercy College are part of a large and complex staff structure in which all members, whether they are teachers, administrators or maintenance workers, are regarded as having important and interdependent functions.

Collegial Relations

Teachers are responsible to:

- the Principal for the general discharge of all their duties
- the Campus Director for pastoral care and curriculum practice
- the Deputy Principal – Learning & Teaching, Peer Development Leader and Faculty Leaders for the development and implementation of curriculum; and
- the person in charge of the specific co-curricular activity undertaken by the teacher (e.g. Sports Coordinator, Play Director)

External Relations

Teachers at Mount Lilydale Mercy College are expected to maintain relationships with professional and subject or area associations.

Public relations (e.g. contact with the media, police) and contact with general external agencies (e.g. Human Services Victoria) is the responsibility of the Principal or delegate.

Planning and Priorities

Critical priorities for teams and each Campus are developed each year in various planning and other meetings.

Balance of Functions

The Staff Expectations Section of the College Staff Handbook should be consulted for the detail of teachers' duties. As a guide, teachers at Mount Lilydale Mercy College are required to undertake a normal load of classroom teaching per cycle, plus extras, yard and other duties, and co-curricular responsibilities. Lesson time that has not been assigned to classroom teaching is provided for the purposes of lesson preparation, assessment of students' work, and individual student counselling or tutoring. Some staff, with Positions of Leadership or undertaking special projects may have a reduced load.