

Position description

| | | | |
|------------------------------|---|--------------------------|---------------------------------|
| Position title | Teacher | | |
| Department / Division | Education Institute | | |
| Classification | AO55 <i>(Health and Allied Services, Managers and Administrative Workers) Single Interest Enterprise Agreement 2016-2020</i> | Employment Status | Full-Time, Fixed-Term 1.0FTE |
| Position reports to | Head of Education | | |
| Size of team | 29.6FTE | | |
| Location | The Royal Children's Hospital, Flemington Road, Parkville | | |

| |
|--|
| The Royal Children's Hospital |
| <p>The Royal Children's Hospital's (RCH) vision is to be a great children's hospital – delivering Great Care, Everywhere.</p> <p>RCH is located within the Melbourne Biomedical Precinct, with more than 45 world-class biomedical organisations and more than 50,000 of the brightest minds working together to make the Precinct number one in the Asia Pacific region for health, education, research, and training. Within this, RCH is also a cornerstone member of the Melbourne Children's Campus, partnering with Murdoch Children's Research Institute, The University of Melbourne Department of Paediatrics and The Royal Children's Hospital Foundation. Each organisation contributes to a paediatric academic health centre which is greater than the sum of its parts.</p> <p>RCH has cared for the children and young people of Victoria for more than 150 years since it was founded in 1870. A full range of paediatric and adolescent health services are provided plus tertiary and quaternary care for the most critically ill and medically complex patients in Victoria, Tasmania, southern NSW and other states around Australia and overseas. The RCH is the only provider of heart transplant services and CAR T-cell therapy for paediatrics in Australia. RCH is an effective advocate for patients and their families with a particular focus on vulnerable children and increasingly, mental health in young people. The hospital also supports many health promotion and prevention programs. The Hospital has more than 6,000 staff, a budget of \$850M, 12 wards and 350 beds. Annually, the RCH has 300,000+ Specialist Clinic appointments, 90,000+ Emergency Department presentations and 20,000 elective surgeries.</p> <p>We work collaboratively with hospitals to deliver the right care, in the right place, at the right time. The RCH is committed to the Child Safe Standards https://www.rch.org.au/quality/child-safety/.</p> <p>RCH enjoys high employee engagement and is committed to staff safety and a positive culture through enactment of our Compact.</p> <p>Further information on RCH is available at www.rch.org.au</p> |
| ROLE PURPOSE |
| To provide best practice teaching and learning for children and young people associated with the RCH. |

| |
|-----------------------------|
| KEY ACCOUNTABILITIES |
|-----------------------------|

Teaching and learning

- Identify individual learning needs of children and young people (in consultation with families, schools and health professionals) consistent with the Education Institute's process for identification of priority patients
- Develop, document, implement, and deliver evidence-based individualised teaching and learning programs, in accordance with DET Strategy, Victorian Curriculum and the Victorian Early Years Learning and Development Framework (VEYLDF).
- Actively engage with key internal and external stakeholders/partners e.g. community organisations to optimise student engagement
- Use of innovative teaching practices to engage young people e.g. integrating students' interest into curriculum planning
- Supervise and mentor teacher volunteers, student teachers and others, as required

Reporting

- Collection of accurate and complete data and information sets, including student profiles, direct and indirect teaching activity, and student and parent surveys
- Ensure completion of individual learning plans (ILPs) for all patients, General Medical Advice Forms (GMAFs), when required

General

- Actively and positively contribute as a member of the team e.g. in group forums, meetings etc.
- Active contribution to self-development by participation in formal supervision, professional development and annual performance review
- Participation and collaboration in an RCH Education Institute Portfolio Team
- Support other initiatives as required

QUALIFICATIONS AND EXPERIENCE

Essential:

- Victorian Institute of Teaching registration and relevant tertiary qualifications
- Minimum of four (4) years classroom experience, and high-level classroom teaching skills
- Extensive experience in the development and delivery of contemporary and innovative teaching and learning programs

Desirable:

- Experience working in a medical / health-care environment

KEY SELECTION CRITERIA

- Demonstrated experience in the development and delivery of exemplary contemporary and individualised teaching and learning
- Outstanding ability to engage children and young people in the innovative use of creative and critical thinking tools for teaching and learning
- Strong ability to work positively as a member of teams
- A proven ability to communicate effectively with a wide range of individuals, stakeholders and community organisations
- Demonstrated commitment to continuous self-reflection and professional development
- Demonstrated high level organisational skills and ability to prioritise daily tasks as required

OTHER REQUIREMENTS

- Employees are required to undertake a National Criminal Record Check and a Working with Children Check prior to commencing employment.
- Employees are required to maintain a valid Working with Children's Check throughout their employment.

- A current, full driver's licence for the State of Victoria which is appropriate for the type of vehicle being driven, and comply with any restrictions on their licence (e.g. wearing glasses) while undertaking hospital duties (If applicable).
- Employees are required to maintain compliance with RCHs "Staff Immunisation - Prevention of Vaccine Preventable Diseases" procedure.

IMPORTANT INFORMATION

All employees are required to adhere to the Royal Children's Hospital Values:

- Unity - We work as a team and in partnership with our communities
- Respect - We respect the rights of all and treat people the way we would like them to treat us
- Integrity - We believe that how we work is as important as the work we do
- Excellence - We are committed to achieving our goals and improving outcomes

RCH COMPACT

All new and existing employees commit to the RCH Compact to contribute to a strong and respectful culture.

- We do better work caring for children and families when we also care for each other
- I bring a positive attitude to work – I share, I laugh, I enjoy other's company
- I take responsibility for my behaviour and its impact on others
- I am curious and seek out ways to constantly learn and improve
- I celebrate the good stuff, the small stuff, the big stuff – it all matters
- I speak up when things aren't right
- I value the many different roles it takes to deliver great patient care
- I actively listen because I want to understand others and make better decisions
- I am inclusive and value diversity
- When it comes to teamwork, I don't hold back – I'm all in

QUALITY, SAFETY AND IMPROVEMENT

RCH employees have a responsibility and accountability to contribute to the organisation's commitment to Quality, Safety and Improvement by:

- Acting in accordance and complying with all relevant Safety and Quality policies and procedures
- Identifying risks, reporting and being actively involved in risk mitigation strategies
- Participating in and actively contributing to quality improvement programs
- Complying with the requirements of the National Safety & Quality Health Service Standards
- Complying with all relevant clinical and/or competency standards
- Complying with the principles of Patient and Family Centred Care that relate to this position

The RCH is committed to a diverse and inclusive workforce. We encourage applications from Aboriginal and Torres Strait Islander people, people from culturally and/or linguistically diverse backgrounds, all members of the LGBTIQI community and people with disability.

INHERENT REQUIREMENTS OF THIS ROLE

There are a number of critical work demands (inherent requirements) that are generic across all positions at The Royal Children's Hospital. The generic inherent requirements for this position are detailed below. These may be added to with more specific inherent requirements, if required, by your manager and Workplace Health & Safety.

| Physical Demands | | Frequency |
|---|---|--------------------|
| Work Hours | This role is typically performed during standard business hours | Yes |
| | This role requires shift work, including day, afternoon, night & weekends | No |
| | This role is required to participate in an on-call roster | No |
| Sitting – remaining in a seated position to complete tasks | | Frequent |
| Standing – remaining standing without moving about to perform tasks | | Rare |
| Walking – floor type even, vinyl, carpet | | Prolonged/Constant |
| Lean forward/forward flexion from waist to complete tasks | | Occasional |
| Trunk twisting – turning from the waist to complete tasks | | Occasional |
| Kneeling – remaining in a kneeling position to complete tasks | | Rare |
| Squatting/crouching – adopting these postures to complete tasks | | Rare |
| Leg/Foot movement – to operate equipment | | Not Applicable |
| Climbing stairs/ladders – ascending/descending stairs, ladders, steps | | Occasional |
| Lifting/Carrying | Light – less than 5 kilos | Frequent |
| | Moderate – 5-10 kilos | Rare |
| | Heavy – 10-20 kilos | Not Applicable |
| Push/Pull of equipment/furniture | Light forces – less than 10 kilos | Frequent |
| | Moderate forces - 10-20 kilos | Rare |
| | Heavy forces – over 20 kilos | Not Applicable |
| Reaching – arm fully extended forward or raised above shoulder | | Occasional |
| Head/Neck Postures – holding head in a position other than neutral (facing forward) | | Frequent |
| Sequential repetitive actions in short period of time | Repetitive flexion & extension of hands, wrists & arms | Frequent |
| | Gripping. Holding, twisting, clasping with fingers/hands | Rare |
| Driving – operating any motor-powered vehicle with a valid Victorian driver's licence | | Not Applicable |
| Sensory Demands | | Prolonged/Constant |
| Sight – use of sight is integral to most tasks | | Prolonged/Constant |
| Hearing – use of hearing is integral to most tasks | | Prolonged/Constant |
| Touch – use of touch is integral to most tasks | | Prolonged/Constant |
| Psychosocial Demands | | Frequent |
| Observation skills – assessing/reviewing | | Prolonged/Constant |
| Problem solving issues associated with clinical and non-clinical care | | Frequent |
| Attention to detail | | Prolonged/Constant |
| Working with distressed patients and families | | Frequent |
| Dealing with aggressive and uncooperative people | | Occasional |

| | |
|--------------------------------------|----------|
| Dealing with unpredictable behaviour | Frequent |
| Exposure to distressing situations | Frequent |

| Definitions used to assess frequency of tasks/demands as above | |
|---|-----------------------------|
| Prolonged/Constant | 71-100% of time in position |
| Frequent | 31-70% of time in position |
| Occasional | 16-30% of time in position |
| Rare | 0-15% of time in position |
| Not Applicable | |

| | |
|--|-------------------|
| Position description last updated | April 2021 |
|--|-------------------|