



Art Teacher

POSITION PROFILE

Division	Shire Services	Status	Part Time
Unit	Hazelhurst Arts Centre	Salary Grade	
Reports to	Arts Centre Coordinator/Public Programs & Education Coordinator	Reviewed	

STRATEGIC INTENT

Hazelhurst is a highly respected and leading arts centre that provides best practice models across all of its artistic functions. Art Teachers actively contribute to sustaining the reputation and standing of Hazelhurst in the arts and broader community. Teachers will ensure they continue to maintain this standard by meeting the following aims.

- To enhance Hazelhurst's reputation as a leading arts centre by providing a high level of professional services in the development and implementation of artistic tuition for a wide range of students
- To provide visual arts programs demonstrating a sophisticated knowledge of and high level skills development in particular arts media (painting, drawing, pottery, mosaics, jewellery, sculpture, porcelain art, digital media)
- To provide a safe and social learning environment for students

POSITION PURPOSE

Artistic Learning Program and Practice

- Provide best practice visual arts teaching programs to students at all levels, from professional artist to amateur
- To extend and complement student knowledge and experience, demonstrating a complex understanding of practical and theoretical approaches to visual arts practice.
- To provide art teaching practices based on expert knowledge of materials and technical requirements
- Work independently to design and deliver a high standard of learning outcomes resulting in high student satisfaction
- To contribute to the recognition of Hazelhurst's providing leading art programs
- Provide leadership in guiding students to exhibit their work to meet professional gallery standards
- Create a creative environment which encourages artistic development and enjoyment

Workplace Health and Safety

- To ensure the wellbeing and safety of students, staff and yourself providing best practice methods in the art media employed and conduct in the workplace.

Physical Environment

- Ensuring that the physical environment provided to students is safe and secure, whilst providing a stimulating and professionally mentored learning environment and to promote confidence and security in student welfare.

Staffing Arrangements

- To communicate effectively and ethically with members of the team and to share knowledge and experiences to enhance all aspects of the centre's functions.

Relationships with Students

- To ensure that all students are provided with a warm, welcoming environment and provide professional support to students visual arts development. To acknowledge a diversity of ability and experience through adaptive teaching strategies.

Professional Mentor

- To provide an example of professional practice in the visual arts and to enhance the students' understanding of visual art in a broader industry context.

POSITION OUTCOMES AND ACCOUNTABILITIES

OUTCOME TO BE DELIVERED	PERFORMANCE STANDARD
Educational Program and Practice	
<ul style="list-style-type: none">• Design and develop a specialised, media specific, learning program for students with a range of abilities and experiences from professional to amateur	<ul style="list-style-type: none">• All student needs are met as learners with differing levels of ability with progressive skills development. Students show increased knowledge of media.
<ul style="list-style-type: none">• Provide expert artistic tuition in media of choice that promotes student development and demonstrably indicates increased knowledge through ongoing assessment	<ul style="list-style-type: none">• Students' work indicates growth in skills and understanding in the media undertaken through ongoing assessment of outcomes
<ul style="list-style-type: none">• Teaching practices share expert knowledge and develop specialist skills and knowledge of selected media	<ul style="list-style-type: none">• Students develop a knowledge of the application and use of their media in a contemporary context
<ul style="list-style-type: none">• Work independently on the design and delivery of programs based on expert knowledge	<ul style="list-style-type: none">• Teaching programs are devised and delivered by teachers independently and based on their knowledge and experience
<ul style="list-style-type: none">• Ensure learning programs are cognizant of diverse backgrounds	<ul style="list-style-type: none">• Students from diverse backgrounds feel welcomed and achieve outcomes commensurate with an objective evaluation of abilities
Workplace Health and Safety	
<ul style="list-style-type: none">• Maintain safe practices in the use of equipment and materials	<ul style="list-style-type: none">• Students know the correct use of equipment and materials.
<ul style="list-style-type: none">• Teach safe work practices	<ul style="list-style-type: none">• Student's use correct procedures in the development of art works, with the application of materials tools and equipment

<ul style="list-style-type: none"> • Maintain equipment and materials in good working order 	<ul style="list-style-type: none"> • Supplied tools and equipment are in good working order.
<ul style="list-style-type: none"> • Ensure safe working methods for all activities undertaken 	<ul style="list-style-type: none"> • Staff, students, self and visitors enjoy a safe environment with safe work methods in place
<ul style="list-style-type: none"> • Instruct students on equipment maintenance 	<ul style="list-style-type: none"> • Students are able to maintain their tools and keep in good working order
<ul style="list-style-type: none"> • Instruct in the use of required PPE 	<ul style="list-style-type: none"> • Student's use PPE
<ul style="list-style-type: none"> • Ensure studios are safe environments 	<ul style="list-style-type: none"> • Hazards or risks in the studio environment are dealt with promptly
<ul style="list-style-type: none"> • Report incidents 	<ul style="list-style-type: none"> • Incidents are reported to staff and assistance is sought as required
Physical Environment	
<ul style="list-style-type: none"> • Ensure studio is safe for activity 	<ul style="list-style-type: none"> • Issues are reported to staff or remove hazard if applicable
<ul style="list-style-type: none"> • Ensure studios are ready for prepared activity 	<ul style="list-style-type: none"> • Studios are suitable in set up
<ul style="list-style-type: none"> • Ensure students are instructed in set up and pack down 	<ul style="list-style-type: none"> • Students comply with requirements
<ul style="list-style-type: none"> • Ensure studios are left clean and tidy for others 	<ul style="list-style-type: none"> • Studios are ready for subsequent classes
Staffing Arrangements	
<ul style="list-style-type: none"> • Communicate effectively with all staff on site 	<ul style="list-style-type: none"> • All staff on site are informed as required of activities to be undertaken. Work in other areas of the Centre is conducted appropriately
<ul style="list-style-type: none"> • Maintain professional standards when communicating with staff 	<ul style="list-style-type: none"> • Staff are respected and addressed in a manner consistent with good workplace behaviour
<ul style="list-style-type: none"> • Share knowledge and expertise with staff to develop best practice 	<ul style="list-style-type: none"> • As required contribute to the development of programming at the Centre

<ul style="list-style-type: none"> Maintain ethical standards in staff interactions 	<ul style="list-style-type: none"> Appropriate modes of communication are maintained with all staff on site
Relationships with Students	
<ul style="list-style-type: none"> Maintain a sociable learning experience 	<ul style="list-style-type: none"> Students feel welcomed and ready to learn
<ul style="list-style-type: none"> Provide professional and independent tuition 	<ul style="list-style-type: none"> Students are extended to the best of their abilities and experience
<ul style="list-style-type: none"> Provide an understanding of the visual arts in a broader context 	<ul style="list-style-type: none"> Students are shown by example or experience a range of art practices in the selected media
<ul style="list-style-type: none"> Diverse cultural, social and ability levels are included in the development of learning programs 	<ul style="list-style-type: none"> Student learning outcomes demonstrate an objective assessment of progress
<ul style="list-style-type: none"> Maintain a managed teaching environment 	<ul style="list-style-type: none"> Students work in a receptive learning environment
<ul style="list-style-type: none"> Keep attendance records 	<ul style="list-style-type: none"> Records of attendance are available and current
Professional Mentor	
<ul style="list-style-type: none"> Provide a high standard of professional knowledge in the teaching program 	<ul style="list-style-type: none"> Students are challenged and extended in their art practice
<ul style="list-style-type: none"> Provide students with experiences that assist them to understand the full dimension of practice as an artist 	<ul style="list-style-type: none"> Students engage in showing work, looking at art exhibitions, keeping visual diaries or other professional practice examples.
<ul style="list-style-type: none"> Demonstrate a professional understanding of the visual arts and share knowledge and experience 	<ul style="list-style-type: none"> Students are aware of a broader context for the production and reception of visual art

SELECTION CRITERIA / SUCCESS PROFILE

Qualifications, Certificates or Licences	Essential	<ul style="list-style-type: none"> Bachelor Degree in Visual Arts specialising in a particular media (painting, drawing, pottery, mosaics, jewellery, sculpture, porcelain art, digital media) Minimum of 10 years professional practice or teaching experience Demonstrated expertise in specialized media Working With Children Check
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Experience or skills	Desirable	<ul style="list-style-type: none"> • Post graduate qualification in visual arts • Awards, commissions, residencies • Qualification in education or training. • First Aid Certificate
	Essential	<ul style="list-style-type: none"> • Demonstrated high level of proficiency as an artist in area of specialisation (painting, drawing, pottery, mosaics, jewellery, sculpture, porcelain art, printmaking, digital media) • Demonstrated ability and experience in designing visual arts media teaching programs that show complex learning outcomes • Excellent verbal communication and teaching presentation skills • Knowledge and experience in all facets of contemporary professional art practice • Demonstrated teaching experience in adult art learning, training or education programs of five years or more • Demonstrated evidence of the maintenance of art practice such as exhibitions, studio practice, commissions, awards
	Desirable	<ul style="list-style-type: none"> • Demonstrated teaching experience with accredited learning at the level of tertiary, secondary, primary or early education. • Experience firing kilns, gas and electric, mixing glazes and maintaining a pottery studio
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CORE CAPABILITIES

Attributes	<ul style="list-style-type: none"> ▪ Professional Commitment Reliable and punctual, maintain a learning environment that services a variety of interests and levels of ability. ▪ Team player Able to work with others and provide a supportive and respectful attitude to staff and students ▪ Communication Skills Able to communicate with a diverse range of people who have differing cultural backgrounds, levels of education, and experience in the visual arts. ▪ Availability Flexibility Work on an as required basis with hours possibly including weekends and evenings. ▪ Proficiency Demonstrate a thorough understanding of selected media in all aspects of its application and the use of relevant equipment and tools
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OUR VALUES

Behaviours	<ul style="list-style-type: none"> ▪ Collaborative - be open and welcoming, genuinely connect to others, include others, work together as one ▪ Active - be enthusiastic and optimistic, make a positive contribution, set goals to be the best you can be, deliver every day
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- **Respectful** – be honest and trustworthy, do what you say you will put yourself in the other person’s shoes, listen to what’s important to others
- **Evolving** – stay up to date, take on new opportunities, think creatively about solutions, be a big picture thinker

CORPORATE OBLIGATIONS

Employees	No direct reports. Unit structure attached.
Delegations	Authority to operate within the Delegations attached to the position
Risk Management	Managing work practices to mitigate all identified risks, identifying and reporting additional risk and threats and assist in devising strategies to mitigate these risks.
Financial Management	Managing budgets and expenditure, undertaking relevant checks and applying rules, regulation, process and procedures in dealing with financial matters
Workplace Health and Safety	Comply and co-operate with WHS policies, procedures, instructions and safe systems of work.
Code of Conduct	All employees are responsible for adhering to Council’s Code of Conduct and the policies and procedures that support it
Workplace Behaviour & EEO	All activities must comply with Council’s Workplace Behaviour Guidelines.
Enterprise Content Management	Comply with Council’s Enterprise Content Management Determination and associated guidelines including creation of appropriate records in Council’s records management system and proper custodianship of records to ensure against loss, removal or destruction
Continuous Improvement	Identify obsolete and inefficient practices and recommend changes where appropriate
Customer Focus	Championing an exceptional customer experience, and evaluating customer satisfaction in order to continually improve service delivery
Procurement	Activities are conducted in accordance with the Purchasing Policy and Procedures to provide transparency and cost effectiveness in procurement

SPECIFIC CONDITIONS OF EMPLOYMENT

- Employment is offered as a permanent part-time position
- A Working With Children Check is required for all teaching positions
- Hazelhurst conducts a range of educational components for which teachers may be required
- Other duties as required
- Spread of hours Monday to Sunday
- May include evening work