

## Teacher (Position Description)

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### Purpose

Teachers by virtue of their training and expertise are professional people and this should be reflected in their teaching and the way that they relate to students, parents, their colleagues and the broader community. To live out this professionalism, teachers would, at a minimum, meet the following expectations and responsibilities in relation to their work.

### Commitment to the Catholic Ethos

It is expected that all staff support the College Mission Understanding, Vision and Values; and implement policies, practices and procedures that stem from these. In practice, this involves:

- accepting the Catholic educational philosophy of the school;
- developing and maintaining an adequate understanding of those aspects of Catholic teaching that touch upon their subject areas and other aspects of their work;
- striving to help students to understand, accept and appreciate Catholic teaching and values;
- avoiding, whether by word, action or public lifestyle, any influence on students that is contrary to the teaching and values of the Church community in whose name they act, and
- complying with the accreditation policy of the CECV and other CECV policies.

### Interpersonal Relationships

Teachers need to:

- communicate with students, colleagues and families in a clear, respectful and professional way;
- know each student as a person and as a learner;
- accommodate individual differences;
- encourage students to participate in all aspects of the learning process;
- maintain a professional confidentiality on information they receive about students, and
- establish strong collegial relationships and work collaboratively with learning area colleagues.

## **Pastoral Care and Student Safety**

Teachers need to:

- provide students with a child-safe environment;
- be familiar with and comply with the school's child-safe policy and code of conduct, and any other policies or procedures relating to child safety;
- proactively monitor and support student wellbeing;
- exercise pastoral care in a manner which reflects school values;
- implement strategies which promote a healthy and positive learning environment;
- attend year level meetings as scheduled, and
- attend school organised activities relevant to house or year level, as required.

## **Teaching, Assessment and Evaluation**

Teachers need to:

- create a learning environment which stimulates interest in learning, promotes excellence and recognises that students need both challenge and support;
- cater for the different abilities and backgrounds of students in their classes;
- ensure that their classroom and the broader learning environment are safe;
- set clear expectations around appropriate levels of noise in the classroom and responsibility for learning; ensuring that students understand their responsibility to respond, question, clarify and contribute to the learning of the community;
- teach the learning behaviours necessary to build communities of learning in each classroom. These include but are not limited to strategies such as:
  - reciprocal teaching;
  - accountable talk;
  - conversation roundtables;
  - using the zone of confusion to establish a growth mindset;
  - peer assessment and feedback,
  - and self-assessment techniques.
- ensure that students develop responsibility for their learning and contribute to the learning of others by:
  - making learning intentions, the flow of the lesson and timing explicit;
  - providing success criteria, rubrics and exemplars;

- modelling expert thinking, metacognitive skills and self-regulation strategies;
  - unpacking and modelling academic language requirements;
  - using pre and post assessments to measure growth and drive instruction;
  - giving timely formative assessment and using this to plan targeted teaching, and
  - explicitly teaching and modelling subject specific study and note taking skills.
- recognise the importance of assessment and effective feedback in the learning process;
  - develop students as assessment capable learners;
  - use a range of summative and formative assessment strategies;
  - ensure that assessment is timely and fair;
  - keep accurate records of student progress;
  - provide ongoing assessment information to students and their families, and
  - give feedback and possible suggestions for further development to students and their families at the Student / Parent / Teacher interviews.

## Curriculum

The College uses Understanding by Design to develop curriculum. The maintenance and development of curriculum and resources is the shared responsibility of all staff in a learning area. Teachers work in teams to:

- design curriculum consistent with Victorian Curriculum standards and the College Principles of Learning and Teaching;
- plan, implement and evaluate consistent and coherent classroom programs which foster purposeful learning and allows student to meet program goals;

## Professional Development

Each teacher is responsible for his / her ongoing learning. All teachers are members of discipline based Purposeful Teaching Teams which use the *Teacher Inquiry and Knowledge Building cycle* (Timperley). All teachers participate in the Performance Development and Coaching cycle annually.

It is the professional responsibility of every teacher to work in collaboration with other faculty members. A collaborative approach to teaching ensures consistency of content within the classroom, and across classes of the same subject at the same year level and promotes professional dialogue, personal reflection and teacher learning. Where possible, team planning during preparation time is encouraged. In addition, teachers:

- regularly collect and analyse feedback from students and peers through a variety of data sources, including but not limited to: student feedback surveys, classroom observation, PAT and NAPLAN testing, and student results;

- use the AITSL standards, the School Improvement Plan, and various CECV and school based policies as a roadmap to plan their ongoing learning;
- develop an annual Individual Learning Plan and actively participate in the PDC coaching process;
- work with colleagues to cross mark and moderate work;
- keep abreast of developments in their discipline area and strive to continually improve their pedagogy;
- contribute to the professional learning of colleagues by sharing their ideas, knowledge and resources, and
- work and network with colleagues from other schools, particularly the Colleges in the CRC Federation.

### **Duty of Care**

In addition to their professional obligations, teachers have a legal duty to take reasonable steps to protect students in their care from risks of injury that are reasonably foreseeable.

A teacher's duty of care is not confined to the geographic area of the school, or to school activities, or to activities occurring outside the school where a student is acting on a teacher's instructions. The duty also applies to situations both before and after school where a teacher can be deemed to have 'assumed' the teacher pupil relationship.

The teacher's duty of care is greater than that of the ordinary citizen, in that, a teacher is obliged to protect a student from reasonably foreseeable harm or to assist an injured student, while the ordinary citizen does not have this obligation to respond.

### **Professional Conduct**

Expectations of professional conduct are based on the VIT Victorian Teaching Professional Code of Conduct. Based on the values of integrity, respect and responsibility, this code identifies a set of principles which describe the professional and personal conduct, and professional competence expected of a teacher by their colleagues and the community.

On all occasions when staff are representing the College off-site (camps, overseas travel, professional learning etc) professional conduct is to be maintained. Staff need to be mindful that interactions with members of the College community and beyond need to be conducted in a respectful, responsible and courteous manner. Likewise, teachers attending school functions are also expected to conduct themselves in accordance with the VIT Code of Conduct.

### **Intellectual Property**

All documentation and work generated while employed at the College is and remains the property of the College. Documentation should be published and shared appropriately.

On exiting the College or leaving a Position of Leadership a full and complete handover of relevant material and information needs to take place with the replacement staff member.

## General Expectations

Teachers need to:

- take an active part in the general life to the College;
- participate fully in all meetings and activities;
- attend all timetabled lessons and be punctual to school and class;
- maintain accurate attendance rolls which are marked for every lesson and completed by the end of the day;
- share their expertise by working with trainee teachers;
- support both the curricular and co-curricular program of the College through involvement in committees, student, staff and family activities;
- have a good understanding of College policies, procedures and responsibilities;
- attend all the whole school events, as outlined in the yearly letter of appointment;
- be prepared to attend a variety of out of school activities, including overnight camps and retreats as required;
- be present at school from 8.30am until 5.00pm if involved in meetings or other after school activities, and 4.00pm if there are no meetings / activities (3.15pm on Friday), and
- complete other duties, as directed by the Principal.

*(Reviewed November 2019)*