



Mount Alvernia College

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POSITION TITLE: TEACHER

The role of a teacher in a Catholic school has a number of components.

- **Faith** within the context of the community of the people of God
- **Mission** clarifies the mission of teaching in each special context
- **Knowledge** as a basis for using and developing professional knowledge
- **Virtue** and values
- **Teaching** to support planning and managing the teaching learning process
- **Supervision** and monitor and assess student progress and learning outcomes
- **Learning** supported by commitment to continuous professional development
- **Organisation** within a school structure and climate of renewal that supports and facilitates the work of teachers over an extended period of time
- **Community** in partnership with students, parents, teachers, leadership team, support staff and the Missionary Franciscan Sisters.

The special context for a teacher at Mount Alvernia College is the Mission Statement of the College and the role, and associated duties, must always be read within this particular context.

DUTIES:

The duties of a teacher include:

Ability to plan operationally

- Designing lessons, semester guides and work programs to guide teaching in such a way as to clarify the broad intentions of any unit; outlining the context of any unit; setting out what is expected of the student in terms of work; establishing how students are to be assessed and according to what criteria;
- Planning to meet students' present and anticipated learning needs and interests;
- Providing opportunities for students to learn both independently and collaboratively;
- Conducting excursions or other activities either within or outside the classroom designed to enhance the teaching-learning process.



Demonstration of a range of teaching strategies

- Varying teaching strategies to suit a given purpose;
- Being prepared to experiment with, adapt or adopt, different teaching strategies;
- Establishing and maintaining contexts which suit particular teaching strategies;
- Structuring learning tasks effectively by fostering motivation and engagement; explaining; establishing expectations for students which are clear, challenging, and achievable; and, increasing learners' own sense of responsibility for learning;
- Making regular use of the assessment of individual pieces of student work as a fundamental part of teaching and learning;
- Basing their teaching on a thorough grasp of the content of what they are teaching and an appreciation of the interweaving of the process and content of learning;
- Adapting the content that is being taught to suit the students and the context in which they are teaching.

Demonstration of a concern for student welfare

- Being accessible to, and supportive of, all students, including those with learning, behavioural or personal difficulties;
- Being attentive to, and removing where possible, potential hazards in the learning environment, and actively promoting student safety, including safety from other people;
- Establishing goals that relate to improving the learning opportunities for individuals or groups of students;
- Helping to preserve, or restore, the privacy and good name of students.

Ability to communicate with, and support, students

- Monitoring student progress consistently and providing regular feedback to students about their progress;
- Communicating and consistently applying the expectations of behaviour in various situations to students;
- Overseeing the application of consequences to students who fail to meet expectations of behaviour;
- Knowing about the learning needs of individual students;
- Involving students in the planning of activities.



Preparedness to be accountable to parents

- Maintaining accurate and completing records of student progress and achievement;
- Reporting regularly to parents about student progress, behaviour and achievement according to school policies and procedures;
- Responding to any parent communications within 24 hours;
- Being aware of, and taking appropriate action in response to, frequent absences from class;
- Working closely with other staff and with parents, to provide pastoral care to each student.

Preparedness to be accountable to the school and wider community

- Engaging in teacher evaluation processes;
- Interacting positively with members of the community about educational issues
- Being mindful of the effects of language, manner of dress, degree of punctuality and the like on student, parent and public perception of the individual teacher, the school and the profession.

Preparedness to assist others in the profession

- Sharing information and ideas with colleagues;
- Contributing positively and actively to department and school tasks and responsibilities;
- Supporting and encouraging student teachers, new and beginning teachers;
- Being prepared to contribute to research projects with other professionals.

Demonstration of a commitment to the upgrading of professional skills and qualifications

- Participating in professional development activities;
- Contributing, whenever possible, to school-based professional development activities.

Observation of professional ethics

- Being aware of the value stance embedded in the teaching materials used;
- Not modelling or condoning bias, rather treating students justly and equitably, and being alert to the consequences of one's own behaviour;
- Displaying a positive attitude towards all students, colleagues, parents, and other community members;
- Believing in, expressing, and being able to justify the value of what is taught;
- Displaying a positive attitude towards learning and a belief that all students have the capacity to learn;



- Knowing and publicly supporting the *Statement of Principles for Catholic Education*;
- Understanding how students develop and how they learn, and thus recognising and responding to individual differences in students.

Awareness of educational responsibilities

- Remaining abreast of curriculum changes;
- Participating in school-level investigations into various educational innovations;
- Implementing curriculum changes.

Contribution to the maintenance of school coherence

- Being aware of, and teaching to complement and implement, all school policies, procedures, and goals;
- Being aware of Work Health and Safety responsibilities as detailed in College Worksafe policies;
- Being aware of changes in national, state or school policy which impinge upon classroom practice;
- Referring students, as appropriate, to other professionals within the school, for example, Counsellor, Learning Enhancement Teacher, Pastoral Guardians, Learning Area Advisors, Leadership Team, and contributing to a collaborative, team approach to meeting student needs;
- Supporting both the curricular and extra-curricular program of the school through active involvement in committees, student and staff activities, parent evenings, planning, evaluation and implementation, within the context of the College Mission Statement and relevant industrial awards and agreements;
- Performing other duties as requested from time to time by the Principal or her delegate.

REPORTING RELATIONSHIP:

The teacher is responsible to the Principal in all matters pertaining to the position, and reports regularly to the relevant Learning Area Advisor(s) and/or Pastoral Guardians as appropriate.