



## **PURPOSE OF THE POSITION**

The role of the teacher is to provide quality education and care for students in Catholic kindergartens, schools and colleges in the Diocese of Rockhampton.

## **STATEMENT OF RESPONSIBILITY**

The teacher is a skilled, appropriately qualified educator, committed to the Mission, Vision and Values of Catholic schooling. This commitment is reflected in an acceptance of the role to provide an education for students, which is excellent, authentic and relevant. Such an education provides students with the opportunity for growth to maturity as people, with value systems based on the Gospel of Jesus Christ proclaimed in the Catholic tradition.

The work of the teacher will be consistent with:

- The message of Jesus and the Gospels;
- Catholic Church teachings, principles and values;
- Diocesan policies and directives;
- The Catholic Education Diocese of Rockhampton Charter;
- Catholic Education Mission Statement;
- Catholic Education policies and practices; and
- Catholic Education Strategic Directions.

## **CHILD SAFE STATEMENT**

Student protection is paramount in Catholic kindergartens, schools, colleges and OSHC centres. Our commitment to the protection of children is based on our belief that each person is made in the image of God, and our ethos is to provide a safe and supportive environment for all. All children have the right to expect that the school will always act to protect them from any kind of harm. All staff employed by Catholic Education – Diocese of Rockhampton have a responsibility to act in a way which prioritises the safety of all children.

Catholic Education in the Diocese of Rockhampton complies with all Student Protection legislative requirements. This includes meeting the accreditation requirements of the Non-State School Accreditation Board, which has approved the Student Protection Processes and Guidelines to be used in schools.

## **SCOPE OF THE POSITION**

This Position Description, along with the documents, [Statement of Principles for Employment in Catholic Schools](#) and [Code of Conduct](#), provides teachers with the information required to perform as a teacher in a Catholic school. It also provides a framework within which principals, teachers and other educators can discuss teaching and learning, set goals, develop duty statements, plan professional development activities and appraise teacher performance. Within a consultative and collaborative environment, the use of this Position Description should contribute to the continued growth and development of teachers in Catholic schools in the Diocese of Rockhampton.



## **EFFECTIVE PRACTICE INDICATORS**

The following components utilise the standards of the Australian Professional Standards for Teachers developed by AITSL with an additional component focusing on the context of employment within Catholic Education. Under each component, a range of effective practice indicators are listed which are not designed to be exhaustive but rather provides guidance about the extent to which a teacher demonstrates the expectations apparent in each component.

### **SUPPORT FOR THE VALUE AND ETHOS OF CATHOLIC SCHOOLS**

The teacher demonstrates:

- An ability to articulate the place of the Catholic school in the mission of the Church, centred on Jesus Christ
- An ability and willingness to articulate the implications of the School Mission Statement in relation to the school curriculum
- An ability and willingness to review and reflect positively upon the teacher's own learning and teaching practices and the general educational practices in light of the school's Mission Statement
- An ability to incorporate the values of the Mission Statement into the school curriculum in line with the demands of good learning and teaching practice
- Active support of school prayer and liturgy
- Active support by word, action and known lifestyle of the teaching and values of the Catholic Church community in whose name they act

### **KNOW STUDENTS AND HOW THEY LEARN**

The teacher demonstrates:

- An understanding of the variety of ways in which students develop and learn
- A respect for diversity, cultural and ethnic differences and a belief that all students have a right to learn
- An ability to cater for individual differences and the learning styles of students
- An ability to recognise and respond to individual differences
- Respect for the uniqueness and characteristics of each student's family background
- An ability to design and implement teaching strategies responsive to the learning strengths and needs of students from diverse backgrounds
- An ability to develop differentiated teaching strategies to meet the specific needs of students across the full range of abilities

### **KNOW THE CONTENT AND HOW TO TEACH IT**

The teacher demonstrates:

- A knowledge of content and its relationship to educational goals
- An understanding of the relationship between processes of inquiry, knowledge and developing skills
- The application of professional knowledge and understandings to the teaching and learning process
- An ability to organise content into coherent, well-sequenced learning and teaching programs
- An ability to design and implement programs using knowledge of curriculum, assessment and reporting requirements
- The ability to apply knowledge of the content and teaching strategies to development of engaging teaching activities



### **PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING**

The teacher:

- Plans purposeful programs to achieve specific student learning outcomes
- Matches content and teaching strategies to student development, interests and learning needs
- Is aware of and contributes to the ongoing development of school curriculum documents
- Structures learning tasks effectively
- Establishes clear, challenging and achievable expectations for students
- Fosters independent and co-operative learning
- Engages students actively in developing knowledge and understanding
- Completes efficiently all records required in teaching and learning such as teaching programs and assessment and evaluation documentation

### **CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS**

The teacher demonstrates:

- Encouragement for positive student behaviour
- A care and concern for students
- A commitment to the teaching and learning of students
- An awareness of the health and safety responsibilities to students and takes action to minimise risks to students
- A commitment to ensure child protection requirements and policies are implemented
- A commitment to carry out supervision responsibilities in a punctual and efficient manner
- Implementation of effective behaviour management practices and procedures

### **ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING**

The teacher:

- Demonstrates effective communication with students
- Understands the educational basis and role of assessment in teaching
- Uses a variety of assessment strategies that take account of relationships between teaching, learning and assessment
- Monitors student progress and provides feedback to students and parents in accordance with system and local policies
- Maintains accurate records of student progress in accordance with system and local policies
- Draws on data related to individual students to guide improvement

### **ENGAGE IN PROFESSIONAL LEARNING**

The teacher:

- Critically reflects on their own practice to improve the quality of teaching and learning
- Evaluates teaching and learning programs at the individual and cohort level
- Plans to meet longer-term person and school goals
- Continues to develop professional skills and capacity
- Demonstrates collegial approaches to working with all members of staff
- Demonstrates respect for the opinions of colleagues which may differ from their own professional stance
- Enhances their understanding of the religious, cultural and organisational aspects of the school
- Collaborates with peers to plan, present and review teaching and learning



### **ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY**

The teacher demonstrates:

- Collaborative approaches to working with parents and other members of the school community
- Commitment to fostering links with other professionals and the wider community
- An acknowledgement that parents are the first educators of their children
- An endeavour to establish a relationship with parents, guardians and families, based on courtesy, mutual trust and open communication
- Respect for family privacy and an appropriate level of confidentiality when dealing with information regarding students and families
- Respect for parents' and guardians' rights of inquiry and the right to consultation and the sharing of information with regard to their children
- A commitment to actively support the overall aims of Catholic Education Diocese of Rockhampton
- A commitment to articulate the place of the Catholic school in the mission of the Catholic Church and the local parish community
- The ability to complete efficiently all records required by regulation and law
- The ability to maintain the necessary current and accurate records for class and school
- The ability to respond within a reasonable timeframe to requests made by school and system authorities for records, documentation and information

### **AUTHORITY LIMITS**

Full authority to act within the role and enact the duties as outlined above is delegated by the Principal.

### **REPORTING AND OTHER RELATIONSHIPS**

Teachers with Catholic Education Diocese of Rockhampton are responsible to the Director through the Principal.

### **RESOURCE MATERIAL**

Australian Professional Standards for Teachers – Australian Institute for Teaching and School Leadership (AITSL)

Code of Conduct - Catholic Education Diocese of Rockhampton (CEDR)

Statement of Principles for Employment in Catholic Schools - CEDR