Teacher Role Description

Our mission at Catholic Ladies’ College is to educate in partnership with parents, women of faith, integrity, individuality and compassion, confident of their own worth as women and wholly involved in the transformation of society. This endeavour is possible only within a Christ centered community.

Teachers at Catholic Ladies’ College are responsible to the Principal for the delivery of quality learning and teaching experiences, which enhance student outcomes. The College recognizes teachers as its most valuable resource and expects teachers to work in a collaborative way that enhances the spirit and culture of the College community and supports the College Mission, vision and Strategic Plan.

Role Responsibilities

The role responsibilities draw upon the Victorian Catholic Education Multi Enterprise Agreement 2013 and the Australian Professional Standards for Teachers. The role revolves around a demonstrated commitment to professional knowledge, professional practice and professional engagement.

Professional Knowledge

Teachers know how students learn and how to teach them effectively

- Teachers draw on the body of knowledge about learning and contemporary research into teaching and learning to support their practice;
- Teachers know the importance of prior knowledge and language for learning, and the impact of discussion, group interaction and reflection in the learning process;
- Teachers know how to engage students in active learning;
- Teachers know how classroom and program design, use of materials and resources and the structure of activities impact on learning.
- Teachers know the central place of religious education within the school curriculum

Teachers know the content they teach

- Teachers have a sound, critical understanding of the content, processes and skills they teach;
- Teachers can articulate the key features and relevance of their content to their students and others, and can demonstrate how it is applied;
- Teachers know the methodologies, resources and technologies which support learning of the content, processes and skills they teach;
- Teachers are familiar with curriculum statements, policies, materials and programs associated with the content they teach.
Teachers know their students

- Teachers know the learning strengths and weaknesses of their students and are aware of the factors that influence their learning;
- Teachers are aware of the social, cultural, and religious backgrounds of the students they teach; and treat students equitably;
- Teachers develop an understanding and respect for their students as individuals, and are sensitive to their social needs and the way they interact with others;
- Teachers know the importance of working with and communicating regularly with students’ families to support their learning.

Professional Practice

Teachers plan and assess for effective learning

- Teachers use their knowledge of students, content and pedagogy to establish clear and achievable learning goals for their students;
- Teachers plan for the use of a range of activities, resources and materials to provide meaningful learning opportunities for all their students;
- Teachers monitor student engagement in learning and maintain records of their learning progress;
- Teachers select assessment strategies to evaluate student learning, to provide feedback to students and their parents/guardians and to inform further planning of teaching and learning.
- Teachers undertake data analysis to inform practice.

Teachers create and maintain safe and challenging learning environments.

- Teachers develop a positive learning environment where respect for individuals is fostered and where learning is the focus;
- Teachers provide a learning environment that engages and challenges their students and encourages them to take responsibility for their own learning.
- Teachers use and manage the materials, resources and physical space of their classroom to create a stimulating and safe environment for learning;
- Teachers establish and maintain clear and consistent expectations for students as learners and for their behaviour in the classroom.

Teachers use a range of teaching practices and resources to engage students in effective learning

- Teachers communicate effectively with students to make their learning programs explicit, to build rapport, and to support their learning;
- Teachers provide and manage opportunities for students to explore ideas and develop knowledge and skills, through discussion and group activities.
- Teachers use and manage a range of teaching and learning strategies, technologies, activities and resource;
- Teachers provide meaningful feedback to students and their parents/guardians about their developing knowledge and skills.
Professional Engagement

Teachers reflect on, evaluate and improve their professional knowledge and practice

- Teachers work within the framework of school, CECV and diocesan policies
- Teachers regularly reflect on and critically evaluate their professional knowledge and the effectiveness of their teaching;
- Teachers work collaboratively with other members of the profession and engage in discussion of contemporary issues and research to improve professional practice;
- Teachers identify their own professional learning needs and plan for and engage in professional development activities;
- Teachers develop organizational and administrative skills to manage their non-teaching duties effectively.

Teachers are active members of their profession

- Teachers support and contribute to the development of the ethos of the Catholic school
- Teachers contribute to the development of school communities that support the learning and wellbeing of both students and fellow teachers;
- Teachers work effectively with other professionals, parents/guardians and members of the parish / broader community to provide effective learning for students;
- Teachers promote learning, the value of education and the profession of teaching in the wider community;
- Teachers understand and fulfill their legal responsibilities and share responsibility for the integrity of their profession.

General Duties

Teachers at Catholic Ladies' College are expected to:

- Maintain effective, positive and collaborative working relationships with all members of the community.
- Punctually attend all timetabled lessons and other timetabled duties, including yard and other supervisory duties.
- Maintain accurate records of student attendance using the technology adopted by the School.
- Complete administrative tasks, accurately and in a timely manner.
- Attend staff meetings, pastoral meetings and other learning area meetings and briefings.
- Support and comply with relevant legislative/regulatory requirements such as Occupational Health and Safety, Equal Opportunity, Discrimination and Privacy.
- Have a willingness to be involved in the co-curricular life of the College.

Specific Duties

As negotiated with the Principal and Leadership Team, and as outlined in the Agreement.

Qualifications/Pre-requisites

- Relevant tertiary teaching qualifications
- Current registration with the Victorian Institute of Teaching
- First Aid Certificate HLTFA301B – Apply First Aid (desirable)
- Completion of Course 21659VIC First Aid Management of Anaphylaxis (desirable)