



**Catholic Ladies' College Ltd**  
[ABN 44 058 164 891] [ACN 058 164 891]

## **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 2018 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 and its mission
- 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.

## Other Duties

As negotiated with the Principal and Leadership Team, and as outlined in the Victorian Catholic Education Multi Enterprise Agreement 2018 and Appendix 1.

SELECTION CRITERIA	
<b>Commitment to Catholic Education</b>	<ul style="list-style-type: none"> <li>• A demonstrated understanding of the ethos of a Catholic school and its mission</li> <li>• A demonstrated understanding of the Church's teachings and the Catholic teacher's role in the mission of the Church</li> <li>• A demonstrated capacity to instil in students a respect for each other in accordance with the teachings of Jesus Christ</li> <li>• A capacity to integrate the Church's teachings into all aspects of curriculum</li> </ul>
<b>Commitment to Child Safety</b>	<ul style="list-style-type: none"> <li>• Experience working with children</li> <li>• A demonstrated understanding of child safety</li> <li>• A demonstrated understanding of appropriate behaviours when engaging with children</li> <li>• Familiarity with legal obligations relating to child safety (e.g. mandatory reporting)</li> <li>• Be a suitable person to engage in child-connected work</li> <li>• Comply with the College's Child Safety Code of Conduct and any other policies or procedures relating to child safety</li> </ul>
<b>Education and Experience</b>	<p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>• Relevant tertiary Teaching qualifications</li> <li>• Current Victorian Institute of Teaching (VIT) registration</li> <li>• Accreditation to teach in a Catholic school (or be working towards such accreditation)</li> </ul> <p><b>Desirable Other:</b></p> <ul style="list-style-type: none"> <li>• Accreditation to Teach Religious Education</li> <li>• Relevant post-graduate studies (or working towards such qualifications)</li> <li>• Demonstrated understanding and experience of the learning and teaching pedagogy associated with the Victorian Curriculum</li> <li>• Demonstrated experience in using ICT to teach subject area</li> <li>• Preference for experience in inquiry based learning and use of student data to maximise learning outcomes</li> <li>• Certificate – HLTAID003 Provide First Aid</li> <li>• Certificate – 22300VIC First Aid Management of Anaphylaxis</li> <li>• Certificate – Asthma Management in Schools online training</li> <li>• Certificate – HLTAID001 Provide Cardiopulmonary Resuscitation</li> </ul>
<b>Skills/Attributes</b>	<ul style="list-style-type: none"> <li>• Ability to work as part of a team</li> <li>• Good oral and written communication skills, including ability to communicate with children, parents and the school community</li> <li>• Experience and proven record in effective learning and teaching skills, including management of composite classes/mixed ability classes</li> <li>• Demonstrated capacity to participate in a range of school activities, e.g. school sports, sacramental programs, liturgies, school camps/excursions</li> <li>• Leadership qualities</li> <li>• Self-motivation</li> <li>• Ability and willingness to accept policy directives</li> </ul>

<b>Contemporary Teaching</b>	<ul style="list-style-type: none"> <li>• Develop a stimulating learning environment by using a variety of styles and approaches to cater for individual learning needs</li> <li>• Understand and adhere to state and national course requirements including the standards of professional practice – Australian Standards of Teaching – and the CECV</li> <li>• Employ a variety of effective teaching strategies to effectively implement the curriculum</li> <li>• Give appropriate time to lesson planning and organisation</li> <li>• Keep accurate records of student attendance using the technology adopted by the school</li> <li>• Embrace the use of information and communications technologies to enhance learning</li> <li>• Engage in learning progress discussions</li> <li>• Write formal academic reports that conform to report writing guidelines</li> <li>• Use visible learning intentions and success criteria to enable students to develop a clear understanding of why they are learning and what they are learning</li> <li>• Feedback practices, including developmental Learning Maps (rubrics)</li> <li>• Monitor the progress of each student and provide meaningful and regular feedback to each student on their progress</li> <li>• Liaise with appropriate support staff in the implementation of the curriculum</li> <li>• Punctually attend all timetabled lessons and other timetabled duties, including yard and other supervisory duties.</li> </ul>
<b>Pastoral Care and Child Safety</b>	<ul style="list-style-type: none"> <li>• Provide students with a child-safe environment</li> <li>• Proactively monitor and support student wellbeing</li> <li>• Exercise pastoral care in a manner which reflects school values</li> <li>• Implement strategies which promote a healthy and positive learning environment</li> </ul>
<b>Curriculum Development</b>	<ul style="list-style-type: none"> <li>• Plan, develop, review and evaluate curriculum in subject areas and at year levels which you teach</li> <li>• Develop assessment instruments in a collegial manner where whole group testing takes place</li> <li>• Evaluate digital learning materials and make recommendations to subject coordinators about their implementation</li> <li>• Create and evaluate online resources for the purposes of enriching the curriculum</li> <li>• Attend subject meetings as scheduled</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Have current knowledge of curriculum initiatives in your teaching areas</li> <li>• Commit to ongoing professional development in your teaching areas</li> <li>• Be open to researching areas of interest relevant to directions provided in the school's strategic plan</li> <li>• Continue development of ICT skills as technologies evolve</li> <li>• Participate in the staff appraisal process</li> <li>• Be an active member of a relevant professional association as duties permit</li> <li>• Support collegial learning by acting as a mentor or supervising and supporting a student teacher after consultation with subject coordinator</li> </ul>
<b>Co-Curricular Involvement</b>	<ul style="list-style-type: none"> <li>• Have a willingness to support and be involved in the co-curricular program</li> <li>• Proactively encourage students to participate in co-curricular activities</li> <li>• Act as a role model for participating students</li> <li>• Create and maintain a safe environment in which students may enjoy their participation</li> <li>• Oversee the provision and care of relevant equipment materials and first aid requirements</li> </ul>
<b>General and Administrative Duties</b>	<ul style="list-style-type: none"> <li>• Contribute to a healthy and safe work environment for yourself and others and comply with all safe work policies and procedures</li> <li>• Complete administrative tasks, accurately and in a timely manner.</li> <li>• Demonstrate duty of care to students in relation to the physical and mental wellbeing</li> <li>• Attend all relevant school meetings, sporting events, mass, community and faith days as well as professional learning opportunities</li> <li>• Demonstrate professional and collegiate relationships with colleagues and all members of the College Community</li> <li>• Uphold the professional standards expected of a teacher</li> <li>• Other duties as directed by the Principal</li> </ul>