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| <b>POSITION TITLE:</b> | <b>Classroom Teacher</b>  |
| <b>EMPLOYER:</b>       | <b>Diocese of Sale Catholic Education Ltd</b>   |
| <b>CLASSIFICATION:</b> | <b>As per Diocese of Sale Catholic Education Limited<br/>Schools and Secretariat Agreement 2022 (Agreement)</b> |
| <b>ACCOUNTABILITY:</b> | <b>Principal</b>  |




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*'We must remember that teachers and educators fulfil a specific Christian vocation and share an equally specific participation in the mission of the Church, to the extent that it depends chiefly on them whether the Catholic school achieves its purpose.'*

### ***The Catholic School on the Threshold of the Third Millennium***

St Catherine's School is one of three primary schools in the Parish of St Michael's, Berwick. Situated in the south-east growth corridor of Melbourne, St Catherine's is an integral part of the Sale Diocese, committed to being a faith and learning community which celebrates God's presence through our rich Catholic tradition, excellence in teaching and learning, and a strong partnership between families, school and parish.

Teachers at St Catherine's are appointed by the Diocese of Sale Catholic Education Ltd and responsible to the Principal for the delivery of quality learning and teaching experiences, which enhance student outcomes.

St Catherine's recognises teachers as its most valuable resource and expects teachers to work in a collaborative manner that enhances the spirit and culture of the School community and supports the School's Mission, Vision and strategic directions.

### **ROLE RESPONSIBILITIES**

The role responsibilities draw upon the Diocese of Sale Catholic Education Limited Schools and Secretariat Agreement 2022 (Agreement) and the Victorian Institute of Teaching Dimensions of Professional Practice. The role revolves around a demonstrated commitment to professional knowledge, professional practice and professional engagement. The teacher must also hold current VIT Registration.

## **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 and faith experiences within the Catholic 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 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 provide students with a child-safe environment, exercise pastoral care in a manner which reflects the school's values and proactively monitor and support student wellbeing.

### **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 resources.
- 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 professional development activities.
- Teachers identify their own professional learning needs and plan for and engage in professional development activities.
- Teachers develop organisational 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 and 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 fulfil their legal responsibilities and share responsibility for the integrity of their profession.

## COMMITMENT TO CATHOLIC EDUCATION

- Demonstrates an understanding of the ethos of a Catholic school and its mission
- Demonstrates an understanding of the Church's teachings and the role of a teacher in a Catholic school in the mission of the Church
- Demonstrates capacity to instil in students a respect for each other in accordance with the teachings of Jesus Christ
- Capacity to integrate the Church's teachings into all aspects of the curriculum

## COMMITMENT TO CHILD SAFETY

- Experience working with children
- Demonstrates an understanding of child safety
- Demonstrates an understanding of appropriate behaviours when engaging with children
- Familiar with legal obligations relating to child safety (eg mandatory reporting)
- Of suitable character to engage in child-connected work

## CORE COMPETENCIES & INTERPERSONAL SKILLS

- Understands and is committed to education in the Catholic tradition
- Experience and proven record in effective teaching and learning skills
- Works effectively as part of a team

- Accepts professional responsibility for own work
- Is able and willing to accept policy directives
- Demonstrates appropriate relational skills
- Responds pastorally to human and interpersonal issues
- Is proficient in the use of ICT tools for administration and as an essential teaching and learning tool in the classroom
- Demonstrates a capacity to acquire new skills
- Possesses oral and written communication skills of a high order, including the ability to communicate with students, parents and the school community

#### **MANDATORY QUALIFICATIONS AND REQUIREMENTS**

- Professional qualifications in Education
- Registered with the Victorian Institute of Teaching
- Willingness to achieve Accreditation to Teach Religion in a Catholic School