Role of the Teacher

Position Information Document
Introduction

St Columba College is an R – 12 co-educational College established as a joint initiative of the Anglican and Catholic churches of the Adelaide Dioceses. Established in 1997 and located at Andrews Farm in the Northern suburbs of Adelaide the College is open to families who are seeking a Christian education founded on the beliefs, values and practices of both traditions of our unique ecumenical partnership.

St Columba College seeks to develop an environment in which all community members experience welcome hospitality and encounter a place of care, safety and security with students at the centre of all that is undertaken. Students are invited to think about their future, set their goals high and to engage in the effort and focus required to achieve outstanding educational and personal success. Students are respected as capable learners. Teachers are committed to providing an environment focused on outstanding teaching and learning. We strive to honour every student's right to participate in a vibrant, innovative, relevant and challenging curriculum which motivates and inspires them to develop knowledge, skills, personal beliefs and values. We provide students with opportunities to develop their spirituality, through immersion in a rigorous Religious Education curriculum and participation in a rich liturgical program based on our Anglican and Catholic traditions. We support students to develop their understanding of Christianity and of God's personal love, which we hope inspires them to be a force for good in our world - a sign of hope for others.

The College invites parents and caregivers to be partners in the education of their children. In collaboration with families, staff seek to nurture and promote the Christian traditions and aims of the College and their aspiration for the highest educational outcomes for all students. The College community prides itself on its friendly culture, rigorous academic program, high standards of student behaviour, focus on student well-being, modern facilities and excellent recreational spaces all of which are sustained by the support and commitment of its parent community.

It is an understanding that teachers will uphold, model and actively support the Anglican and Catholic values and teachings that underpin the College. High expectations are placed on teachers to demonstrate professional behaviours and to be prepared to assume all responsibilities relating to teaching that provide students with outstanding learning opportunities.

Vision

St Columba College seeks to nurture in its students and the community a close relationship with God, a passion for living, and a lifelong love of learning.

Mission

St Columba College aims to provide students with outstanding learning and academic outcomes, and support students to experience God's love, as embodied within our Anglican and Catholic traditions.
Broad Purpose

The Role of the Teacher is to provide outstanding learning, teaching and leadership for all students to achieve outstanding educational success, within the context of our two faith traditions.

Key Relationships

- Principal and Deputy Principal
- Head(s) of School
- Leadership Mentor
- Curriculum Coordinators / Faculty Leaders
- Colleagues
- Students
- Parents / Caregivers

Key Areas of Work

1. Professional Responsibilities

The teacher is employed by St Columba College Council, Munno Para Inc, and is responsible to the Principal directly, and/or through the relevant Executive staff and leadership mentor structures.

The teacher’s conditions of employment are articulated in The South Australian Catholic Schools Enterprise Agreement 2013 (as amended).

Teachers are expected to:

- Ensure the safety of all students.
- Be an outstanding practitioner, ensuring students are engaging in the Australian Curriculum and/or SACE and any local curriculum, as prescribed by the College.
- Act in a manner consistent with the Code of Conduct for Staff at St Columba College.
- Demonstrate a commitment to uphold and contribute to the Anglican and Catholic ethos of the College.
- Provide leadership in the area of faith formation and the modelling of our Christian traditions and practices.
- Provide inspirational learning, teaching and leadership for students within the College.
● Engage in College sponsored and self-directed Professional Learning referenced to the Australian Institute for Teaching and School Leadership (AITSL) Professional Standards for Teachers (APST).

● Develop a Professional Learning Plan to support the College's goal to achieve continuous improvement in learning and teaching.

● Understand the employer's requirements and act in accordance with all College policies, guidelines, and procedures.

● Be aware of and consistently implement all relevant College student policies and procedures.

● Complete administrative tasks accurately and on time, including record keeping.

● Ensure all responsibilities relating to student ‘duty of care’ are attended to.

● Undertake supervision duties, including Yard Duty, diligently.

● Attend staff meetings, information nights, parent teacher interviews, and other professional activities expected of teachers.

● Accept delegated responsibilities.

● Undertake to dress and behave professionally, and promote high standards in all aspects of College life.

● Ensure punctuality to Morning Prayer, all classes, professional activities, and yard duties.

● Establish an orderly and attractive classroom learning environment.

● Maintain high standards of tidiness and orderliness for all learning spaces.

● Ensure that necessary resources and equipment is accessible and available to all students in readiness for planned learning activities.

● Perform any other duties as required from time-to-time, as directed by the Principal.

2. Learning and Teaching

The Teacher will:

● Demonstrate a sound knowledge of contemporary and inclusive pedagogies that promote learning and improve literacy and numeracy outcomes.

● Apply curriculum knowledge and creative and innovative teaching methodologies to facilitate outstanding student learning outcomes.

● Identify individual student learning needs and styles, and plan learning experiences that enable all students to achieve success.

● Differentiate curriculum, as appropriate, for individual student learning success using reliable student learning data.

● Maintain up-to-date and detailed lesson plans in SEQTA Programs including documenting all learning outcomes.
- Use student learning data skillfully to inform pedagogy and drive improved student learning outcomes.
- Document, monitor and track student learning outcomes using SEQTA and any other means as directed by the Curriculum Coordinator/Faculty Leader.
- Have expert knowledge of the curriculum content and expected learning outcomes.
- Embed contemporary applications of Information and Communication Technologies into teaching practice and student learning.
- Develop and maintain positive student working relationships.
- Establish structures and processes to achieve a productive learning environment.
- Employ behaviour management strategies which ensure a safe, orderly and successful learning environment.
- Provide opportunities for all students to demonstrate outstanding learning outcomes.

3. Assessment and Reporting of Student Learning

The Teacher will:

- Provide students with an instructional program that incorporate tasks that provide opportunity for Assessment FOR Learning and Assessment OF Learning.
- Provide classroom instruction to ensure students have the necessary skills and knowledge required to complete assessments.
- Provide students with comprehensive and specific feedback on performance that reinforces student achievement and focuses on improvement.
- Gather and interpret assessment data to support student learning and to inform and revise teaching practice and assessment strategies.
- Provide students with task sheets which:
  - Clearly identify learning outcomes;
  - Provide assessment criteria / standards which will be used to measure progress against the identified learning outcomes;
  - Identify clear links between each part of the task and the assessment criteria/standards the task is designed to measure.
- Provide a timeline of learning checks prior to submission of Assessment OF Learning tasks (where appropriate).
- Provide appropriate scaffolding to support students to complete assessment tasks (e.g. direct instruction/deconstruction of learning outcomes and assessment criteria, clarification between components of the task and the standard, sequencing completion of the task into manageable parts with established due dates).
- Seek support from Curriculum Coordinators/Faculty Leaders/Director of Inclusive Education to adjust tasks to support student learning if required or mandated by the Disability Discrimination Act (DDA).
- Communicate concerns regarding compliance and student achievement to parents, Curriculum Coordinators, Faculty Leader, Director of SACE and Head of School where necessary.
- Maintain accurate and comprehensive records of student achievement, negotiated extensions, special provisions and supporting documentation in SEQTA.
- Maintain accurate and comprehensive records of student progress and achievement.
- Use a variety of assessment and reporting methods to regularly monitor learning progress, as directed by the Curriculum Coordinator/Faculty Leaders.
- Provide parents and students with detailed, accurate and informative written and oral reports at appropriate times, as required by the College.

4. Working with Colleagues
The Teacher will:
- Work collaboratively and respectfully in year level, mentor and faculty teams.
- Work collaboratively and respectfully with all staff.
- Contribute to and participate in staff professional learning.
- Develop and maintain effective professional partnerships with all staff.

5. Working with Students
The Teacher will:
- Maintain clear professional boundaries with all students and recent graduates of the College.
- Provide a motivational learning environment for all students.
- Maintain a focused, organised, task-oriented learning environment.
- Ensure that all students are engaging effectively in lessons to achieve the expected lesson aims and learning outcomes.
- Support students to adhere to timelines for the completion of work.
- Support individual students to access all elements of the curriculum.
- Provide pastoral support to students as appropriate.
- Establish positive and effective relationships with students.
- Follow all prescribed procedures to respond to students who do not meet expected work or assessment requirements.
• Manage student behaviour effectively to promote an effective learning environment for all students in the class.
• Apply prescribed consequences and strategies to respond to students who do not demonstrate responsible behaviour expectations.
• Support students to meet the expected requirements for uniform, behaviour, attendance, punctuality and other expected College Standards.

6. Interaction with the College Community and Privacy

The teacher will:
• Demonstrate effective communication skills with students, colleagues, parents /caregivers, and other community members.
• Celebrate student work in the fortnightly newsletter as appropriate.
• Abide by the College Social Media Policy and ensure the good name of the College is not brought into disrepute.
• Ensure any intended published material is sent to the Head of School for approval prior to it being distributed electronically or via any other form of media.
• Never act as a spokesperson for the College.
• Inform the Principal of any likely media issues that may affect the College should you become aware of such.
• Protect and ensure that all private and personal information relating to students, colleagues, and staff employed by the College, Council members or parents is kept confidential during the term of employment and post-employment at the College.

7. Work Health and Safety

This role is deemed to be a Worker under the South Australian Work Health and Safety (WHS) Act 2012.

As a Worker, while at work you must:
• Take reasonable care for your own health and safety.
• Take reasonable care that your actions or omissions do not adversely affect the health and safety of other persons.
• Comply, in so far as you are reasonably able to, with any reasonable instruction given by the employer.
• Cooperate with any reasonable policy or procedure notified to workers by the employer that is related to health and safety at the workplace.

Reference: Division 4, Section 27 and 28 WHS Act 2012
As a Worker, you are expected to:

- Support the development and maintenance of a best practice WHS culture within the workplace.
- Adhere to safe work practices.
- Be responsible for the WHS and maintenance in any designated area or classroom.
- Provide appropriate WHS training for persons using designated and/or specialised areas.
- Encourage colleagues and others on the worksite to adhere to safe work practices.

Legal and Policy Requirements

- Comply with all relevant policies and procedures.
- Improve systems of work and safe practices.

Performance and Training

- Participate in relevant WHS training programs.
- Provide appropriate WHS training for persons using designated areas.

Risk Management and Hazard Control

- Report hazards and unsafe workplace practices associated with the workplace to their supervisor.

Incident Reporting and Investigation

- Report work-related injuries and incidents in accordance with the Catholic Church Safety Manual.
- Participate in the investigation of potential hazards, dangerous occurrences, WHS incidents, and near-misses in accordance with the Catholic Church Safety Manual.

Consultation

- Raise WHS issues with their work colleagues, supervisor, or WHS committee, and assist with their resolution.
- Regularly discuss WHS issues with other staff at staff meetings.
- Regularly consult with colleagues on WHS issues, and actively participate in WHS committees if required.

Monitoring

- Monitor and evaluate their own WHS performance.
- Monitor the health, safety, and wellbeing of work colleagues to ensure they can undertake their work safely.
- Participate in workplace WHS inspections/audits, and assist in the maintenance of WHS facilities, resources, equipment, and information.

Person Specification

**Essential** – it is an expectation that the Teacher will:

- Be a highly motivated educator who has a record of delivering successful student outcomes.
- Possess appropriate qualifications, expertise, and experience.
- Possess the commitment, knowledge, and skills necessary to foster Christian community and an ethos appropriate to an Anglican and Catholic College.
- Demonstrate an active involvement in a faith community.
- Demonstrate an understanding of, and commitment to, principles of social justice, gender, and equity.
- Possess excellent interpersonal and communication skills.
- Meet all documentary/regulatory requirements of the Teacher’s Registration Board and of St Columba College including a satisfactory police check and other screening procedures on appointment and to ongoing police checks at regular intervals as requested throughout employment.

**Desirable** – it will be an advantage to have:

- Post-Graduate studies in Education.
Performance Review

- The Teacher must undertake a performance review on an annual basis.
- On the first anniversary of appointment and annually thereafter, or at another mutually agreed time, consultation will occur between the Principal (or delegate) and the Teacher to ensure that the Position Information Document is accurate.

Signed: ________________________________  Date: ________________

Principal or Delegate

Signed: ________________________________  Date: ________________

Teacher

Role Review Date: ________________  Performance Review Date: ________________