



Catholic Education Archdiocese of Brisbane

SETON COLLEGE - TEACHER POSITION STATEMENT

This Position Statement documents ways in which the Teacher at Seton College may enact their role and is to be read in conjunction with the document entitled Role Description - Teacher which is the overarching Role Description for all Teachers within the Catholic Education Archdiocese of Brisbane.

1.0 POSITION TITLE

Teacher - Seton College

2.0 PURPOSE OF POSITION

The role of the Seton College Teacher is to deliver differentiated classroom teaching practice to meet specific learning needs of students across a diverse range of abilities, including students with disability, with connection to and participation in the Australian Curriculum.

3.0 KEY RESULT AREAS

In partnership with colleagues and through the support of the Archdiocese of Brisbane the Seton College Teacher in a Catholic school is required to:

Mission/Ethos

- ❖ Demonstrate an understanding of, commitment to, and support for the values and ethos of the Catholic school and the mission of the Catholic Church

Professional Practice

- ❖ Demonstrate, develop and maintain effective teaching practice for students with diverse learning needs and students with disability

Professional Engagement

- ❖ Participate in and support collaborative processes to facilitate student outcomes

Professional Learning

- ❖ Maintain currency of professional knowledge and skills, and participate in collaborative processes for ongoing implementation of differentiated teaching and learning practices for students with disability and diverse learning needs

4.0 STATEMENT OF RESPONSIBILITY

Seton College is a contemporary Catholic coeducational secondary college providing spiritual, intellectual, social and emotional development of students. Operating within the Catholic Archdiocese of Brisbane, Seton College is committed to inclusive education and the principles of the Brisbane Catholic Education Strategic Plan 2017-2020.

The Teacher at Seton College is committed to:

- equity, access and entitlement to learning for all students;
- an understanding and demonstration of inclusive classroom education and educational adjustments;
- knowledge of student disability within an educational context;
- knowledge and deployment of teaching to the Australian Curriculum;
- meeting AITSL standards, including knowing students and how they learn; and
- supporting the implementation of the Excellent Learning and Teaching Moving Forward strategy 2017-2020.

5.0 SCOPE OF THE POSITION

The role of the Teacher at Seton College is fulfilled in both part-time and full-time capacities.

MISSION/ETHOS

Demonstrate an understanding of, commitment to, and support for the values and ethos of the Catholic school and the mission of the Catholic Church

Examples may include:

- support and participate in the religious life of the College, understanding the primacy of religious education
- collaborate with others in support of the ethos and mission of the College
- support engagement in the pastoral care of students and supporting their spiritual and moral development

PROFESSIONAL PRACTICE

Demonstrate, develop and maintain effective teaching practice for students with diverse learning needs and students with disability

Examples may include:

- participate in College collaborative processes to identify, plan for, review and monitor the personalised supports put in place for students
- grow in the application of knowledge and practices in teaching students with disability and diverse learning needs
- understand the need and use of data informed and evidence-based teaching practice
- plan, organise and adjust classroom activities to address the functional impact of disability
- grow in and model effective teaching practices
- assess student performance and track their progress against the Australian Curriculum
- engage with the system's learning challenge within the College context
- follow management plans e.g. medical, behavioural

PROFESSIONAL ENGAGEMENT

Participate in and support collaborative processes to facilitate student outcomes

Examples may include:

- participate in professional development, dialogue and reflection in support of the Excellent Learning and Teaching Moving Forward 2017-2020 Strategy
- engage in consultation and collaboration with peers, professional staff, leadership and parents in relation to the needs of students
- collaborate with STIEs, Guidance Counsellors and Speech Pathologists in verification processes, the planning, teaching and assessment cycle, and Nationally Consistent Collection of Data (NCCD) processes for students with disability and diverse learning needs
- direct and supervise the work of school officers within the classroom

PROFESSIONAL LEARNING

Maintain currency of professional knowledge and skills, and participate in collaborative processes for ongoing implementation of differentiated teaching and learning practices for students with disability and diverse learning needs

Examples may include:

- collaborate in school professional learning teams to inform and clarify local teaching practices to improve the learning progress for each student
- explore, pursue and share professional learning on theoretical and practical aspects of adjusting the relevant curriculum for students with disability and diverse learning needs
- share examples of effective teaching practices for all students
- maintain a high level of academic knowledge of relevant contemporary pedagogy

6 AUTHORITY LIMITS

Full authority is delegated by the Executive Director, through the Principal, to produce the required outcomes.

7 REPORTING AND OTHER RELATIONSHIPS

The Seton College teacher is responsible to, and reports on all aspects of the role to the Principal.

Relationships of significance exist with the College non-classroom academic and professional staff including STIEs, Guidance Counsellors and Speech Pathologists.