



If you have the ambition, we have the opportunity!

THE TEACHER IN OUR CATHOLIC SCHOOLS

Position Description

Introduction

The ministry of teaching in a Catholic school is formed and guided by Jesus the Teacher. Jesus in his teaching revered all, told stories, used images and examples, gave alternative visions and new possibilities for living life to its fullest. Above all, Jesus authenticated his teaching by his own life which led him into the paschal mystery of death and resurrection.

Teachers in Catholic Schools are called and challenged to live out the ministry of Jesus, the Teacher.

By their ministry, teachers in Catholic schools are encouraged to embrace this call by a commitment to the students and communities in which they serve. Specifically this may be achieved in the following ways:

The teacher in a Catholic school is a highly skilled, appropriately qualified educator, committed to the Vision and Values of Catholic schooling. This commitment is reflected in an acceptance of the challenge to provide an education for students, which is excellent, authentic and relevant. Such an education provides students with the opportunity for growth to maturity as people, with value systems based upon the Gospel of Jesus Christ proclaimed by the Catholic tradition.

Characteristics:

A **holistic view** of the position of teacher within Catholic schooling recognises the many internal and external environmental factors which impact on schools and therefore, on the functioning of the role of the teacher. To this end, this Role Statement may be subject to review and update.

In Australia our teaching practice is guided by the Professional Standards for Teachers as set out by the Australian Institute for Teaching and School Leadership. In compliance with current Australian Government Compliance requirements Catholic school teachers in the Diocese of Townsville engage actively with the Australian Professional Standards for Teachers (the Standards), which outline what teachers should know and be able to do at four career stages. These Standards present a comprehensive picture of the elements of effective teaching organised around the domains of professional knowledge, professional practice and professional engagement.

The seven (7) standards as outlined by the Australian Institute for Teaching and School Leadership are set-out here. Full documentation is available from www.aitsl.edu.au

☐ **Standard One**

Know Students and how they learn

☐ **Standard Two**

Know the content and how to teach

☐ **Standard Three**

Plan for and implement effective teaching and learning

☐ **Standard Four**

Create and maintain supportive and safe learning environments

☐ **Standard Five**

Assess, provide feedback and report on student learning

☐ **Standard Six**

Engage in professional learning

☐ **Standard Seven**

Engage professionally with colleagues, parents/carers and the community

Against these seven AITSL Standards teachers should set annual goals. Goals should take into account the teacher's own reflection on their teaching practice informed by evidence and feedback, the school strategic plan, and goals or priorities set by and for teams of teachers within the school. This process should be aligned to the key components of this TCEO Teacher Position Description and the AITSL standards. This is set out in the Alignment Matrix below at Table 1. The four career stages outlined by AITSL as Graduate Teachers, Proficient Teachers, Highly Accomplished Teachers and Lead Teachers are key to this reflective practice. Descriptions for these four career stages are available on the AITSL website – a summary is set out in Table 2.

TABLE 1

**ALIGNMENT MATRIX for
TOWNSVILLE CATHOLIC EDUCATION OFFICE POSITION DESCRIPTION**

| | | 1. An understanding of, commitment to, and support for the ethos and values of the Catholic School. | 2. A commitment to the care, concern and development of students and an understanding of the duty of care and responsibilities owed to students. | 3. The development and application of skills, professional knowledge and understandings of learning and teaching. | 4. The development of interpersonal relationships and communicating with students, parents and others in ways which enhance the learning and teaching process. | 5. The planning, implementing, managing and evaluating the teaching and learning process. | 6. Monitoring and assessing student progress and learning outcomes. | 7. The carrying out of administrative and managerial tasks associated with teaching and learning. | 8. Commitment to life-long personal and professional development. | 9. Commitment to the teaching profession. | 10. Commitment to a partnership with others in the local and broader community. |
|--|---|---|--|---|--|---|---|---|---|---|---|
| And AITSL PROFESSIONAL STANDARDS FOR TEACHERS | 1. Know students and how they learn. | | | | | | | | | | |
| | 2. Know the content and how to teach it | | | | | | | | | | |
| | 3. Plan for and implement effective teaching and learning. | | | | | | | | | | |
| | 4. Create and maintain safe learning environments. | | | | | | | | | | |
| | 5. Assess, provide feedback and report on student learning. | | | | | | | | | | |
| | 6. Engage in professional learning. | | | | | | | | | | |
| | 7. Engage professionally with colleagues, parents/carers and the community. | | | | | | | | | | |

TABLE 2

AITSL: Four Career Stages for Teachers
 Extracted from Australian Professional Standards for Teachers (AITSL) Feb. 2011

| | |
|------------------------------|---|
| Graduate Teacher | <ul style="list-style-type: none"> • Are eligible for registration • Have requisite knowledge • Know & understand implications for learning • Understand content and teaching strategies • Support student well-being |
| Proficient Teachers | <ul style="list-style-type: none"> • Fully registered • Create effective teaching and learning • Design and implement engaging teaching programs • Use feedback and assessment to support students • Are active participants in the profession • Work collaboratively and professionally |
| Highly Accomplished Teachers | <ul style="list-style-type: none"> • Fully registered • Highly effective, skilled classroom practitioners • Contribute to their colleagues' learning and provide support to create positive and productive environments • Guide, lead and advise others • Skilled in analysing student assessment data to improve teaching and learning • Highly developed interpersonal presentation skills |
| Lead Teachers | <ul style="list-style-type: none"> • Recognised and respected by their community as exemplary teachers • Initiate and lead activities which focus on opportunities for all students • Skilled in mentoring others • In-depth knowledge and understanding • Able to inspire colleagues to improve practice • Able to synthesis feedback and data to improve student performance • Able to represent the school and teaching performance |

Mandatory Qualifications and Requirements:

- A recognised degree in education and teaching
- Registration with the Queensland College of Teachers

Position Description

This Position Description, along with the document *Statement of Principles for Employment in Catholic Schools*, provides teachers with the information required to perform as a teacher in a Catholic school. It also provides a framework within which principals, teachers and other educators can discuss teaching and learning, set goals, develop duty statements, plan professional development activities and appraise teacher performance. Within a consultative and collaborative environment the use of this Position Description should contribute to the continued growth and development of teachers in Catholic schools in the Diocese of Townsville.

Role Components

Of the many facets of the teacher's role the following are key components:

1. An understanding of, commitment to and support for the value and ethos of the Catholic school system.
2. A commitment to the care, concern and development of students and an understanding of the duty of care and responsibilities owed to students.
3. The development and application of skills, professional knowledge and understandings of learning and teaching.
4. The development of interpersonal relationships and the communicating with students, parents, colleagues and others in ways which enhance the learning and teaching process.
5. The planning, implementation, management and evaluation of the teaching and learning process.
6. The monitoring and assessing of student progress and learning outcomes.
7. The carrying out of administrative and managerial tasks associated with teaching and learning.
8. A commitment to life- long personal and professional development.
9. A commitment to the teaching profession.
10. A commitment to a partnership with others in the local and broader community.

Effective Practice Indicators

Below, each component is listed, and under each role component there is a number of effective practice indicators. These effective practice indicators are not an exhaustive list, but provide a guide to the extent to which a teacher is living up to the expectations apparent in each component.

Key Components

1. **An understanding of, commitment to and support for the value and ethos of the Catholic school system.**
Aligned to AITSL Standard 1,2,3,4,5,6& 7

Effective Practice Indicators

The teacher demonstrates:

- a) an ability to articulate the place of the Catholic school in the mission of the church, centered on Jesus Christ;
- b) an ability and willingness to articulate the implications of the School Mission Statement in relation to the school curriculum;
- c) an ability and willingness to review and reflect positively upon the teacher's 'own learning and teaching practices and the general school educational practices in light of the school's current Mission Statement;
- d) an ability to incorporate the values of the Mission Statement into the school curriculum in line with the demands of good learning and teaching practice;
- e) active support of school worship and liturgy; and,

- f) active support of the teaching and values of the Church community in whose name they act by word, action and known lifestyle.

2. A commitment to the care, concern and development of students and an understanding of the duty of care and responsibilities owed to students. *Aligned to AITSL Standard 4*

Effective Practice Indicators

The teacher:

- a) demonstrates a care and concern for students;
- b) demonstrates a commitment to the learning and teaching of students;
- c) acts in the best interests of children;
- d) carries out supervision responsibilities in a punctual and efficient manner;
- e) implements effective behaviour management practices and procedures in the classroom and in other learning environments;
- f) demonstrates an awareness of the health and safety responsibilities to students and takes action to minimise risks to students; and,
- g) implements child protection requirements and policies as necessary.

3. The development and application of skills, professional knowledge and understandings of learning and teaching. *Aligned to AITSL Standard 1,2,3& 4*

Effective Practice Indicators

The teacher demonstrates:

- a) a knowledge of content and its relationship to educational goals;
- b) an understanding of the relationship between processes of inquiry, content, knowledge and developing skills;
- c) an understanding of the variety of ways in which students develop and learn;
- d) the application of professional knowledge and understandings to the teaching and learning process;
- e) a willingness to operate from an appropriate ethical position;
- f) a respect for diversity, cultural and ethnic differences and an acceptance that all students have a right to learn;
- g) an ability to cater for individual differences and the learning styles of students; and,
- h) a willingness to operate within the framework of law and regulation.

4. The development of interpersonal relationships and communicating with students, parents and others in ways which enhance the learning and teaching process. *Aligned to AITSL Standard 1&5*

Effective Practice Indicators

The teacher demonstrates:

- a) effective communication with students;
- b) positive approaches to relationships with students;
- c) an ability to recognise and respond to individual differences;
- d) encouragement for positive student behaviour;
- e) collegial approaches to working with all members of staff;
- f) respect for the opinions of colleagues which may differ from their own professional stance;
- g) collaborative approaches to working with parents and other members of the school community;
- h) commitment to fostering links with other professionals and the wider community;
- i) an acknowledgment that parents are the first educators of their children;

- j) an endeavour to establish a relationship with parents, guardians and families, based on courtesy, mutual trust and open communication;
- k) respect for family privacy and an appropriate level of confidentiality when dealing with information regarding students and families;
- l) respect for parents' and guardians' rights of inquiry, and the right to consultation and the sharing of information with regard to their children; and,
- m) respect for the uniqueness and characteristics of each student's family background.

5. The planning, implementing, managing and evaluating the teaching and learning process. *Aligned to AITSL Standard 1,2,3,4& 5*

Effective Practice Indicators

The teacher:

- a) plans purposeful programs to achieve specific student learning outcomes;
- b) matches content and teaching strategies to student development, interests and learning needs;
- c) is aware of and contributes to the ongoing development of school curriculum documents;
- d) designs teaching programs which motivate and engage students, and that reflect school level and year level overviews;
- e) structures learning tasks effectively;
- f) demonstrates flexibility and responsiveness;
- g) establishes clear, challenging and achievable expectations for students;
- h) fosters independent and co-operative learning;
- i) engages students actively in developing knowledge and understanding;
- j) critically reflects on their own practice to improve the quality of teaching and learning;
- k) evaluates teaching and learning programs at the individual, grade and school level;
- l) plans to meet longer-term personal and school goals; and,
- m) continues to develop professional skills and capacity.

6. Monitoring and assessing student progress and learning outcomes. *Aligned to AITSL Standard 5&7*

Effective Practice Indicators

The teacher:

- a) understands the educational basis and role of assessment in teaching;
- b) uses a variety of assessment strategies that take account of relationships between teaching, learning and assessment;
- c) monitors student progress and provides feedback to students and parents in accordance with system and local policies;
- d) maintains accurate records of student progress in accordance with system and local policies; and,
- e) draws on data related to individual students to guide improvement.

7. The carrying out of administrative and managerial tasks associated with teaching and learning. *Aligned to AITSL Standard 2,3,5 &7*

Effective Practice Indicators

The teacher:

- a) completes efficiently all records required in teaching and learning such as teaching programs and units and, assessment and evaluation documentation and portfolios;
- b) completes efficiently all records required by regulation and law such as students' attendance and necessary financial documentation;
- c) maintains necessary class and school records accurately and up to date; and,
- d) responds within a reasonable time frame to requests made by school and system authorities for records, documentation and information.

8. Commitment to life long personal and professional development. *Aligned to AITSL Standard 6&7*

Effective Practice Indicators

The teacher is involved in activities which:

- a) enhance relationship with others through the development of personal and professional skills and understandings;
- b) deepen and broaden professional and educational skills and understandings;
- c) advance understandings of management, management practices and policies;
- d) increase her/his technical expertise; and,
- e) enhance understandings of the religious, cultural and organisational aspects of the work environment.

9. Commitment to the teaching profession. *Aligned to AITSL Standard 6&7*

Effective Practice Indicators

The teacher strives to:

- a) build an atmosphere of trust, mutual respect and candour;
- b) act within the educational and wider community in a way which enhances the status of the profession;
- c) update and improve effective learning and teaching strategies; and,
- d) assist newcomers to the teaching profession.

10. Commitment to a partnership with others in the local and broader community. *Aligned to AITSL Standard 7*

Effective Practice Indicators

The teacher:

- a) collaborates with peers to plan, present and review teaching and learning;
- b) works professionally with the School Leadership Team to provide an appropriate education for the students;
- c) works cooperatively with the school and parish community;
- d) actively supports the overall aims of Townsville Catholic Education; and,
- e) articulates the place of the Catholic school in the mission of the church and the local parish community.

In relation to the community, the teacher strives to:

- f) develop in students the values of a democratic society, respect for others, and a commitment to freedom, equality, tolerance, integrity, participation and the pursuit of truth;
- g) promote cooperation among teachers and all agencies and professionals working in the best interests of students and families;
- h) provide a professional service which is responsive to the needs of the community; and,
- i) develop by precept and example, a respect for laws and policies which protect and promote the well-being of students, families and the community.

In relation to their employer, teachers:

- j) are truthful when making statements about qualifications and competencies;
- k) observe contractual commitments;
- l) promote actively the importance of school/institutional policies;
- m) adheres to the TCEO Staff Code of Conduct; and,
- n) exhibits a high standard of professional service.

Accountabilities In the first instance teachers are responsible to the school principal who may delegate supervision to nominated persons in positions of senior leadership.

Contact Us

For further information, contact Employment Services at Townsville Catholic Education

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