



## Teacher

**CLASSIFICATION:** Teacher

This position description has been constructed to serve a dual purpose: Firstly, to provide information to teachers considering applying for a teaching position at the College, and secondly to clarify for existing teachers what is expected of them.

The document is based on both internal college policies and procedures and external guidelines, agreements and codes set by various bodies governing Victorian Catholic Schools, including:

- Victorian Institute of Teaching (Standards of Professional Practice and Code of Ethics)
- Victorian Catholic Education Multi Employer Agreement 2013
- Catholic Education Commission Victoria (Accreditation to Teach in a Catholic School)

Where possible, relevant documents have been linked to allow ready access to full information. If further information is required, please visit the College website at [www.cccc.vic.edu.au](http://www.cccc.vic.edu.au) or contact the College on 9296 5311.

### **COMMITMENT TO THE CATHOLIC ETHOS**

It is expected that all staff of Caroline Chisholm Catholic College endeavour to uphold the College mission statement and to live out its vision.

In practice this involves:

An acceptance of the Catholic educational philosophy of the school;

Development and maintenance of an adequate understanding of those aspects of Catholic teaching that touch upon subject areas and other aspects of their work;

- A commitment to strive to help students to understand, accept and appreciate Catholic teaching and values through their teaching and other work and by personal example
- Comply with the accreditation policy of the CECV to teach in a Catholic school and other CECV policies.

*CECV Accreditation to Teach in a Catholic School Policy*

### **CHILD SAFE SCHOOL**

Caroline Chisholm Catholic College is committed to creating and maintaining a child safe environment in which students feel safe and are safe. Caroline Chisholm Catholic College has established, implemented and continuously reviews & improves our Child Protection Program in accordance with Ministerial Order No. 870 and the Victorian Child Safe Standards and Principles.

For further information on our Child Safety Code of Conduct and our Child Protection & Safety Policy please refer to our website [www.cccc.vic.edu.au](http://www.cccc.vic.edu.au)

### **PROFESSIONAL PRACTICE**

#### **VIT Standards of Professional Practice**

In accordance with The Australian Professional Standards for Teachers (published by the Victorian Institute of Teaching and the Australian Institute for Teaching and School Leadership), all teachers are expected to:

- Know learners and how they learn.
- Know the content and how to teach it.
- Plan for and implement effective teaching and learning.
- Create and maintain supportive and safe learning environments.
- Assess, provide feedback and report on learning.
- Engage in professional learning.
- Engage professionally with colleagues, parents / carers and community.



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### [VIT Australian Professional Standards for Teachers](#)

All fully registered teaching staff undertake an annual appraisal process involving a written reflection of teaching practice and identification of individual professional learning goals, based on the principles stated above. The annual review process includes a series of formal and informal coaching sessions involving teachers and relevant assigned coaches.

Teaching staff are responsible for maintaining their registration, as per VIT requirements by actively seeking, undertaking and documenting professional learning activity.

### **Positive Relationships, Restorative Practices & Pastoral Care**

Caroline Chisholm Catholic College is committed to providing all staff and students with a working environment that values diversity and respects differences in its community, where each person is treated with courtesy and respect in a fair and just manner. All staff / teachers have an important role in assisting with the promotion of a culture within the College which clearly defines and actively discourages bullying, discrimination or harassment of any nature. Likewise, teaching staff are responsible for ensuring that a positive and productive learning environment is created and maintained within the classroom.

The College's accepted and endorsed approach for the management of inappropriate behaviour is via Restorative Practices - a strategy which aims to enable students to understand the incident from a range of perspectives, reconcile and resolve problems and learn from their mistakes. Staff are expected to use Affective Questioning to allow the student to understand the incident or conflict and to assist the student to identify what they can do to restore the damaged relationship.

All staff are responsible for the pastoral care of students and thus are required to communicate and act in response to the needs of a student. It is expected that all staff have a knowledge of the established procedures for addressing the pastoral care and behaviour management of students.

Restorative practices work in alignment with the Student Code of Conduct, which outlines appropriate and acceptable behaviour for students.

## **PROFESSIONAL RESPONSIBILITIES**

### **Professional Learning**

Professional learning is an essential component of school improvement and staff development. Professional learning is valued and recognized, in particular, as a major contributing factor towards improvement in student learning outcomes. The College is committed to be leaders in learning excellence and will offer diverse opportunities to all staff to further develop their skills, knowledge and experiences.

In accordance with VIT requirements, teaching staff are required to maintain professional knowledge and skills particular to their subject area and the direction of the College. Staff are expected to seek and access external professional learning opportunities, with the assistance of the relevant Learning & Teaching Coordinator. Where appropriate, staff are encouraged to formally report back to members of staff (e.g. workshop presentations during internal Professional Learning programs) who would benefit from the professional learning session also.

Internal professional learning programs require staff attendance and participation. Part-time staff are to attend internal professional learning on at least a pro-rata basis, but are advised to consider the needs of their Discipline Area, the College and the VIT Professional Learning requirements when selecting to attend.

### **Professional Learning Teams**

Professional Learning Teams at Caroline Chisholm Catholic College seek to build a cross curricula professional learning community that supports teachers to reflect and evaluate their impact on student learning. The aim is to



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also engage teachers in professional learning about contemporary pedagogical approaches that in turn engage students in learning excellence. All staff within the College are assigned to a Professional Learning Team and are expected to participate in meetings regularly.

### **Coaching**

Caroline Chisholm Catholic College expects all staff members to be part of a positive and reflective culture. As such, the College supports and encourages coaching for all staff. Coaching is to be built into the professional practice of all staff, and this practice acknowledged as contributing to the effective and meaningful growth and development of staff. All teachers are assigned a Coach from the College leadership group and are expected to maintain contact and engage in regular meetings guided by their Coach.

### **Intellectual Property**

All documentation generated while employed by the College is and remains the property of the College. Documentation should be published and shared appropriately.

### **Use of Data to guide teaching practice**

It is expected that teachers involve the use of a range of data sources and feedback to guide the development of their practice. This includes Student Feedback Surveys, Peer Observation, NAPLAN results, VCE Results and Student Reports etc. A reflection of feedback is then to be made during the annual review process and in a teacher's Professional Learning Plan.

### **College Communication**

Members of the College are required to regularly check various sources of communication including email, electronic notice boards, bulletins, newsletters etc, and keep abreast of all relevant information and proceedings.

### **Co-curricula Commitment**

Consistent with Victorian Catholic Education Multi Employer Agreement 2013 and Consultative Committee recommendations, each teacher is required to commit to a minimum of 24 hours of co-curricular activity (pro-rata). Teachers are able to nominate the co-curricular events and activities they would like to be involved in via appraisal documentation. To enable a rounded experience of College life and have the opportunity to work with students in a range of capacities, teachers are encouraged to participate in a range of co-curricular activities from the Discipline Area-Endorsed, Sport, Personal/Social Development and Committee based categories.

### **ICT Competency**

As Caroline Chisholm Catholic College is a notebook school, teachers commencing employment are normally issued with a notebook to assist with their teaching practice and administrative duties. As part of this responsibility, it is necessary for teachers to have adequate knowledge and skill for their effective use. Teachers are required to reach Minimum Standards in ICT or equivalent within 12 months of commencing employment, to demonstrate their proficiency.

### **Attendance at Meetings**

A meeting schedule is prepared prior to the commencement of the school year and made available to all staff via the college calendar. Attendance at meetings is prioritised over other school activities (e.g. training, rehearsals, study session and detention etc). Teachers who cannot attend a meeting are requested to tender written apologies to the chairperson in advance. Teachers are expected to be on time for all meetings and are requested not to make alternative arrangements that conflict with their meeting obligations.

Morning briefings are scheduled to commence at 8.20am and afternoon meetings are scheduled to commence at 3:25pm and normally conclude by 4.30pm.

### **Yard Duty Supervision**

Normally, staff will be allocated a total of 6 supervision duties per timetable cycle (pro-rata) to occur before school, during recess and at lunch or after school. It is the responsibility of the scheduled supervising teacher to



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ensure that students in the designated area are safe and behaving in an acceptable way. Likewise, supervising staff are required to be vigilant of the correct and careful use of College grounds and property.

Staff unable to attend their rostered yard duty need to arrange a swap if their absence is known of in advance (e.g. excursion, professional learning etc). In this instance the relevant Director of Campus needs to be notified.

### **Parent-Teacher Interviews**

Learner Mentor or Parent-Teacher Conversations occur in Semester One and Two and all teaching staff are expected to be present for the duration of conversations. Teachers are expected to bring necessary materials (markbook, student work samples, compass entries, attendance records etc) to discuss a student's progress and strategies the student can use to improve their performance.

The occasion provides the opportunity for constructive discussion between teachers, parents and students with the goal of enabling and encouraging student success. Professional attire and conduct are to be maintained throughout Learner Mentor and parent-teacher conversations.

### **Professional Conduct**

The College's expectation of professional conduct is based on the VIT Victorian Teaching Profession Code of Conduct. The values underpinning this code are based on integrity, respect and responsibility. It identifies a set of principles which describe the professional conduct, personal conduct and professional competence expected of a teacher by their colleagues and the community.

On occasions where staff are representing the College off-site (camps, overseas travel, professional learning sessions etc) professional conduct is to be maintained. Staff are to be mindful that interactions with members of the College community and beyond need to be conducted in a respectful, responsible and courteous manner. Likewise, teachers attending school functions (formals, socials, celebrations etc) are also expected to conduct themselves in accordance with the VIT Code of Ethics.

### [VIT Codes of Conduct and Ethics](#)

### **Professional Dress**

The teaching and administrative staff of Caroline Chisholm Catholic College should, at all times, project an image befitting their professional status within the College community. All staff should dress in a professional manner: that is, well groomed and in appropriate clothing that is clean, neat, pressed and well fitting. Denim, t-shirts, polo-shirts and singlets are not permitted and skirts should be no higher than mid-thigh, while shorts should be well tailored and knee length.

### **Contribution to Staff Association**

Staff new to the College are to make a monetary contribution of \$2 per fortnightly pay in support to the Staff Association. This contribution enables the Staff Association to provide services such as: Tea and coffee in staffrooms, cards and gifts to acknowledge significant occasions for staff members and other Staff Association run events.

### **Exiting the College or Leaving a Position of Leadership**

Ceasing a term of employment at the College requires that 7 weeks written notice is given to the Deputy Principal (Staff) and a full and complete handover of relevant material and information takes place with the replacement staff member. In most cases an exit interview is held between the relevant teacher and the Deputy Principal (Staff) (or their nominee). Teachers leaving the College at the end of an academic year are expected to produce a Professional Learning Plan and undertake the appraisal process as usual.

### **Additional Responsibilities**

Including, but not limited to:



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- Attendance at information evenings as required
- Organisation of excursions
- Attendance at an overnight camp or retreat as required
- Attendance at College, House, year level and pastoral assemblies
- Supervision of extra classes as per the Certified Agreement
- Attendance at College events including the College Opening Mass, Open Day, Inter House carnivals and The Evening of Excellence)
- Attendance at College liturgical celebrations as required
- Knowledge of College policies
- Other duties as requested by the principal.

### **Classroom teacher**

The classroom teacher classification comprises three salary ranges - graduate, accomplished and expert. The primary focus of the classroom teacher is on the planning, preparation and teaching of programs to achieve specific student outcomes. The classroom teacher engages in critical reflection and inquiry in order to improve knowledge and skills to effectively engage students and improve their learning.

As the classroom teacher gains experience his or her contribution to the school program beyond the classroom increases. All classroom teachers may be required to undertake other duties in addition to their rostered teaching duties.

### **Curriculum Development Work**

The work of a learning area is overseen by the relevant Head of Learning and is managed with the support of Course Convenors, alongside subject teachers.

Course convenors are allocated by the relevant Head of Learning, in consultation with the Deputy Principal – Learning & Teaching. Each staff member within a learning area has a responsibility to assist with the development learning materials.

### **Course Convenors**

Course convenors are a point of reference for subject teachers, and facilitate the development of curriculum resources on behalf of the Head of Learning.

The tasks of the course convenor may include:

- Select, in collaboration with the teaching team, contemporary content to develop knowledge, skills and experiences consistent with the course's learning outcomes and its purpose within the broader study program;
- Organise, in collaboration with the teaching team, course content coherently and at a level appropriate to the student group and level of study;
- Ensure that a teaching team member is identified to prepare and/or create learning and assessment materials; and that all members are familiar with the assessment outcomes and tasks for the course;
- Ensure that a teaching team member is identified to prepare the course documentation and examination material for the unit of work;
- Organise SAC dates and add dates and relevant SAC information to the Compass SAC calendar;
- Coordinate SAC arrangements with other necessary supporters including the Senior Pathways Coordinator, Daily Organiser and/or the school Maintenance team;
- Organise and coordinate moderation processes for the teaching team, including coordinating arrangements with necessary supporters including the Senior Pathways Coordinator and/or Daily Organiser;
- Coordinate excursion and/or incursions as identified for the course, including ensuring events are recorded on Compass and that the Daily Organiser is aware and consulted in the planning;
- Organise for notifications for students and general College staff when SAC, excursion, incursion or other learning or assessment tasks impact the daily running of the College;
- Monitor the work of members of the teaching team, to ensure consistency and that required and allocated tasks are completed as outlined;
- Collate nominations for end of year academic awards in line with the requirements outlined.



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- Knowledge of College policies
- Other duties as requested by the principal.

### **Hours of Work**

Teachers are normally expected to be at school by 8:20 a.m. and may leave after 3.30 p.m. unless required to attend classes, scheduled meetings or other College activities. Teachers who have a need to leave the property earlier than the designated time are requested to sign out and consult the relevant Director of Campus.

A full teaching load is considered 48 periods of 60, with 12 periods devoted to planning. For a Provisionally Registered Teacher (PRT) this is 42 of 60 periods, to acknowledge the time needed to plan as a newly registered teacher.

Staff who will be absent or late for the commencement of the school day, are requested to leave a message with the Daily Organiser prior to 7:30am (phone no. 9296 5432). Replacement instructions are to be placed on relevant Compass classes. As far as is possible, staff absence is to be kept to a minimum. Therefore, staff are requested to take leave for travel, medical and dental appointments, or other appointments not related to school, during holidays or after hours.

Staff arriving late to school are requested to notify their relevant the College Daily Organiser and Director of Campus.

### **Planned Absences**

Teachers aware that they will be absent from classes on a particular day (due to an excursion, professional learning etc) are to leave ample, relevant coursework for the classes being covered. Instructions for these classes should be recorded on Compass classes in the 'Lesson Plan'. Specific instructions for staff can be noted in 'Teacher Notes'.



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### **Extras**

As far as is possible teachers on a lower load will normally be required to supervise extra classes before those who are on the full load. A supervision class cannot to be taken as an “extra” until that teacher’s full load (i.e. 48 periods per cycle) has been reached in a given cycle.

Teachers taking a class in place of an absent teacher are expected to actively conduct the class and encourage productivity amongst students.