

# St Francis de Sales College

## Teacher Responsibility Statement



St Francis de Sales  
COLLEGE

### INTRODUCTION

*'Be who you are and be that well'*

At St Francis de Sales College we aim to provide opportunities for the growth and the development of all of our community members so they may 'be who they are and be that well.' We strive to inspire all to develop a love of learning and enable them to reach their full potential by living, through a Catholic lens, the College's seven Heart Values of Faith; Perseverance; Compassion; Integrity; Respect; Wisdom and Justice. The College's Community Commitment and the Vision for Learning articulate our beliefs about interconnected relationships and learning perspectives, and are at the heart of all we do at St Francis de Sales College.

### CATHOLIC IDENTITY

All staff in a Catholic school have a role in promoting the mission of the Church therefore all teaching staff will be expected to:

- Support and participate in the Catholic ethos of the College as expressed through the spirit of St Francis de Sales, and the seven College Heart Values
- Support and participate in the prayer, liturgical, and reflection day/retreat aspects of the College.
- Role-model and encourage students to support and participate in the Catholic Identity and Religious Education of the College
- Be familiar with the Crossways and MITIOG Frameworks where asked to teach Religious Education.
- Comply as appropriate with SACCS Accreditation policy

### PROFESSIONAL STANDARDS

The Australian Professional Standards for Teachers reflect and build on national and international evidence that a teacher's effectiveness has a powerful influence on students.

These standards define the work of teachers and make explicit the elements of high-quality, effective teaching.

The Australian Professional Standards for Teachers comprise seven standards which outline what teachers should know and be able to do.

These standards are grouped into three domains – Professional Knowledge, Professional Practice and Professional Engagement. Teachers at St Francis de Sales College are able to integrate and apply knowledge, practice and professional engagement as outlined in this document.

#### DOMAINS OF TEACHING

- |                                |    |  |
|--------------------------------|----|--|
| <b>Professional Knowledge</b>  | 1. | Know students and how they learn.  |
|                                | 2. | Know the content and how to teach it.                                    |
| <b>Professional Practice</b>   | 3. | Plan for and implement effective teaching and learning.                  |
|                                | 4. | Create and maintain supportive and safe learning environments.           |
|                                | 5. | Assess, provide feedback and report on student learning.                 |
| <b>Professional Engagement</b> | 6. | Engage in professional learning.   |
|                                | 7. | Engage professionally with colleagues, parents/carers and the community. |

### **Professional Knowledge**

- Teachers draw on a body of professional knowledge and research to respond to the needs of their students within their educational contexts
- Teachers know their students well, including their diverse linguistic, cultural and religious backgrounds
- They know how the experiences that students bring to their classroom affect their continued learning
- They know how to structure their lessons to meet the physical, social and intellectual development and characteristics of their students
- Teachers know the content of their subjects and curriculum
- They know and understand the fundamental concepts, structures and enquiry processes relevant to programs they teach
- Teachers understand what constitutes effective, developmentally appropriate strategies in their learning and teaching programs and use this knowledge to make the content meaningful to students
- Through their teaching practice, teachers develop students' literacy and numeracy within their subject areas
- They are also able to use Information and Communication Technology to contextualise and expand their students' modes and breadth of learning.

### **Professional Practice**

- Teachers are able to make learning engaging and valued
- They are able to create and maintain safe, inclusive and challenging learning environments and implement fair and equitable behaviour management plans
- They use sophisticated communication techniques
- Teachers have a repertoire of effective teaching strategies and use them to implement well-designed teaching programs and lessons
- They regularly evaluate all aspects of their teaching practice to ensure they are meeting the learning needs of their students
- They interpret and use student assessment data to diagnose barriers to learning and to challenge students to improve their performance
- They operate effectively at all stages of the teaching and learning cycle, including planning for learning and assessment, developing learning programs, teaching, assessing, providing feedback on student learning and reporting to parents/carers.

### **Professional Engagement**

- Teachers model effective learning
- They identify their own learning needs and analyse, evaluate and expand their professional learning both collegially and individually
- Teachers demonstrate respect and professionalism in all their interactions with students, colleagues, parents/carers and the community
- They are sensitive to the needs of parents/carers and can communicate effectively with them about their children's learning
- Teachers value opportunities to engage with their school communities within and beyond the classroom to enrich the educational context for students
- They understand the links between school, home and community in the social and intellectual development of their students.

## **PROFESSIONAL RESPONSIBILITIES**

- Set a high example to the students in the neatness of their appearance and standard of professional dress. Appropriate professional dress may vary according to the specific roles and duties of the staff member.
- Operate in accordance with the Charter for Teachers in SA Catholic Schools
- Understand the employer's requirements and act in accordance with South Australian Commission for Catholic Schools (SACCS) and the College's policies, guidelines and procedures
- Complete administrative tasks accurately and on time including record keeping
- Participate in professional development activities which lead to improved student outcomes and strengthen professionalism and knowledge referenced to the Australian Institute for Teaching and School Leadership (AITSL) Professional Standards for Teachers (APST)
- Assist appropriately, students who are hurt, sick or in distress and ensure the safety of all students.
- Be prepared and punctual for classes and meetings
- Provide inspirational learning, teaching and leadership for students within the College.
- Develop and maintain effective communication and professional and respectful partnerships with staff, students and families
- Undertake supervision duties including yard duty, excursions and College events
- Attend staff meetings, learning reviews and other co-curricular activities
- Engage in College and self-directed professional learning referenced to AITSL Standards
- Work effectively and collaboratively as a member of a school team in a range of school initiatives and strategic priorities.
- Ensure detailed communication, learning and wellbeing notes are recorded on SEQTA and shared with appropriate staff members.

## **TEACHING AND LEARNING**

- Plan and develop a comprehensive learning program underpinned by ACARA/SACE/Crossways and MITIOG Frameworks
- Understand that staff at St Francis de Sales College are first and foremost teachers of students rather than classes or subjects
- Provide students with an instructional program that incorporates tasks that provide opportunity for Assessment AS Learning, Assessment FOR Learning and Assessment OF Learning.
- Demonstrate, identify and implement individual learning needs and style and plan learning experiences that enable all students to achieve success
- Integrate the use of technology in learning via SEQTA, e-learning and cross curricular areas
- Provide a timeline of learning checks prior to the submission of Assessment of Learning tasks (where appropriate)
- Provide appropriate scaffolding to support students to complete assessment tasks (direct instruction or deconstruction of learning outcomes and assessment criteria into manageable parts with established due dates)
- Demonstrate a sound knowledge of contemporary and inclusive pedagogies that promote learning and improve literacy and numeracy outcomes
- Differentiate curriculum, as appropriate, for individual student learning success using related student learning data
- Document, monitor and track student learning outcomes using SEQTA and any other means as to ensure student success
- Seek support from Learning Leaders and Learning Support staff to adjust tasks to support student learning if required as mandated by the Disability Discrimination Act (DDA).

## **ASSESSMENT AND REPORTING OF STUDENT LEARNING**

- Demonstrate best practice in teaching and learning with tasks and activities that have clear learning outcomes, provide assessment criteria/standards used to measure progress and identify clear links between each part of the task and the assessment criteria/standards the task is designed to measure
- Maintain accurate and comprehensive records of student progress and achievement via SEQTA
- Use a variety of assessment and reporting methods to regularly monitor the learning process
- Develop rubrics for assessing and recording student progress in line with Early Years Learning/ACARA/Crossways/MITIOG Frameworks
- Use assessment tasks that are purposeful and relevant to the teaching and learning program and the learning needs of students
- Provide students with positive feedback on performance that reinforces student achievement and focuses on improvement
- Communicate regularly to parents, Learning Leaders, Directors of Learning, Director of Students and Deputy Principals or others where necessary regarding student concerns or achievement
- Provide parents and students with detailed, accurate and informative written and oral reports at appropriate times, as required by the College
- Set and adhere to timelines for completion of work. Refer to Assessment Deadline Policy.

## **CLASSROOM MANAGEMENT AND PERSONAL RESPONSIBILITY**

- Understand that all situations of classroom and behaviour management are underpinned by a deep commitment to maintaining positive relationships, and seeing each person as made in the image of God. Refer to College Community Commitment
- Use a Restorative Practices approach to manage choices and relationships aspects. Refer to the College Community Commitment
- Establish positive and effective relationships with students and maintain clear professional boundaries with all students and recent graduates of the College. Refer to Protective Practices Guidelines
- Negotiate and implement consequences if expectations are not met via PRP Levels of support
- Provide pastoral support to students as appropriate
- Establish and maintain a positive learning environment that is motivational and engaging
- Work with students to create an attractive and welcoming classroom environment to access all curriculum.
- Create and maintain standards of tidiness and orderliness.
- Participate in partnerships with colleagues to reflect upon and improve teaching and learning practice in designated curriculum areas.
- Each year St Francis de Sales College publishes a Teacher's Handbook. This document outlines the employee's requirements in a range of areas including the following:
  - Pastoral Care and Student Development
  - Curriculum Expectations
  - Operational Matters
  - Compliance – e.g. SACCS, College Policies, Child Protection, WHS.

## ONGOING REQUIREMENTS

Acquire and maintain:

- A Police clearance to work in Catholic Education S.A.
- Completion of Responding to Risks of Harm Abuse and Neglect – Education and Care training (RRHAN-EC)
- First Aid Training
- Current Teachers' Registration
- Specific requirements and/or expertise in the designated curriculum and school management area.

## WORK HEALTH AND SAFETY

Workers:

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 of the employer that is related to health and safety at the workplace that has been notified to workers.

Reference:

Division 4, Section 27 and 28 WHS Act 2012.

*Please note: This Teacher Responsibility Statement is a general document and should be read in conjunction with the specific Position Information Document.*

**EMPLOYEE NAME** \_\_\_\_\_

**SIGNED** (Employee) \_\_\_\_\_ Date \_\_\_\_\_