



## TEACHER

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### **Position Description**

Brigidine College inspires girls to value learning, to be true to themselves and to honour their spiritual heritage. It challenges young women to act in the world with strength and gentleness.

The College recognises the integral role played by the teacher in the life of the school. In appointment to the position, the Principal delegates the responsibility for the effective teaching and learning of the relevant teaching discipline.

Teachers at Brigidine have expert and current knowledge of curriculum and pedagogy, especially in the area of girls' education, and use it to enhance the quality of teaching and learning. They have professional and personal attributes that enable them to share that knowledge with others with a view to improve their practice. They successfully involve themselves in initiatives that make a positive contribution to the quality of teaching and learning and wellbeing in their school and professional community. Teachers have the ability to support a multi-faceted team.

**Reports to:** Head of Department

### **MISSION**

**The teacher will demonstrate commitment to the Catholic ethos and spiritual life of the College by**

- participating in the liturgical life of the college and supporting the religious rites and practices of the Catholic faith through attendance at whole school events such as camps and retreats.
- supporting the Brigidine tradition and heritage in the daily life of the College
- leading and mentoring students in the College pastoral program.

### **TEACHING AND LEARNING**

#### **Professional Knowledge**

**The teacher will demonstrate expert understanding of pedagogy by knowing**

- the importance of having a thorough theoretical and practical knowledge of how students' backgrounds impact on learning

- how to evaluate current research about how students learn and how to apply this research to their teaching
- how to identify students operating at different stages
- valid and reliable strategies to measure each student's current level of proficiency in the subject/s being taught
- the theoretical and practical knowledge basis of how students develop literacy and numeracy
- a range of strategies for determining the interests and learning needs of students, including the needs of gifted and talented students and those with disabilities and disadvantage.

They will work with their colleagues to promote sharing of this knowledge and understanding, construct programs and support, advise and work with their colleagues through change.

### **Curriculum Knowledge**

#### **The teacher will demonstrate expert understanding of curriculum by knowing**

- the key concepts, content, skills, pedagogy, subject specific literacy and language and current issues in the curriculum areas they teach and how to critically select them appropriate to their students' stages of development taking into account literacy and numeracy
- current research on effective pedagogical content knowledge and evidence from practice
- different communication strategies to promote understanding of the content being taught
- the sequence of the concepts, content and skills that promote students' learning, and link this learning to the broader curriculum
- valid and reliable assessment for and of learning and the implementation of assessment of learning strategies into the teaching and learning cycle
- how to analyse and evaluate students' learning and using a range of strategies for providing feedback in relation to their current and future learning
- how to share resources and strategies with colleagues to enhance teaching and learning
- current curriculum, assessment and reporting requirements relevant to the content and stages of schooling of their students

- Australia, its history, environment and people, particularly Australia's Indigenous peoples and cultures and understand how the changing nature of society, within and beyond Australia, impacts on teaching and learning.

They will work collaboratively with colleagues in an environment of support and collegial learning.

### **Professional Practice**

#### **The teacher will plan for and implement effective teaching and learning by**

- negotiating with students to develop individual, explicit, challenging and achievable learning goals
- negotiating content with students to meet individual needs, to develop literacy and numeracy and achieve learning goals
- designing conceptually coherent learning programs using research evidence
- developing and using a range of innovative teaching strategies and resources
- selecting, using and modelling to colleagues a range of highly effective assessment strategies
- evaluating their own learning programs using a range of sources, including student data and current research.

They will assist their colleagues to be proactive and responsive to students changing circumstances.

#### **The teacher will assess, provide feedback and report on student learning by**

- selecting, developing and using valid, reliable and innovative assessment strategies involving a variety of informal, formal, formative and summative approaches to assess their students' learning
- working with their students to develop and use assessment criteria based on student learning goals and communicate these, where appropriate, to parents/caregivers
- developing an understanding of how to interpret and evaluate a range of longitudinal student assessment data
- providing timely and effective verbal and written feedback to each student about their achievement relative to their learning goals and suggestions for improvement to promote future learning
- collecting and storing data about students' achievement in ways that can be accessed by others and address accountability requirements

- constructing reports that accurately reflect their students' achievement and communicate this information to students, parents/caregivers and colleagues in an accessible and respectful way
- facilitating with colleagues, assessment moderation processes.

They will demonstrate a capacity to review student learning, participating in a collaborative department that contributes to the development of whole school strategies.

### **Professional Engagement**

#### **The teacher will engage in professional learning and reflection by**

- using professional teaching standards and key educational documents to evaluate regularly their professional knowledge, practice and engagement
- using critical assessment and feedback from a range of sources, including colleagues and students
- identifying and participating in research-based professional learning.

They will acquire new knowledge and skills. They will work with colleagues to improve the quality of teaching and learning.

#### **The teacher will contribute to the college and professional community through**

- interpreting and implementing the college Mission and Code of Conduct and participating in the development of policies for members of the school community
- complying with regulations
- developing collaborative working practices to enhance student learning and wellbeing
- understanding and responding to administrative, organisational and professional responsibilities
- providing opportunities for respectful and collaborative relationships with parents/caregivers to enable them to be involved in student learning
- supporting professional learning communities, including networks and associations.

### **Teacher**

#### **Key Challenges:**

- Balance demands on time – personally and professionally
- Work within the context of the whole school community
- Keep up to date in terms of curriculum development

- Take part in College sub committees to broaden experiences
- Develop and review personal professional goals

**Key Outputs:**

- Ongoing reflection and evaluation of effectiveness of curriculum
- Meeting of timelines for examinations, marking, reporting and assessment
- Working effectively with a sense of achievement and support
- Appropriate interactions at Parent/Teacher days, Information nights, etc
- Student, staff and parent enquiries managed appropriately
- Ongoing professional development
- External examination results reflect the effectiveness of teaching and learning relevant to student ability
- Academic progress and issues relating to curriculum are monitored and managed
- NESAs requirements are met
- Academic data and records are kept up to date
- Department meetings attended

**Experience and Qualification Requirements:**

- Tertiary teaching qualifications
- Understanding and application of Curriculum related issues
- Ability to plan, develop and deliver effective teaching programs

**Relationships:**

- Head of Department – reports regularly on curriculum progress and issues
- Director Administration – duties
- Principal and Leadership Team – working within broader College context
- Teaching and support staff
- Year Coordinator – collaboration regarding student issues
- Teachers, Staff, Students and Parents – daily interaction as required
- External Bodies, including other schools, NESAs, etc as required