



**K.C.3. The development and application of skills, professional knowledge and understandings associated with effective learning and teaching.**

**The teacher demonstrates**

- knowledge of curriculum content and its relationship to educational goals.
- understanding of the relationship between processes of inquiry, content, knowledge and skills.
- understanding of the variety of ways in which students develop and learn.
- the application of professional knowledge and understandings to the learning and teaching process.
- appropriate professional ethics.
- respect for diversity, cultural and ethnic differences and an acceptance that all students have a right to learn.
- an ability to cater for individual differences and the learning styles of students.
- willingness to operate within the framework of law and regulation.

**K.C.4. The development of interpersonal relationships and communicating with students, parents, colleagues and others so as to enhance the learning and teaching process.**

**The teacher demonstrates**

- preparedness to work as a member of a professional team under the leadership of the principal and other administrators.
- effective communication with students.
- positive approaches to relationships with students.
- an ability to recognise and respond to individual differences.
- encouragement of positive student behaviour.
- a collegial approach to working with all members of staff.
- respect for the opinions of colleagues even if different from his/her own.
- collaborative approaches to working with parents and other members of the school community.
- commitment to fostering links with other professionals and the wider community.
- an understanding that parents are the first educators of their children, both in time and importance.
- an endeavour to establish a relationship with parents, guardians and families, based on courtesy, mutual trust and open communication.
- respect for family privacy and an appropriate level of confidentiality when dealing with information regarding students and families.
- respect for parents' and guardians' rights of inquiry, the right to consultation and the sharing of information with regard to their children.
- respect for the uniqueness and characteristics of each student's family background.

**K.C.5. Planning, implementing, managing and evaluating the learning and teaching process.**

**The teacher**

- plans purposeful programs to achieve specific learning for students.
- matches content and teaching strategies to students' development, interests and learning needs.
- is aware of and contributes to the ongoing development of curriculum within the school and to its documentation.
- designs learning/teaching programs which motivate and engage students while reflecting school-level and year-level overviews.
- structures learning activities effectively.
- demonstrates flexibility and responsiveness.
- establishes clear, challenging and achievable expectations for students.
- fosters independent and co-operative learning.
- engages students actively in developing knowledge, understanding and skills.
- critically reflects on his/her own practice so as to improve the quality of learning and teaching.
- evaluates learning and teaching programs at the individual, year and school level.
- plans to meet longer-term personal professional goals and school goals.
- continues to develop professional skills and capacity.

**K.C.6. Monitoring and assessing each student's progress and learning outcomes.**

**The teacher**

- understands the educational basis for and role of assessment in teaching.
- uses a variety of assessment strategies that take account of relationships between learning, teaching and assessment.
- monitors student progress and provides feedback to students and parents in accordance with system and local policies.
- maintains records of student progress in accordance with system and local policies.

**K.C.7. Performing administrative and managerial tasks associated with learning and teaching.**

**The teacher**

- completes efficiently all records required in teaching and learning such as planning, assessment and evaluation documentation and assists students to produce portfolios.
- completes efficiently all records required by regulation and law such as student attendance rolls and necessary financial documentation.
- maintains necessary class and school records accurately and punctually.
- responds punctually to requests made by school and system authorities for records, documentation and information.



**K.C.8. Commitment to career-long personal and professional development.**

**The teacher is involved in activities which**

- deepen his/her understanding of Catholic life.
- enhance relationships with others through the development of personal and professional skills and understandings.
- increase professional and educational skills and understandings.
- advance understandings of management, management practices and policies.
- increase his/her expertise with appropriate technology.
- enhance understandings of the religious, cultural and organisational aspects of the work environment.

**K.C.9. Commitment to the teaching profession.**

**The teacher strives to**

- build an atmosphere of trust, mutual respect and candour.
- act so as to enhance the status of the profession in the educational and wider communities.
- update and improve learning and teaching strategies.
- support newcomers to the profession by word and example.
- be active in a professional association/s.

**K.C.10. Commitment to a partnership with others in the local and broader communities.**

**In relation to the local community, the teacher**

- collaborates with peers to plan, present and review learning and teaching activities.
- works professionally with the school administration team to provide an appropriate educational experience for students.
- works cooperatively with the school and parish communities.
- actively supports the overall aims of Townsville Catholic Education.
- articulates the place of the Catholic school in the mission of the Church and in the local parish community.

**In relation to the broader society, the teacher strives to**

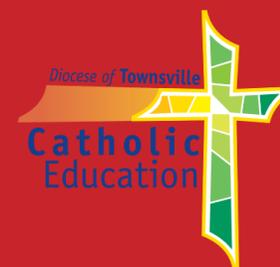
- help develop in students the values of a good society; respect for others, commitment to freedom and democracy, equality, acceptance, integrity, participation and truth.
- promote cooperation among teachers and with all agencies and professionals working in the best interests of students and families.
- provide a professional service which is responsive to the needs of the community.
- encourage, by word 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**

- adhere to Townsville Catholic Education Office's *Statement of Principles Regarding Catholic Education*.
- are truthful when making statements about qualifications and competencies.
- observe contractual commitments.
- promote actively the importance of school/institutional policies.
- exhibit a high standard of professional service.

**Accountability**

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



**Contact us**

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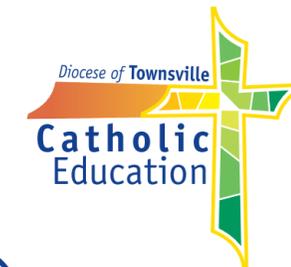
**The Teacher in a Catholic School**

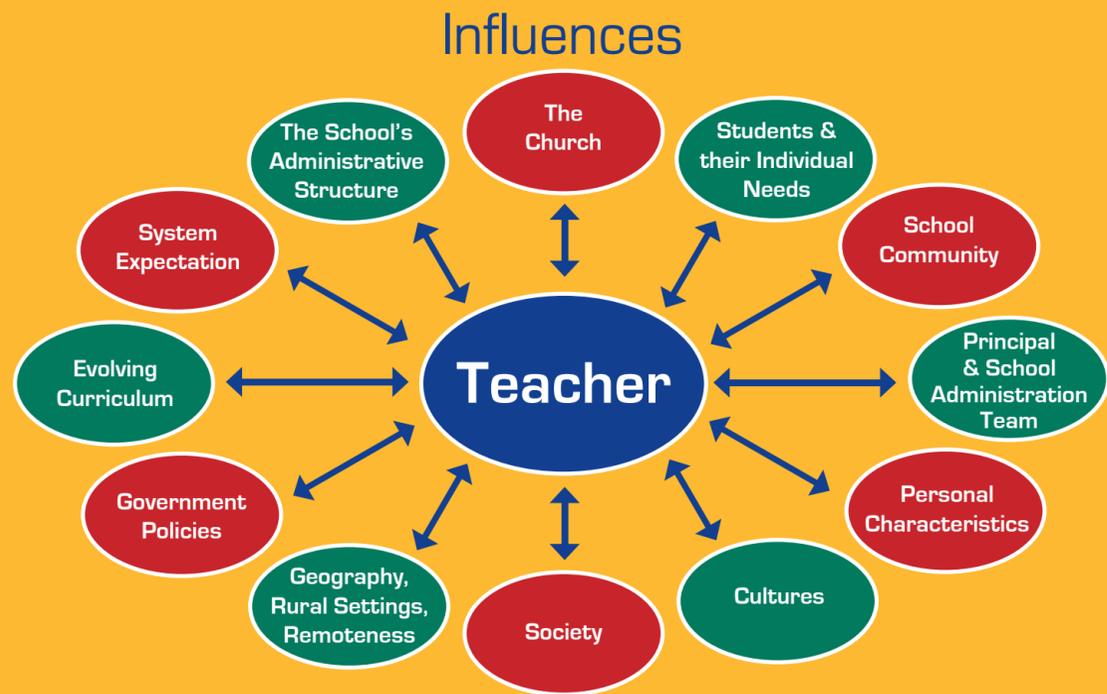


**In the Diocese of Townsville  
Position Description**

The teacher in a Catholic school is a highly skilled, appropriately qualified educator, committed to the vision and values of the Catholic Church. This commitment is reflected in a dedication to providing an education for students which is excellent, authentic and relevant. Such an education provides students with the opportunity for growth towards maturity within a values system based upon Jesus Christ and his Gospel as proclaimed in the Catholic tradition.

Catholic schools, like all schools, are subject to many internal and external influences and environmental factors. Naturally, these impact on teachers and the way they work. Therefore, this *Position Description* may be subject to review and update.





## The Church

The Church, the people of God, is a community that strives to follow Christ - his values, principles and message - and is guided by the insights of Catholic tradition. The place of the Catholic school within the mission of the Church is outlined in publications such as *The Catholic School (1977)* and *The Catholic School on the Threshold of the Third Millennium (1997)*.

## Students and their Individual Needs

Students come from many socio-economic, ethnic and cultural backgrounds, and a variety of family structures. There has been an increase in the number of students in the regular classroom identified as having special needs. Educators are learning more about various understandings of intelligence and how to identify students' individual talents, and the influence of personality factors on learning. Respecting these individual differences by using teaching strategies to cater for these individual needs places demands on the teacher.

## School Community

Clergy, parents, guardians, students, principal, administration team and staff all contribute to the culture of the Catholic School. The teacher, in collaboration with the principal, school administration team and the school community, strives to create an excellent Catholic school which integrates faith and life, faith and culture and excellent educational opportunities.

## The Principal and the School Administration Team

The personal faith, professional knowledge, skills, experience, understanding of learning and teaching, leadership and management style, and the delegation skills of the principal and the members of the school administration team all impact significantly on how a teacher performs his/her role.

## Personal Characteristics

The personal faith, professional knowledge, learning and teaching skills, experience, management and expertise of the individual teacher impact significantly on how he/she performs as a teacher in a Catholic school.



## Cultures

Australia is a multicultural society. Some Townsville diocesan schools have significant numbers of indigenous students. Particular European cultures have been influential in the history of some schools. Townsville Catholic Education is committed to helping people live in harmony and making real the unity in diversity that is typically Catholic.

## Society

The changing nature of society and its values, which may sometimes be contrary to the values of the Gospel, and changes in the structure of the family unit may place unreal expectations on the school and have a powerful impact on it. These influences challenge the teacher to create meaning and put society and its demands into perspective for themselves and for their students.

## Geography, Rural Settings, Remoteness

Some teachers in the Townsville Diocese will live and work in areas that are isolated and/or distant from Townsville, the major population centre in our Diocese. There are special joys and challenges in providing Catholic education for students in these areas.

## Government Policies

Government legislation and policies, especially in the areas of curriculum, accountability, health and safety, and industrial relations impact on the school and on the role of the teacher.

## Evolving Curriculum

Rapid changes in society and the changing needs of students lead to school curriculum going through a continual process of evaluation and adjustment. This places a variety of expectations on the teacher in particular, and school in general, to constantly improve approaches to learning and teaching and to engage in continual professional development.

## System Expectations

Expectations are set out in the School Administrative Handbook, system policies and other documents. These guide the teacher in fulfilling the system's philosophical and educational expectations. System expectations of teachers are usually expressed by the principal.

## The School's Administrative Structure

The way a school is structured (e.g. Primary; Junior School/Senior School; P-12; multiple campus with single Principal; P.A.R.'s) influences how a teacher fulfils his/her role in that particular school.

## Conclusion

The role of the teacher involves dialogues with all those involved in the education process. The teacher interprets and creates meaning from all of the above factors impacting on the school and consequently on his/her role. Thus the teacher assists students to grow in holiness, knowledge and wisdom and become active, contributive members of society.

The teacher in a Catholic school fulfils a ministry of service in the Catholic Church. The teacher draws guidance and strength from the Spirit of God who filled Jesus of Nazareth. The teacher endeavours to live and celebrate Jesus' vision of the reign of God the Father.



# Position Description

This Document is a tool teachers use to explore their work of teaching in a Catholic school. With Townsville Catholic Education Office's documents, *Statement of Principles for Employment in Catholic Schools*, *Ministry of Teaching in a Catholic School* and *Staff Code of Conduct*, it 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 teachers' work. The *Position Description* complements the Professional Standards that the Queensland College of Teachers expects all Queensland teachers to meet. Within a consultative and collaborative professional environment the use of this *Position Description* should contribute to the continued growth and development of teachers in Catholic schools.



## Key Components of the Role

The following are key components of the teacher's role.

1. An understanding of, commitment to and support for the values and ethos of Catholic education.
2. A commitment to the 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 associated with effective learning and teaching.
4. The development of interpersonal relationships and communicating with students, parents, colleagues and others so as to enhance the learning and teaching process.
5. Planning, implementing, managing and evaluating the learning and teaching process.
6. Monitoring and assessing each student's progress and learning outcomes.
7. Performing administrative and managerial tasks associated with learning and teaching.
8. A commitment to career-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 communities.



## Effective Practice Indicators

Below, each key component (K.C.) is listed and under each a number of effective practice indicators. These effective practice indicators do not comprise an exhaustive list, but provide a guide to the extent to which a teacher is achieving each key component of the role.

**K.C.1. An understanding of, commitment to and support for the values and ethos of Catholic education.**

*The teacher demonstrates*

- a) an acknowledgement of the Catholic Church's understanding of the unique place of Jesus Christ in the story of the human race.
- b) an ability to articulate the place of the Catholic school in the mission of the Church.
- c) an ability and willingness to articulate the implications of the school's Mission Statement in relation to the school curriculum.
- d) an ability and willingness to review and reflect positively upon the teacher's own learning and teaching practices and the school's educational practices in light of the school's Mission Statement.
- e) 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.
- f) active support of the prayer life of his/her class and the school.
- g) active support by word, action and known lifestyle of the teaching and values of the Catholic Church community in whose name they act.

**K.C.2. A commitment to the development of students and an understanding of the duty of care and responsibilities owed to students.**

*The teacher*

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

