

3.11.1 CLASSROOM TEACHERS (GENERAL STATEMENT)

Philosophy of Catholic Education

The philosophy of Catholic Education, expressed in a growing number of documents and policy statements over the last decade, guides the Catholic School in its functioning. While it is accountable to the community at large for the provision of quality education to young citizens, the Catholic School is also accountable to the Catholic Church community for providing such education within the context of Gospel values as taught by Catholic tradition.

The teacher in the Catholic School exercises leadership in relation to the children in his or her care and contributes to the integration of faith and culture in the life of the school.

The teacher is responsible to the Principal in all matters of school organisation and administration. All teachers appointed to the school, constitute collectively a professional team under the leadership of the Principal. Individually and as a body, they enjoy rights and privileges and undertake responsibilities within the framework of the policies of the School and the Diocese.

Religious Leadership

The teacher is involved in the mission and life of the Catholic Church. A teacher in a Catholic school has a significant role in the mission and life of the Church. In partnership with parents, the Parish and the faith community, a teacher is expected to contribute to the evangelisation and formation of children in the Christian faith, within the Catholic tradition.

- Understand, and be committed to, the Catholic identity of the school
- Nurture an understanding of, and commitment to, the teachings of the Catholic Church
- Understand the integral connection between the school, the local parish and the diocesan system of schools
- Acknowledge that Catholic schools are places of prayer and encourage prayer in classes, staff and student meetings
- Understand the importance of religious education of students, and seek to authentically integrate Catholic values across all subjects, reflecting our Model of Christ Centred Learning
- Encourage a culture and classroom experience which enables a personal encounter with Christ and which witnesses the teachings of the Church
- Appreciate the fundamental role of Catholic school teachers in receiving and proclaiming the Good News by word and deed, and by the example of their lives
- Create effective and growth-promoting learning environments that recognise the dignity and value of every student

Educational Leadership

A teacher as a professional will perform their role and responsibilities to a high level of competence in a way that meets the expectations articulated in the Australian Professional Standards for Teachers for a teacher to be considered a proficient professional (Recognising that Early Career Teachers will be moving to Proficiency within a reasonable timeframe).

Expectations of a teaching professional include

- Know their subject content and how to teach that content to their students
- Know their students and how they learn and use this to inform their teaching
- Plan, assess and report for effective learning
- Create and maintain safe and challenging learning environments through the use of classroom management skills
- Differentiate learning experiences to cater for diverse learning needs, diverse student backgrounds, including Aboriginal and Torres Strait Islander students and multicultural students, and students with disabilities
- Continually improve their professional knowledge and practice
- Communicate effectively with parents/carers of students
- Meet professional ethics and responsibilities
- Comply with legislative, administrative and organisational requirements, including Codes of Conduct, CEDB Policies and Guidelines, and Child Protection/ Safeguarding requirements
- Engage with professional networks and broader communities

Enabling Leadership

Core expectations of teaching staff so as to comply with the above expectations include

- Meeting legal and system requirements for accurate daily attendance recording, include Roll Call and Period by Period
- Undertaking core teacher duties, including scheduled teaching; lesson preparation and programming; planning and undertaking of assessment; registration of classwork; and reporting as per school requirements
- Participating in ongoing professional learning through collaborative, reflective and data driven practice within a Professional Learning Community culture and approach
- Participating in a school determined Professional Practice and Development process, including identifying detailed annual development goals, working towards these goals, meeting twice annually with a Line Manager to discuss these goals and related professional growth, and to annually evaluate progress on improvement goals

- Meeting accreditation requirements, including the annual payment of registration, completion of required Maintenance hours and completion of school determined Professional Practice and Development processes so as to affirm annual Principal attestation of competency
- Being required to carry out Extras and In-lieu lessons reflecting industrial agreements
- Undertaking supervisory duties that can include exam and test supervision, playground duties and sports duties
- Meeting pastoral care expectations through identifying students in need and taking appropriate and timely action
- Attendance at Masses, Liturgies and whole school religious activities
- Participation in scheduled school meetings, parent-teacher meetings, School Assemblies, Year Meetings, Carnivals, and various annual whole school events
- Meeting statutory duties as a teacher in NSW
 - Being familiar with the provisions of legislation relevant and applicable to their designated responsibilities
 - Complying with their duty as a mandatory reporter and being familiar with and complying to Catholic Education: Diocese of Bathurst Policies and Guidelines
 - Complying with Workplace Health and Safety legislation
 - Complying with reasonable directions given by a supervisor or Principal and adhering to guidelines concerning the performance of their duties
 - Performing their duties efficiently and effectively and with honesty, integrity and fairness at all times
 - Performing work with competency and skill
 - Use information gained in the course of employment only for proper and appropriate purposes
 - Collaborating in the development of school plans, policies and programs as required

Professional Expectations for Teachers

Preamble

The following set of professional expectations of teachers at James Sheahan Catholic High School are hoped to articulate those expectations that we as educators in an Australian Catholic School have of each other and ourselves. They are a reflection of consultation with the teaching staff of our school, best practice, current pedagogical research, and community and system expectations. They are designed to clarify and confirm within a collegial context what we consider a teaching professional in a contemporary Catholic school would look like and act like. It is hoped they will nurture and enhance interactions between teaching staff, and between teaching staff, students and parents. We hope they will promote respect for our teachers in the wider community and recognition of

their commitment to students in an evolving faith and educational context. We hope they reflect and reinforce our values of courage, compassion, hope and belonging.

1. Qualities of a Teaching Professional in a Catholic School

As teachers in Catholic Schools and supporting the evangelising mission of the Catholic Church we are called to promote and nurture interactions, practices and classroom experiences which are inclusive of all students, build on an expectation that all students will learn, and develop a growing awareness of God and commitment to Gospel Values through Catholic teachings.

We will endeavour to:

- Respect students as individuals and demonstrate integrity, compassion and justice
- Provide a caring, Christ-centred environment which promotes the spiritual, physical, emotional, social and intellectual well-being of all students
- Demonstrate empathy for others and encourage the growth of empathy in students
- Follow core Gospel values, including justice, forgiveness, compassion, hospitality, and truth, in our dealings with other staff, students and parents
- Be punctual to class and any allocated supervision, and actively fulfil all duty of care and professional responsibilities
- Adhere to all administrative guidelines and deadlines, including those for marking, reporting, and the recording of student progress, behaviour and attendance
- Attend meetings, school events and functions as expected within our professional duties and contribute in a constructive, collaborative and positive manner.

2. Professional Relationships and Respect for Colleagues

Through our language and behaviour, as a staff we aim to create a climate of strong, supportive professional relationships and high standards through the way that we interact at school and in the community on a daily basis.

We will endeavour to:

- Interact respectfully, courteously and responsively with all members of the school community, recognising the dignity of every person
- Work constructively with others in a supportive culture of trust and open communication, mutually supporting one another to improve curriculum delivery and classroom practice

- Foster positive collaborative relationships with other staff members through effective, professional and considerate communication
- Contribute positively; expressing intentions, ideas and perspectives clearly and listening respectfully to those expressed by others
- Participate in all settings in a manner that fosters an environment in which positive staff morale and staff well-being are developed
- Support the professional reputation of colleagues, respect confidentiality, and raise matters of genuine concern with the appropriate authority, in a sensitive manner
- Act with integrity, honesty and impartiality; demonstrating no prejudice or favour in all dealings with members of the school community
- Take responsibility for our professional practice, transparency in our actions and accountability for our decisions.

3. Professional Dress and Conduct

Appropriate work-place dress and conduct enables staff to maintain respect, establish credibility and uphold the good reputation our school has in the community. Teaching staff are encouraged to ensure their personal appearance and presentation are clean, tidy and appropriate for their work role, taking into account the particular circumstances of their work place.

We will endeavour to:

- Engender respect through dress and appearance, reflecting the same standards we set for our students
- Not wear revealing clothes such as those exposing bare midriffs, strapless/singlet tops or dresses, or clothes that may be construed as suggestive and/or offensive
- Wear professional attire, including a collared shirt for males and avoiding clothing such as t-shirts, hoodies, tracksuits*, ripped/faded denim and thongs, or clothing with inappropriate or offensive material
- Be well groomed at all times
- Where applicable, ensure tattoos are covered and that piercings are conservative, reflecting the standards set in Catholic schools
- Dress in professional attire, regardless of specific teaching context, for formal events such as School Masses, Anzac Day March, Parent-Teacher interviews, Presentation Assemblies and Information Evenings which require us to interact with the community as representatives of James Sheahan Catholic High School
- Comply with the relevant workplace health and safety regulations as they apply to protective apparel e.g. appropriate shoes, protective clothing, safety glasses and sun-safe attire when outdoors.

*Note: Staff involved in physical or practical courses, sport, excursions and special events would wear clothing appropriate for these occasions.

4. Interactions with students

As role models to young people, we have a responsibility to witness respectful communication and professional interactions with students. We strive at all times to act in a way that contributes positively to the experiences of students at James Sheahan.

We will endeavour to:

- Interact with students in ways that reflect the Catholic values of the school
- Interact with students in ways that recognise and uphold their inherent dignity
- Ensure interactions with students are never demeaning, sarcastic or aggressive in tone and/or body language
- Exercise discretion and professional respect, by not participating in divisive conversations with students about other staff members, students, community members or school decisions
- Interact professionally with other staff members when students are present
- Support school decisions made in relation to students, ensuring we never undermine or critically discuss these decisions in front of students
- Maintain a professional distance with students, including not engaging in personal interactions with students on social media.

5. Presence in the Community

All staff are a representative of James Sheahan Catholic High School, and role models to present and past students. All interactions within the wider community should support the values and Catholic identity of the school.

We will endeavour to:

- Support the ethos and values of the school and the Catholic Church, in a respectful and supportive manner in the community, treating all people with respect and dignity
- Be aware of behaviour in public situations where parent, community members and/or students may be present and judgemental
- Deal with students and parents in the broader community in a manner that maintains an appropriate level of interaction, support and professionalism
- Avoid engaging in informal, critical or sensitive discussions about students, teachers or school decisions outside of the school and school hours
- Act with integrity by not encouraging or promoting rumours or hurtful information that affects the dignity and image of other staff members

- Not communicate in a negative or malicious way publicly about the performance, job related practices or classroom management issues of other staff members
- Not act in an abusive or threatening manner towards other staff members
- Support the professional reputation of colleagues and respect confidentiality.

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