

# THE TEACHER IN A CATHOLIC SCHOOL

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The following role description was drawn from the standards issued by the NSW Institute of Teachers:

## 1. 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, pastors and the faith community, a teacher is expected to contribute to the evangelisation and formation of children in the Catholic faith. Teachers employed to work at Edmund Rice College must have the capacity and commitment to:

- Understand, and be committed to, the Catholic identity of the College.
- Develop an understanding of, and commitment to, the teachings of the Catholic Church.
- Understand the integral connection between their school, and their local parish and Diocese and the Catholic Schools in the Edmund Rice Tradition.
- 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 integrate Catholic values in the teaching of other disciplines.
- Encourage a culture in the College which enables a personal encounter with Christ and which promotes the teachers of the Church.
- Appreciate their roles in receiving and proclaiming the Good News by word and deed, and by the example of their lives.
- Support parents and families to evangelise and catechise their children.
- Create effective and growth promoting learning environments that recognise the dignity and value of every student and enables them to achieve.

## 2. The teacher as a competent professional

A teacher as a professional will perform their role and responsibilities to a high level of competence in a way that meets the benchmarks set by the NSW Institute of Teachers for a teacher to be considered a competent professional. These expectations and standards, that are within National, State and Diocesan accountabilities, may vary from time to time as the profession develops, and a professional teacher will continuously seek to meet and work at the level as set by the Institute of Teachers or other equivalent bodies.

Thus a teacher will:

- Know their subject content and how to teach that content to their students.
- Know their students and how they learn and using 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.
- Continually improve their professional knowledge and practice.
- Communicate effectively with parents/guardians of students.
- Duties of a teacher generally include (but are not limited to):
  - Scheduled teaching; lesson preparation and programming; assessment; register content taught; reporting
  - Personal and professional learning; collegial support, e.g. the mentoring of trainee and beginning teachers
  - Supervisory duties that can include playground duties, sports duties, as well as other occasions

- Ongoing pastoral care through identifying students in need and taking appropriate and timely action
- Participation in school based meetings; participation in parent-teacher meetings; participation in school camps/retreats; and participation in the usual co-curricular activities of the College.
- Other duties may require a teacher to take responsibility for leading an area of instruction, participation in the management of school such as undertaking risk assessments, or providing a general assistance to the good management of the College.
- Contribute to a faculty team led by a Head of Department and a Year Level team led by a Year Co-ordinator.

**3. The teacher as a professional with statutory duties as well as an employee with common law duties to their employer**

A teacher must understand and comply with the statutory duties associated with their profession. In addition, a teacher employed by Edmund Rice College has various common law duties to their employer. To this end, the teacher should:

- Be familiar with the provisions of legislation relevant and applicable to their designated responsibilities.
- Comply with their duty as a mandatory reporter of children at risk of harm under Section 27 of the *Children and Young Persons (Care and Protection) act 1997 (NSW)*.
- Comply with the *Workplace Health and Safety Act 2011* including the obligation for employees to co-operate with employers in their efforts to comply with occupational health and safety requirements.
- Comply with reasonable directions given by a supervisor or Headmaster and adhere to guidelines concerning the performance of their duties.
- Perform their duties efficiently and effectively and with honesty, integrity and fairness at all times; perform all their work with reasonable competence and skill.
- Render faithful service to their employer and not wilfully damage their employer's interests.
- Use information gained in the course of employment only for proper and appropriate purposes.
- Comply with all College workplace policies, including, but not limited to, any Code of Conduct for School employees or similar policies, as well as policies such as Bullying and Harassment policies and internet and email policies.
- Commit to the development of a climate and culture of the workplace aligned to the ethos of a Catholic school.
- Collaborate in the development of school plans, policies and programs as directed.
- Use system resources economically.

**4. An effective and quality teacher demonstrates the capacity to:**

- Provide Quality Learning Environment.
- Provide Intellectual Quality.
- Uphold the values of the College.

## **REQUIREMENTS OF A TEACHER**

In performing the range of tasks arising in the course of employment a teacher will need to draw on both physical and mental attributes as well as a range of skills, and sustain the level of fitness both physically and mentally that will allow them to perform without experiencing fatigue or exhaustion.

A teacher will have the confidence and ability to:

- Control a group of students of mixed ability, temperament and social backgrounds and be able to cope with short term excessive demands from children.
- Be responsible for others.
- Relate and empathise with children and others and thus provide practical pastoral care and support for students.
- Cope with change.
- Exercise self-control in use of voice.
- Articulate own feelings to others.
- Demonstrate commitment, planning, purpose and enthusiasm.
- Talk coherently about the processes used in teaching and communicating.
- Understand, demonstrate and use a range of teaching strategies, styles and learning technologies appropriate to year levels and topics taught.

Teachers require a social and emotional stability and 'fitness' to ensure an ongoing and clear orientation to:

- Personal resilience along with recognition and use of emotional intelligence. Express empathy; exercise self-control; communicate effectively, with coherence; use listening skills to develop and ability to influence others i.e. resolve conflict.
- Have an ability to self-assess, and articulate their own vision.
- Demonstrate involvement as well as lead a group and/or ability to work in a team.
- Create a positive learning environment, including accepting responsibility for creating and maintaining an atmosphere of mutual respect amongst students and teachers, such as to development engagement in the task set by you, or with the process you develop and teach.
- Provide opportunities for students to develop self-discipline, self-direction and a sense of responsibility to others, along with the ability to manage classroom behaviour so that the learning/teaching process occurs with minimal disruption.
- Strive to provide students with constructive feedback on their behaviour, and to clarify for students and consistently implement School-based classroom rules and consequences for infringement.
- Work continually to improve classroom practice, through critical self-reflection of professional practices to improve the quality of teaching and learning.
- Be open to constructive criticism and critical evaluation of various aspects of job performance from time to time.