



1. "The quality of an education system cannot exceed the quality of its teachers"
2. "The only way to improve outcomes is to improve instruction"
3. "High performance requires every child to succeed"

2007 McKinsey Report, [How the world's best performing education systems come out on top.](#)

College Expectations

The staff at Simonds Catholic College are the school's most valuable resource, consequently staff selection and appointment is the most significant process undertaken by the school. The school's effective daily operations and administration depends on the efforts of all staff. All staff members are expected to support the Catholic ethos of the College. In doing this, all staff should:

- Take an active part in the general life of the College and participate in official college functions
- Understand, support and act in accordance with College policies and procedures, and goals as outlined in the Strategic Plan and Annual Action Plans
- Assume pastoral care responsibilities both as a subject teacher and as a Pastoral Care Teacher
- Demonstrate appropriate standards and expectations that the students are encouraged to live up to. Provide a positive environment in which effective communication can take place
- Ensure that communication will be clear, concise and affirming
- Take responsibility for the care of the resources of the college – rooms, furniture, equipment.

Responsibilities

Every aspect of the curriculum depends on the quality of its teaching staff. Student learning is ultimately the product of what goes on in classrooms. Professional responsibilities of teachers at Simonds Catholic College find form within a range of categories and can be met both collegially and individually. The responsibilities include:

THE CLASSROOM

- Have clear and set classroom rules and routines that are conducive to maintaining an orderly learning environment and which are implemented effectively, consistently and fairly
- Develop constructive relationships with students and classes
- Create a learning environment which stimulates interest in learning and promotes excellence and accepts & acknowledges the needs of students to be both challenged and given support
- Actively engage students in the learning process, perceiving that learning is an active and collaborative venture, both between teacher and students and amongst students themselves
- Recognise that in each classroom students are of mixed ability and from a variety of backgrounds that must be catered for in order for them to achieve success
- Use a variety of strategies which will improve the quality of the teaching and learning that occurs in the classroom
- Be aware of the safety of students. While being a general expectation, teachers are expected to know emergency procedure and drills and are required to understand the particular safety needs within their subject area(s) and be able to put them into effect.

CURRICULUM

Under the direction of the Faculty Manager and Cluster Leaders:

- Participate and actively contribute in faculty based curriculum development
- Participate and actively contribute in Professional Learning Teams
- Share materials and resources to enhance the learning of all students and give support to fellow staff members in the Learning Area
- Plan a consistent and coherent learning program which recognises the variety of ways in which students learn

- Develop appropriate methods of assessment and reporting
- Deliver the learning program that has been documented.

ASSESSMENT AND REPORTING

- Use a range of assessment and evaluation techniques regularly and fairly
- Encourage students to reflect on their work and the process they have gone through to achieve it.
- Encourage students to set their own goals and evaluate their outcomes
- Ensure students are aware of the assessment tools and criteria prior to commencing tasks
- Ensure a variety of assessment techniques are used to measure learning outcomes and modify learning tasks as required for students with individual needs
- Maintain accurate and detailed attendance records
- Maintain accurate and comprehensive records of student progress and achievement (including data for Semester Results, Commendation Awards, Excellence Awards)
- Provide accurate and detailed written reports and parent feedback via the formal written report cycle, scheduled Parent / Teacher interviews and other means as required in accordance with the Assessment and Reporting Policy of the college and in accordance with the published timeline
- Use data to inform the further planning of the teaching and learning program.

PROFESSIONAL DEVELOPMENT

- Keep abreast of knowledge and curriculum development as well as current developments in educational thinking
- Take responsibility for one's own professional development
- Avail yourself of opportunities offered by the College for accessing professional development
- Contribute to the development of other staff members within the College by sharing knowledge, ideas and resources
- Operate in accordance with the VIT policies and procedures and policies of the Catholic Education Commission of Victoria (CECV).

OTHER RESPONSIBILITIES

- Attend all lessons (unless prior arrangement has been made to miss a lesson) and be punctual for class
- Mark the roll at the beginning of each lesson
- Monitor attendance of students if teaching VCE classes
- Attend meetings as required
- Carry out administrative duties associated with classroom teaching
- Adhere to specific requirements of the Learning Area
- Attend Parent-Teacher Interviews
- Attend activities concerning your Year Level or Learning Area
- Take an active interest in the activities of the College
- In dealings with students, demonstrate at all times a support of school rules
- Be prepared to attend school camps, if required
- Carry out extra duties as required