



# Teacher (Responsibilities & Practice)

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Marcellin College is a leading Catholic secondary school for boys conducted by the Marist Brothers since 1950. The College is part of the mission of the Catholic Church and is a faith community where learning and teaching seeks the integration of faith, life and culture. Our vision strengthens our commitment to educating and supporting the growth of our boys as they 'strive for the highest with virtue and courage' - *Virtute Ad Altissima*.

Staff at Marcellin College are the school's most valuable resource, consequently staff selection and appointment is the most significant process undertaken by the school. Staff are selected on the basis of their professional competence and their potential to contribute actively to the life of the school. It is expected that all staff understand the philosophy and tradition of Catholic education and that they have a genuine commitment to upholding these principles and those of our Vision statement.

Subject teachers are appointed by the Principal and are expected to work in partnership with the Leadership Team in developing effective learning and teaching outcomes and connecting with and guiding young people.

All teachers at Marcellin College are responsible for following the Marist philosophy and supporting the goals of the College Mission – *Education, Spirituality, Community and Justice*. Teaching Staff are expected to lead the vision and goals of the College as a learning community and to commit to their ongoing professional development and learning.

## **Commitment to the Catholic Ethos**

It is expected that all staff of Marcellin endeavor to uphold the Catholic and Marist identity of the College and to live out its vision. In practice this involves:

- An acceptance of the Catholic educational philosophy of the College;
- Development and maintenance of an adequate understanding of those aspects of Catholic teaching that touch upon subject areas and other aspects of their work;
- A commitment to strive to help students to understand, accept and appreciate Catholic teaching and Marist characteristics through their teaching and other work and by personal example;
- Comply with the accreditation policy of the CECV to teach in a Catholic school and other CECV and Marist Schools Australia policies.

## **Vision for Learning**

At Marcellin College we aim to provide a learning and teaching program that fosters the notion of lifelong learning, developing the skills necessary for all members in our community to connect and interact with the real world.

We believe contemporary education in the 21st century provides opportunities for students to engage in authentic learning allowing them to *collaborate, communicate*, be *creative* and think *critically* about their learning in a local and global perspective. The use of digital technologies provides a platform for learning and teaching programs to foster such learning.

Marcellin College is part of the mission of the Catholic Church and is a faith community where learning and teaching seeks the integration of faith, life and culture. This vision strengthens our commitment to educating and supporting the growth of our boys as they 'strive for the highest with virtue and courage' - *Virtute Ad Altissima*. We uphold these values as we enrich the appreciation of the story of our Catholic faith and charism of Saint Marcellin Champagnat.

## **Positive Relationships, Restorative Practices & Student Wellbeing**

Marcellin College is committed to providing all staff and students with a working environment that values diversity and respects differences in its community, where each person is treated with courtesy and respect in a fair and just manner. All staff / teachers have an important role in assisting with the promotion of a culture within the College which clearly defines and actively discourages bullying, discrimination or harassment of any nature. Likewise, teaching staff are responsible for ensuring that a positive and productive learning environment is created and maintained within and outside the classroom.

The College's accepted and endorsed approach for the management of inappropriate behaviour is via Restorative Practices - a strategy which aims to enable students to understand the incident from a range of perspectives, reconcile and resolve problems and learn from their mistakes. Staffs are expected to use Affective Questioning to allow the student to understand the incident or conflict and to assist the student to identify what they can do to restore the damaged relationship.

All staff are responsible for the Pastoral Care and overall wellbeing of students and thus are required to communicate and act in response to the needs of a student. It is expected that all staff have knowledge of the established procedures for addressing the pastoral care and behaviour management of students. Restorative Practices work in alignment with the Student Code of Conduct, which outlines appropriate and acceptable behaviour for students.

## **Child Safety**

- Provide students with a child safe environment
- Be familiar with and comply with the College's child safe policy and code of conduct, and any other policies or procedures relating to child safety
- Proactively monitor and support student wellbeing
- Exercise pastoral care in a manner which reflects school values
- Implement strategies which promote a healthy and positive learning environment
- Demonstrate duty of care to students in relation to the physical and mental well being

### **Professional responsibilities & practice**

The responsibilities of the teaching staff at Marcellin College draw on the standards and characteristics of Effective Teaching with reference to the AITSL Professional Standards for Teachers, as the main attributes needed by the Teaching Profession:

- Professional Knowledge
- Professional Practice
- Professional Engagement

All teachers at Marcellin are required to play a significant role in assisting the school to improve student performance and educational outcomes determined by the College's *School Improvement Plan*, Marist priorities and contribute to the development and implementation of all school policies and priorities. All subject teachers are required to:

- Teach a range of students/classes and are accountable for the effective delivery of their programs
- Demonstrate the skills, knowledge and contemporary pedagogical practice to meet diverse needs of all students
- Use a variety of inclusive assessment and reporting methods in order to regularly monitor learning progress
- Develop positive relationships with students and classes and implement effective classroom management through the modelling of exemplary classroom practice
- Engage in critical reflection of their practice and to support staff to expand their capacity
- Provide advice about the content, processes and strategies that will shape individual and school professional learning
- Assist other staff to use student data to inform teaching approach
- Contribute to a positive working environment that actively promotes collegial collaboration, sharing and team work
- Provide parents and students with detailed, accurate and informative reports particularly through official Parent/Teacher nights and the written reports
- Work in partnership with parents, subject teachers, Pastoral Leaders, House Coordinators and Heads of School in monitoring Student progress and well-being

Please refer to the AITSL website for further information: <http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list>

All teaching staff undertakes an annual Professional Portfolio involving written reflection of teaching and learning practice, data analysis and identification of individual professional learning goals, based on the principles stated above. The appraisal process includes a series of formal and informal support meetings involving teachers and the relevant direct reports as well other Positions of Leadership as appropriate.

Teaching staff are responsible for maintaining their registration, as per VIT requirements by actively seeking, undertaking and documenting professional learning activity.

### **Professional Conduct**

The College's expectation of professional conduct is based on the VIT Victorian Teaching Profession *Code of Conduct*. The values underpinning this code are based on integrity, respect and responsibility. It identifies a set of principles which describe the professional conduct, personal conduct and professional competence expected of a teacher by their colleagues and the community.

On occasions where staff are representing the College off-site (camps, overseas travel, professional learning sessions etc) professional conduct is to be maintained. Staff are to be mindful that interactions with members of the College community and beyond need to be conducted in a respectful, responsible and courteous manner. Likewise, teachers attending College functions (formals, socials, celebrations etc) are also expected to conduct themselves in accordance with the VIT Code of Ethics.

### **Co-curricular Commitment and Overnight Stay**

Consistent with the Victorian Catholic Education Multi Enterprise Agreement 2013 Professional Expectations and Consultative Committee recommendations, each teacher is required to commit to a co-curricular activity (pro-rata). To enable a rounded experience of College life and have the opportunity to work with students in a range of capacities, teachers are required to participate in a range of co-curricular activities from AGSV & VSRU Sport (Saturday), Debating, Ministry, Performing Arts and academic options.

All staff at Marcellin are also required to undertake an Overnight Stay while employed at the College. A list of overnight stay options (camps & retreats) are forwarded to staff at the same time Staff Intention forms are circulated.

**The position also includes other duties as outlined from time-to-time by the Assistant Principal, Deputy Principal and the Principal.**

## **GENERAL CRITERIA**

Applicants should be able to demonstrate:

- A commitment to the Marist Charism and Catholic education
- A commitment to Child Safety
- A sound understanding of the learning and wellbeing education needs of boys
- Proven success as a teacher
- Excellent interpersonal and administrative skills
- An ability to work within a collaborative decision making structure
- A commitment to ongoing personal professional development
- Appropriate qualifications and educational experience

The position is employed in accordance with the terms and conditions of the Victorian Catholic Schools and the Victorian Catholic Education Multi Enterprise Agreement 2013 which includes being available to the College during specified periods leading up to the commencement of school and after school finishes.

The position will from time-to-time require attendance outside normal hours. The successful applicant will be required to undergo a Criminal Record Check upon commencement and every five years thereafter.

The successful applicant would require a commitment to ongoing professional learning and hold relevant qualifications. The position requires the completion of an Annual Review Meeting.

All employees at Marcellin College are to follow College policies and procedures, including the Occupational Health and Safety Act 2004 and Equal Opportunity Act.