

MISSION:

The mission of The Cathedral School is to be a caring, Christian community in which students are challenged and inspired to explore, learn,

TEACHER EXPECTATIONS

The Cathedral School is guided by the Queensland College of Teachers *Code of Ethics* and the *Australian Professional Standards for Teachers*. Working within this framework, Teachers at The Cathedral School are required to:

- Draw on professional knowledge and research to respond to the needs of their students.
- Create and maintain safe, inclusive, engaging, and challenging learning environments and apply fair and equitable behaviour management strategies.
- Analyse, evaluate, and expand their professional learning both collegially and individually.

PRIMARY ROLE PURPOSE

The position of **Middle and Senior School**

KEY ACCOUNTABILITIES:

PROFESSIONAL STANDARDS

The key accountabilities of the Middle and Senior School Teacher are based on the *Australian Professional Standards for Teachers*, and describe the Professional Knowledge, Practice, and Professional Engagement required at The Cathedral School.

PROFESSIONAL KNOWLEDGE

Know students and how they learn

- Select from a flexible and effective repertoire of teaching strategies to suit the physical, social, and intellectual development and characteristics of students.
- Expand understanding of how students learn using research and workplace knowledge.
- Design and implement effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious, and socioeconomic backgrounds.
- Design and implement effective teaching strategies for Aboriginal and Torres Strait Islander students using knowledge of and support from community representatives.
- Evaluate learning and teaching programs, using student assessment data, that are differentiated for the specific learning needs of students across the full range of abilities.
- Work with colleagues to access specialist knowledge, and relevant policy and legislation, to develop teaching programs that support the participation and learning of students with disability.

Know the content and how to teach it

- Apply knowledge of the content and teaching strategies of the teaching area to develop and implement engaging learning and teaching programs.
- Organise content into coherent, well-sequenced, and innovative learning and teaching programs.
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- Select, create, and use a wide range of resources, including ICT, to engage students in their learning.
- Select and use a wide range of verbal and non-verbal communication strategies to enhance student understanding, engagement, and achievement.
- Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practices.
- Provide appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.

Create and maintain supportive and safe learning environments

- Establish and implement inclusive strategies and positive interactions that engage and support all students.
- Establish and maintain a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities.
- Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly, and respectfully.
- Establish and maintain a safe and secure learning environment that meets the needs of all students, including those with diverse abilities and backgrounds.
- Develop and incorporate strategies to promote the safe, responsible, and ethical use of ICT in learning and teaching.

Assess, provide feedback and report on student learning

- Develop, select, and use a comprehensive range of informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.
- Provide timely, effective, and targeted feedback to students about their achievement relative to their learning goals.
- Participate in assessment moderation activities to support consistent and comparable judgements of student learning.
- Use data from internal and external student assessments for evaluating learning and teaching, identifying interventions, and modifying teaching practice.
- Report clearly, accurately, and respectfully to students and parents/carers about student learning and achievement, making use of accurate and reliable records.

PROFESSIONAL ENGAGEMENT

Engage in professional learning

- Analyse the *Australian Professional Standards for Teachers* to plan personal professional development goals.
- Plan for professional learning by accessing and critiquing relevant research and engage in high-quality targeted opportunities to improve practice.
- Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice and the educational outcomes of students.
- Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs.

