COMMITMENT TO ETHOS
The Lasallian School recognises that Lasallian teachers:
- are the prime agents in the student’s school-based learning;
- are focused on student learning; effective communication; respect; knowledge of the subject; sound teaching and learning theory;
- hold high expectations of their students;
- give praise more readily and more often than criticism;
- hold the individual student in high regard;
- act as a role model for the students – both as learners and as Christians.

CONDITIONS OF EMPLOYMENT
In accordance with the 2017 Enterprise Agreement.

RESPONSIBLE TO
- all staff are responsible for their appropriate professional conduct at all times in the performance of their duties as an employee of St Michael’s College (cf Staff Handbook and/or ‘Letter of Employment’);
- all staff are answerable to the Principal;
- responsibility for Education Support Officers is delegated to the Business Manager unless stated otherwise;
- responsibility for Teaching Staff is delegated to the Deputy Principals.

INTRODUCTION
The National Professional Standards for Teachers reflect and build on national and international evidence that a teacher’s effectiveness has a powerful influence on students. These standards define the work of teachers and make explicit the elements of high-quality, effective teaching in 21st century schools.

The National Professional Standards for Teachers comprise seven standards which outline what teachers should know and be able to do. These standards are grouped into three domains – Professional Knowledge, Professional Practice and Professional Engagement.

Teachers at St Michael’s College are able to integrate and apply knowledge, practice and professional engagement as outlined in this document.

DOMAINS OF TEACHING

<table>
<thead>
<tr>
<th>Professional Knowledge</th>
<th>1.</th>
<th>Know students and how they learn.</th>
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<td>2.</td>
<td>Know the content and how to teach it.</td>
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<td>4.</td>
<td>Create and maintain supportive and safe learning environments.</td>
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<td>5.</td>
<td>Assess, provide feedback and report on student learning.</td>
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<td>7.</td>
<td>Engage professionally with colleagues, parents/carers and the community.</td>
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</table>
Professional Knowledge

- Teachers draw on a body of professional knowledge and research to respond to the needs of their students within their educational contexts.
- Teachers know their students well, including their diverse linguistic, cultural and religious backgrounds.
- They know how the experiences that students bring to their classroom affect their continued learning.
- They know how to structure their lessons to meet the physical, social and intellectual development and characteristics of their students.
- Teachers know the content of their subjects and curriculum.
- They know and understand the fundamental concepts, structures and enquiry processes relevant to programs they teach.
- Teachers understand what constitutes effective, developmentally appropriate strategies in their learning and teaching programs and use this knowledge to make the content meaningful to students.
- Through their teaching practice, teachers develop students’ literacy and numeracy within their subject areas.
- They are also able to use Information and Communication Technology to contextualize and expand their students’ modes and breadth of learning.

Professional Practice

- Teachers are able to make learning engaging and valued.
- They are able to create and maintain safe, inclusive and challenging learning environments and implement fair and equitable behaviour management plans.
- They use sophisticated communication techniques.
- Teachers have a repertoire of effective teaching strategies and use them to implement well-designed teaching programs and lessons.
- They regularly evaluate all aspects of their teaching practice to ensure they are meeting the learning needs of their students.
- They interpret and use student assessment data to diagnose barriers to learning and to challenge students to improve their performance.
- They operate effectively at all stages of the teaching and learning cycle, including planning for learning and assessment, developing learning programs, teaching, assessing, providing feedback on student learning and reporting to parents/carers.

Professional Engagement

- Teachers model effective learning.
- They identify their own learning needs and analyse, evaluate and expand their professional learning both collegially and individually.
- Teachers demonstrate respect and professionalism in all their interactions with students, colleagues, parents/carers and the community.
- They are sensitive to the needs of parents/carers and can communicate effectively with them about their children’s learning.
- Teachers value opportunities to engage with their school communities within and beyond the classroom to enrich the educational context for students.
- They understand the links between school, home and community in the social and intellectual development of their students.

Each year St Michael’s College publishes a Teacher’s Handbook (Primary and Secondary). This document outlines the employee’s requirements in a range of areas including the following:

- Pastoral Care and Student Development;
- Curriculum Expectations;
- Operational Matters;
- Compliance – eg SACCS, College Policies, Child Protection, WHS.
INFORMATION SPECIFIC TO A PRIMARY TEACHING AREA:

- Openness to parent participation in the learning program, especially in Junior Primary Years.
- Facilitate appropriate orientation and transition processes for young boys new to the school.
- Awareness and application of contemporary Boys' Education best practice.

Music
- Ability to implement a stimulating and appropriate ‘hands on’ teaching and learning program for Music for Boys 2-7.
- Support for and management of Instrumental Music Program across the Primary and Middle Years (R-6).
- Work in partnership with Primary Campus colleagues and classes to integrate possible aspects of Music with Investigation Units.
- Support activities across the campus with musical contributions, eg Masses, celebrations, assemblies, Open Days, Musical.
- Classroom teaching responsibilities will be incorporated in this role.
- Responsible for coordinating the Music Immersion, Choir and Band programs.

Learning Support
- Broad purpose is to support teachers and families in providing students with special and adaptive needs with quality educational outcomes.
- To promote student well-being and improved educational outcomes for all students.
- Liaising with staff in the assessment and diagnosis of need.
- Supporting inclusive classroom practices.
- Supporting Special and Adaptive needs through a range of strategies including withdrawal and classroom support.
- Liaise with teachers, families, CEO and agency personnel in case management of students with special and adaptive needs.

INFORMATION SPECIFIC TO A SECONDARY TEACHING AREA:

Business
- Experience and ability to teach a specialised Business subject to Stage 2.
- Active knowledge and involvement in the development of the Australian Curriculum.
- A willingness to implement a “hands on” teaching and learning program for Business and Enterprise.

Design & Technology
- Have a high level of knowledge and understanding of contemporary technologies.
- Be able to teach across a range of disciplines as part of the design and technology curriculum.
- Willingness to be a professional member of the Design and Technology faculty and to contribute to the development of emerging technologies.

Digital Technology
- Good working knowledge of the software used in the College including the Microsoft suite, and the Adobe suite of programs as well as Sound editing and Video editing software.
- Knowledge of the SACE and the Australian Curriculum in the Digital Technologies curriculum area.
- Commitment to the development of Digital Technologies across the middle school.
- Willingness to learn from others and share your knowledge with staff from a range of learning areas.
- Awareness of best practice in teaching along with the application of these practices.

Dance
- Knowledge of contemporary and historical dance innovators.
- A commitment to developing and delivering inclusive practical and analytical Dance curriculum.
- An ability to teach the technical, physical and creative skills and aspects of dance.
- A willingness to contribute to the Arts community including participation in special and curriculum events within and outside school hours.
Drama
- Knowledge of contemporary and historical theatre innovators and theorists.
- A commitment to co-developing and delivering inclusive practical and analytical Drama curriculum.
- An ability to teach the technical and design aspects of theatre.
- A willingness to contribute to the Arts community including participation in special and curriculum events within and outside school hours.

English
- Familiarity with the Australian Curriculum and SACE.
- Ability to teach English in the middle years as well as Stage 1 and Stage 2.
- Demonstrate commitment to personal professional development as well as working collaboratively.
- Demonstrate detailed knowledge of the subject and excellent pedagogical skills.
- Facilitate student enthusiasm and willingness to explore and develop the use of language in a range of contexts.

Food Technology
- Knowledge of the Food Technology curriculum within the context of the Australian Curriculum framework.
- Commitment to the development of Food Technology curriculum as a Year 9 Elective.
- Demonstrate knowledge and understanding of contemporary Food Technology pedagogies.
- Willingness to learn from others and share knowledge with staff from a range of learning areas.
- Awareness of best practice in teaching along with the application of these practices.

Geography
- Familiarity with the Australian Curriculum – Geography and the SACE Stage 1 and 2 Geography and Society & Culture Subject Outlines.
- Demonstrated ability to teach Geography in Years 7–10 and either Geography or Society & Culture to Stage 2.
- Demonstrated familiarity with inquiry based pedagogy.
- Willingness to integrate fieldwork and spatial technologies, particularly in Year 8–10 Geography.

Health and Personal Development
- Demonstrate a willingness and commitment to HPD specific curriculum development.
- Demonstrate knowledge and understanding with contemporary HPD pedagogies.
- Demonstrate expertise to teach a variety of HPD courses including Physical Education, Outdoor Education and Dance.
- The willingness to contribute to the College Co-Curricular Sport program.

History
- Contribute to the writing and development of Curriculum in the Department.
- Be compliant with the requirements of the Australian Curriculum, SACE and the St Michael’s College curriculum.
- Demonstrate experience and proven ability to teach History as a specialised subject.
- Willingness to undertake professional learning in order to maintain and/or update their teaching pedagogy and skills in History.

Italian
- Detailed knowledge of and a high level of proficiency in Italian in order to teach from Year 8 to Stage 2.
- Excellent pedagogical skills to engage both boys and girls in the study of a second language.
- Demonstrated commitment to personal professional development.
- Familiarity with the Australian Curriculum and SACE.
- Commitment to working collaboratively with Faculty members and meeting deadlines.

Mathematics
- A coherent knowledge of mathematics and the relevant technologies.
- A rich knowledge of how students learn Mathematics.
- Encourage and assist students to become self-directed learners who enjoy Mathematics.
- Arouse curiosity, challenge student thinking, engaging them actively in learning Mathematics.
- Familiarity with the Australian Curriculum across all year levels and expertise in curriculum development.
- Work collaboratively as a member of the Maths Department.
- Active participant of the Maths Department and the Mathematics professional community.
Music
- Sound theoretical, practical and technical skills.
- Enthusiasm to deliver relevant and comprehensive musical concepts.
- A willingness to be involved in the strong co-curricular music program would be advantageous.

Personal Learning Plan (PLP)
- Knowledge of the world of work, school and career pathways for students in a contemporary setting.
- Ability to facilitate achievable and realistic goal setting options for young adults.

Religious Education
- Familiarity with the principles of gender-based Middle Schooling and Adolescent Spirituality.
- Familiarity with the Crossways Religious Education Framework and expertise in curriculum development.
- Willingness to participate in College retreats, liturgies and social justice activities.
- The capacity to teach SACE Stage 1 and 2 Religion is advantageous.

Research Project
- Ability to guide students in the skills and processes involved with inquiry based research.
- Fostering of skills and capabilities associated with student independent learning.

Science
- Ability to use laboratory-based technology, including PowerPoint, video, data loggers and computer simulations.
- Understanding of the importance of practical work and the ability to organize, supervise and assess appropriately.
- Support for the development of new curriculum initiatives and an ability to work collaboratively as a member of the Science team.
- Ability to teach and assess using the Australian Curriculum.

Visual Arts
- A demonstrable knowledge of contemporary and historical artists and art works.
- A commitment to co-developing and delivering inclusive practical and analytical Art curriculum.
- An ability to teach a variety of media and technical processes.
- A willingness to contribute to the Arts community including participation in special events.

June 2018