



COOLOOLA CHRISTIAN COLLEGE

DUTIES FOR TEACHING STAFF

TEACHING DUTIES

In broad terms the teacher's role will be to:

- Develop, provide and evaluate programs and services to meet the physical, social, emotional, educational and spiritual needs of individual students.
- Establish learning programs and manage the assessment and reporting to parents and students on the goals and achievements of each student in relation to established programs objectives and criteria.
- Provide for the physical, social, emotional and spiritual well-being and safety of students while at school and enhance their overall development towards effective citizenship and mature Christian adulthood.
- Manage, develop and coordinate the provision of internal and external welfare and support services to students and parents, with the close cooperation of the Associated Churches, to address emotional, physical, social and spiritual issues impacting on students and their education.

On a day to day basis teachers will be responsible for the instruction and supervision of students in classes assigned to them and to work as part of the overall school staff team in achieving the mission of Cooloola Christian College. To this end it would be expected that teachers display the following performance indicators related to individual experience.

Teachers must subscribe to the Statement of Faith of Cooloola Christian College Ltd. and are expected to provide a Christian role model at all times consistent with all of the above.

Teachers will demonstrate a capacity to:

Apply a range of effective teaching strategies and classroom management strategies.

- *Lesson Design:*
Uses in examples of direct instruction, an approach to lesson design that provides for initial focussing, inputs, modelling, guided practice, independent practice, closure.
- *Individual Differences:*
Organises learning processes to take into account individual differences among learners (abilities, learning styles, rates of learning and special needs).
- *Groupings:*
Works with learners as individuals, in small groups and whole class groups as is appropriate.
- *Active Involvement:*
Fosters motivation and engagement in the learning programs.
Preventive Behaviour Management:
Creates an environment conducive to learning by explicit use of motivational methods, communicating expectation, negotiating rules, establishing orderly routines, and encouraging positive interaction with students.
- *Reactive Behaviour Management:*
Is assertive with disruptive students, making use of a flexible range of responses.

Develop positive relationships with individual students and class groups, and to contribute to students' welfare and to parent/community involvement both in the classroom and beyond it.

- *Personal Interest*
Takes a personal interest in students talking with them and listening to them, responding helpfully to their requests for assistance with matters of personal interest.
- *Relationship:*
Is warm, empathetic, friendly and encouraging to students, and sensitive to their feelings, relating to them in ways that are appropriate to their age and state of development.
- *Regard for Students:*
Regards students as likable, worthy, interesting and capable of significant learning, and preserves the dignity of individuals in Christ.
- *Parent Involvement:*
Welcome parents interest in class work and support the wider involvement of parents and the community in the work of the school.

Contribute to curriculum/resource development and planning based on a reflective consideration of content and processes.

- *Curriculum Development:*
Active participation in the development and revision of curriculum programs in the light of experience.
- *Curriculum Implementation:*
Active participation in group decision-making processes in curriculum implementation.
- *Resource Development:*
Makes selections of and develops resources as a result of reflecting on their appropriateness.
- *Sources:*
Obtain information from a variety of sources to facilitate reflective consideration e.g. own observations, other teachers and administrators, students, contemporary educational literature (Christian, secular where appropriate).

Use a range of effective methods of evaluating and reporting.

- *Formative Evaluation:*
Provides formative evaluation which assesses learner progress towards objectives and communicates progress to the learner.
- *Summative Assessment:*
Provides summative assessment of learner achievement of objectives.
- *Record Keeping:*
Keeps records of learner progress over time.
- *Reporting:*
Reports appropriate information on the achievements of the learner to individual learners themselves and to their parents.

Contribute to professional and personal support of fellow teachers.

- *Sharing:*
Shares ideas, methods and materials with other teachers.
- *Participation:*
Participates in the development and review of curriculum programs and other policies for the school.
- *Support and Advice:*
Provides support and advice to other teachers who request it.

Including other such duties as are consistent with those reasonably expected of the teaching profession as directed by the Principal and or Board.