



TEACHER ROLE DESCRIPTION

The good teacher explains.

The superior teacher demonstrates.

The great teacher inspires.

William Arthur Ward

At St Mark's Lutheran we believe that quality teaching encompasses the three domains of Professional Engagement, Professional Knowledge, Professional Practice. Each of the domains describes what teachers need to know, understand and do well to be able to provide the quality teaching and learning environment we foster.

1. Professional Engagement

- Belief in and willingness to support the Lutheran ethos of the school
- Demonstrate and adhere to the school's mission, values and learning belief statement
- Knowledge of relevant laws, regulations and policies that govern the profession of teaching
- Conducts self in an appropriate and professional manner
- Works collaboratively and or collegially with staff, parents, students and the wider community
- Demonstrates a love for learning and a love for children
- Establishes, maintains and reflects Christ's love in their relationships with parents / caregivers and the wider community based on courtesy, mutual trust and open communication
- Respects the uniqueness of family privacy and circumstances by treating information with a level of confidentiality
- Engages with and is supportive of colleagues
- Attends and participates in school functions i.e. school concerts

2. Professional Knowledge

2.1 Curriculum Knowledge

- Knowledge of Christian Education requirements based on the Lutheran Christian Studies Curriculum Framework (CSCF)
- Demonstrates knowledge of the curriculum and content being taught
- Makes evident an understanding of the links between curriculum and content across all learning areas
- Engages in relevant professional development to enhance understanding of curriculum
- Be an active participant in curriculum and program design and development, individually and collegially

2.2 Pedagogical Knowledge

- Demonstrates a knowledge of inquiry based learning within relevant subject areas
- Demonstrates an understanding of the Teaching and Learning Cycle and how it is applied to the learning environment

2.3 Knowledge of Students

- Demonstrates a knowledge of child development to understand how children learn
- Demonstrates an awareness of the impact of disadvantage and an understanding that personal, social and cultural factors may influence learning and learning outcomes

3. Professional Practice

3.1 Teaching Practice

- Implements appropriate teaching practices including the use of ICT's as well as a variety of other resources
- Uses a range and balance of teaching strategies critically embracing contemporary ideas and practices in teaching
- Reflects, evaluates and adjusts own teaching strategies
- Differentiates the curriculum to meet the needs of all students
- Provides the skills so students become independent learners and higher order thinkers

3.2 Learning Environment

- Builds a rapport with students encouraging them to always excel
- Implements appropriate classroom behaviour and management in accordance with the school's Student Behaviour Education Policy
- Creates and manages an effective and engaging learning environment to empower students
- Maintains a climate where learning is valued and fostered
- Models equitable and respectful treatment of all students

3.3 Assessment Practice

- Views assessment as being integral to planning, teaching and learning
- Uses a wide range of assessment strategies (including formative and assessment), tools and criteria to monitor and evaluate student progress
- Provides meaningful, respectful, explicit and timely feedback
- Moderates across the year level to generate consistency in assessment
- Reports effectively to parents / caregivers in accordance with school policy