

## POSITION DESCRIPTION - SECONDARY TEACHER

### PHILOSOPHY STATEMENT

*St. John's Lutheran School is a family oriented and collaborative Christ focused school community. Our staff strive to keep abreast of current thinking in education and to integrate the "best of past practice" with the "best of what is current" that meets the diverse individual needs of the students in our care.*

*As a community at St. John's Lutheran School, we are committed to continually strive to provide the best possible learning/teaching environment and curriculum offering that is possible for the students in our care in accordance with the Alice Springs (Mparntwe) Education Declaration (2019).*

### SCHOOL MISSION AND VALUES

**MISSION:** Our school community is committed to providing quality education which endeavours to prepare children for the future in a caring supportive Christian environment.

**VALUES:**

*Christ* – We ask, "What would Jesus do?"

*Co-operation* – We co-operate with others.

*Communication* – We communicate in socially acceptable ways.

*Courtesy* – We use good manners in all situations.

*Consideration* – We respect the feelings and property of others.

*Care* – We care for ourselves, others and our world.

*Christian Leadership* – We serve, help and encourage others

## OBJECTIVE

### ALL STAFF AT ST JOHN'S WILL WORK WITHIN:

- The law applying to Teachers
- School policies, regulations, and expectations
- The schools mission statement, philosophy and Christian ethos
- Workplace health and safety regulations and other regulations governing the school
- Industrial agreements as they apply from time to time.

## ROLE DESCRIPTION

The main objective of a Teacher is to fulfil the roles, accept responsibilities and appropriate duties as described within this statement; to do so in accord with the School's mission statement, aims and values, and Industrial Agreements, and to meet the needs of the students in the teacher's care.

## DUTIES AND RESPONSIBILITIES

A Secondary Teacher at St. John's Lutheran School is a person adequately trained, creative and skilful in the art of teaching, and having an appreciation of his/her own teaching style, its importance and worth.

The teacher meets the requirements for registration with the Queensland College of Teachers and the Lutheran Church of Australia Policies (e.g. Accreditation) that relate to staffing in Lutheran Schools.

A teacher is also a learner, endeavouring to keep up to date with knowledge of subject area and developments in education. In the classroom, a teacher engages subject matter and resources to elevate learners to new experiences of learning and serving. A commitment about and dedication to the vocation and profession are evident.

Students receive from this teacher the same respect, love and justice they believe he/she accords to colleagues and friends in and outside the school community. They trust the one who is shaping and moulding them to do so with integrity.

Outside the classroom, a Teacher is a friend and, at times, coach to the students, always promoting the quality of Christian Education at the school. Off campus, the teacher, as a Christian, expresses both faith and common decencies in the community in an appropriate way.

### Knowledge:

A Teacher should have a knowledge of the School and its community. Hence a teacher at St. John's Lutheran School will work within:

- School policies, regulations, expectations, and programs
- The school's mission statement, aims and values
- Principles and ideals as outlined in statements issued by the Lutheran Church of Australia regarding its schools
- The laws applying to the school situation e.g.
  - Duty of Care
  - Workplace Health and Safety Regulations
  - Industrial Agreements as they apply from time to time
  - Other external regulations governing the school

### **Curriculum Design and Program Development:**

A Teacher at St. John's Lutheran School will:

- Show a thorough knowledge of subject matter
- Participate in adapting, co-ordinating and applying curriculum
- Develop and write programs relevant to their classes
- Be involved in wider reading in the area of content
- Understand the appropriate curriculum and school programs
- Interpret and design ACARA documents into Term, Weekly and daily planning
- Familiarity with QCAA protocols
- Critically evaluate the materials planned and presented to students in terms of the curriculum

### **Teaching Strategies and Approaches:**

A Teacher at St. John's Lutheran School will:

- Be receptive to various learning theories
- Develop teaching strategies which cater for individual needs considering levels of ability and maturity
- Sequence activities and apportion time appropriately
- Strive to develop a student's critical thinking skills
- Actively embrace contemporary ideas and practices in teaching
- Work collaboratively within teacher teams to reflect and evaluate student progress

### **Resource Development and Usage:**

A Teacher at St John's Lutheran School will:

- Have an awareness of the school's human and physical resources
- Develop and use a range of resources to support learning
- Have both a knowledge of and demonstrated ability to use print, audio and visual material
- Use current technology in the search for and dissemination of information
- Show a wise use of resources in all situations

### **Student Assessment:**

A Teacher at St. John's Lutheran School will:

- acquire a knowledge of diagnostic and developmental evaluation techniques
- assist in developing various assessment items/tests
- exercise judgements about students work with reliability, credibility and fairness
- participate in cross marking procedures
- take part in the assessment of students and reporting procedures as per the work program and principles developed by the School
- Use student data in inform planning

### **Contribution to the Wider Curriculum:**

A Teacher at St. John's Lutheran School should:

- Contribute to the broad and inclusive curriculum by allocating time to sporting, recreational or cultural pursuits thereby further developing students through the informal relationships possible in non-classroom environments.

### **Interaction with students and Pastoral Care:**

A Teacher at St. John's Lutheran School will:

- Be caring and supportive of students
- Show an obvious interest in the students
- Develop and maintain effective communication skills
- Motivate students in activities both inside and outside the classroom
- Assist students to develop appropriate study skills
- Assist in meeting the needs of students in special situations (e.g., emergency evacuation, personal crisis)
- Maintain and implement a current knowledge base of classroom organisation and behaviour management techniques
- Model personal conduct, lifestyle, and deportment consistent with a Christian environment

### **Contribution to School Organisation and Committees:**

A Teacher at St. John's Lutheran School:

- Will perform such duties as required from time to time to maintain an effective and efficient operation of the School,
- Should involve themselves in activities or committees outside the classroom that pursue the goals of the School.

### **Related Outside School Involvement:**

A Teacher at St. John's Lutheran School will:

- Engage in activities which enhance the professional life of the teacher
- Seek active membership in professional associations

### **Awareness of Professional Change:**

A Teacher at St. John's Lutheran School should:

- Actively pursue new knowledge and skills to enhance professional expertise
- Be involved in Coaching Programs

### **Professional Relationships:**

A Teacher at St. John's Lutheran School will:

- Seek harmonious relationships with colleagues and other staff members
- Plan learning sequences collaboratively with team members and colleagues
- Give assistance to pre-service and beginning teachers when appropriate
- Maintain appropriate contact with parents and the wider School community
- Participate in reflective goal setting and performance reviews

## GENERAL TEACHER CHARACTERISTICS SUMMARY

### Professional Attributes:

- Belief in the capacity for students to learn.
- Recognition of a response to individual differences in students.
- Treatment of students (fairness, alertness to the consequence of the teacher's own behaviour and encouragement of students to do the same).
- Awareness of the school's goals and the community it serves.
- Equitable treatment of students.
- Belief in, expression and justification of the value of what is being taught.
- Knowledge of relevant law, regulations, policies, and other specific functional knowledge.

### Content Knowledge:

- Knowledge of the content of what is being taught, including the underlying structure of subject matter and how that structure relates to other areas of knowledge.
- Knowledge of the methodology associated with content areas.

### Pedagogical Knowledge:

- Understanding and practical awareness of theories about the development of children and adolescents.
- Ability to adapt the content of what is being taught to their students and the context in which they are teaching.
- Knowledge and use of a wide range of teaching strategies.
- Ability to structure learning tasks effectively by
  - Fostering motivation and engagement
  - Explaining
  - Establishing expectations for students which are clear, challenging, and achievable
  - Increasing learners' own sense of responsibility for their learning capacity.
- Capacity to monitor student progress consistently and provide feedback on that progress and commitment to its practice.
- Knowledge and use of a wide variety of strategies for assessment.
- Capacity to explain their teaching processes and strategies.

## KEY CRITERIA

### Qualifications, Skills and Knowledge:

- Current registration with Queensland College of Teachers.
- Strong verbal and written communication skills
- Experience and an understanding of the Lutheran ethos underpinning the school could be an advantage.
- Experience in or willingness to engage and learn about Restorative Justice Processes.
- Displays a high level of organisational and time management skills.
- Establishes effective working relationships with staff, students and parents.
- Ability to be an active and supportive contributor in a team environment