Subject Teachers are expected to have an involvement that includes the total curriculum available to the students. Each teacher will have a role both within and outside the classroom.

As a group, the teachers at St Mary MacKillop College are responsible for providing an environment in which each child in their care can to grow and achieve personal excellence in a number of areas: intellectual, physical, social, emotional and spiritual. Teachers are expected to support the positive climate of the College through interactions and relationships based on mutual respect, and adopt an educative stance.

St Mary MacKillop College has embraced Information Technology for its ability to enhance student learning. It is expected that teachers will continue to develop their skills in Information Technology through professional development and use it in their classes in the most appropriate fashion. There is a Learning Technologies plan in place as well as comprehensive forward plans in the areas of Building programs, Information Literacy, L.O.T.E. and Technology – Materials. Staff members are expected to support and have input into these areas of expansion.

The role of the subject teacher has been divided into 5 areas. Each area is subdivided into a number of parts. Due to the integrated nature of teaching, this division is artificial and it is possible to move some elements into a different key function.

In addition, teachers are expected to discharge their routine and procedural responsibilities reliably. These include setting homework as designated, attendance at Domain/Subject meetings, keeping records in relation to both behaviour and assessment, involvement in Domain/Subject work, involvement in Staff Retreats and Professional Development.

**Professional Competence**

A teacher should

- operate within the framework of law and regulation, particularly in relation to duty of care.

- be conversant with theories of student learning styles that relate to specific subject areas.

- be able to develop the agreed curriculum into a teaching program for each class that identifies predetermined outcomes for students.

**Teaching Practice**

A teacher should

- design a variety of learning experiences that motivate, actively engage and challenge students.

- promote the development of effective organisational and study skills and procedures.
• through flexibility and responsiveness, match lesson content and methodology to suit students needs.

• incorporate information technology and information literacy methodology where appropriate.

• promote Christian values, as stated in the Vision & Mission Statement, within the classroom.

• foster the development of different learning styles: e.g. independent and collaborative.

• develop curriculum and other programs as prescribed by the school.

• value diversity, and respect the right of all students to learn.

**Relationships with the College Community**

A teacher should

• attend appropriate meetings as required.

• develop a positive relationship with the students in class, managing behaviour firmly, fairly and consistently.

• communicate regularly and effectively with students in class.

• Communicate regularly and effectively with parents as required by the College.

• communicate with, and seek the assistance of other staff members, House Leaders, Learning Support Coordinator, Domain Leader, Director of Wellbeing, to meet individual needs.

**Monitoring, Evaluating and Reporting**

A teacher should

• understand and use a wide range of assessment strategies.

• provide regular formative and summative feedback to students regarding application, presentation and performance.

• recognise and respond to individual differences and circumstances.

• maintain records and report on student progress to other teachers and parents in a meaningful way, as needed.

**Professional Conduct**

A teacher should:
• gather feedback from a variety of sources about the teaching performance.

• reflect critically on practice to improve the quality of teaching and learning.

• evaluate teaching and learning programs.

• Seek professional development based on individual needs.

• plan to meet longer term personal and school goals.

• understand the need for professional confidentiality and staff support for one another, particularly in relation to living in a regional country area.