



EMMANUEL
COLLEGE

WARRNAMBOOL Sharing Faith, Hope & Love

AN EMMANUEL TEACHER

INFORMATION IS CURRENT AS OF DECEMBER 2020

Emmanuel College - A Ministry of Mercy Education Ltd - ABN 69 154 531 870

KNOW STUDENTS AND HOW THEY LEARN

AN EMMANUEL TEACHER

- Draws from a range of knowledge to respond to the needs of their students.
- Shows a genuine interest in their students and works to build positive and respectful relationships.
- Ensures that curriculum is delivered in a diverse manner catering for a variety of learning styles that convey high expectations of learning and engagement for all students.
- Professionally communicates with colleagues and parents for the benefit of the students.
- Is reflective in their practice and is open to constructive feedback.
- Emphasizes the quality of learning with the valuing of effort.

EXPECTATIONS OF PRACTICE

- Uses Data to inform practice eg NAPLAN, PAT Testing, Pre-testing, Reading, Past reports etc.
- Asks questions of student interests, reads notes in students profiles, share information with staff.
- Develops profiles of individual students to support their learning.
- Reflects on practice from formal and informal feedback from students, Learning support staff and teachers and be prepared to be honest and reflective about how to improve teaching.
- Differentiates content that both modifies and accelerates based on their ability.

KNOW THE CONTENT AND HOW TO TEACH IT

AN EMMANUEL TEACHER

- Is actively involved in professional development, learning and reading (including ICT).
- Has sound knowledge of unit content and shares knowledge through professional dialogue.
- Plans and assesses curriculum both individually and collaboratively to ensure consistent teaching and assessment within faculties.
- Plans collaboratively to develop rigorous and engaging units of work in line with VCAA and Victorian Curriculum frameworks.
- Embraces pedagogical models that support excellence and innovation in teaching and learning practices.

EXPECTATIONS OF PRACTICE

- Completion of professional development relevant to the faculty and sharing of knowledge (including ICT).
- Unit plans are completed and documented before teaching, and are reviewed regularly to ensure quality practice.
- Uses common assessment tasks within SIMON that follow faculty plans.
- Collaboratively plans and adheres to curriculum, cross marks and shares and updates resources in relevant platforms and is accountable to leaders within KLA groups.
- Works collegially to challenge and improve pedagogical practices.

PLAN & IMPLEMENT EFFECTIVE TEACHING & LEARNING

AN EMMANUEL TEACHER

- Makes learning intentions explicit at the start of each unit and lesson.
- Collaborates with peers to plan, follow and review agreed curriculum documentation.
- Explicitly informs students and parents where resources can be found to support and consolidate their learning.
- Target tasks to students needs and ensure they are challenged to the appropriately level consistently.
- Support and recognise ideas of colleagues.
- Embrace the opportunity to review and reflect on content and delivery of units regularly.

EXPECTATIONS OF PRACTICE

- Provide unit outlines, assessment criteria and clear learning intentions for students.
- Formal and informal planning and sharing of curriculum documents and resources in KLA groups.
- Use Learning Areas to make students and parents aware of common assessment tasks/outcomes including marking criteria.
- Know and use Victorian Curriculum Levels to differentiate learning tasks.
- Ask and offer support to colleagues.
- Regularly attend and contribute to faculty meetings and read minutes if absent.
- Use a variety of modes to assess/reflect teacher effectiveness eg. survey, cross marking, data analysis, peer observation.

CREATE & MAINTAIN A SAFE LEARNING ENVIRONMENT

AN EMMANUEL TEACHER

- Has an understanding of College expectations regarding class learning environment.
- Is consistent in approach and follows up behavioural, discipline, wellbeing and academic issues (in a timely fashion).
- Implements safety strategies to support the learning environment.
- Has organised lesson plans that are varied and mindful of students individual learning needs.
- Uses the personal respect and dignity statement to support social behaviour.
- Models and reinforces desired expectations and behaviours across all year levels.
- Understands and complies with the Safeguarding Children and Young People Code of Conduct and promotes a culture that supports the safety of students.

EXPECTATIONS OF PRACTICE

- Class expectations and rules are made clear, understood and visible in the classroom at the beginning of each semester. This is inclusive of: a seating plan, rules, rosters, promptness and attendance to class, management plan, safety.
- Consider the safety of students in the learning environment, taking into account risk assessments, medical profiles and any other factors which may place students at risk.
- Be punctual to Homeroom and Class and create a welcoming environment.
- Be consistent with the Behavioural Management Flowchart using the guidelines outlined and ensuring behavioural incidents are tracked and collaboration with Pastoral Leadership team occur.
- Follows protocols and processes as per staff handbook.
- Uses PLP's, learning areas, student notes, and data to guide lesson planning.
- Adhering to the College's child-safe policy and upholds the school's commitment to child safety at all times. Completes the DET Mandatory Reporting eLearning Module and signs the College's Code of Conduct at the start of each year.

ASSESS, PROVIDE FEEDBACK & REPORT ON STUDENT LEARNING

AN EMMANUEL TEACHER

- Investigates and uses available formal assessment data.
- Develops assessment tools to identify student learning.
- Uses formal and informal assessment data, including common assessment tasks to inform teaching.
- Provides timely feedback using a variety of tools, including Learning Areas for common assessment tasks.
- Reports accurately to both parents and students in a timely manner.
- Ensures assessment is consistent and fair and caters for the needs of individual learners using all aspects of best practice.

EXPECTATIONS OF PRACTICE

- Access available information on students, including prior knowledge of the projected topic.
- Identifies students on a PLP and indicate clearly on all tasks modifications, adjustments or extensions.
- Implement formal standardised testing in classes as directed by the teaching and learning team.
- Prepare and implement common assessment tasks using agreed marking tools.
- Place feedback on Learning Areas within agreed time frame.
- Relevant and timely reporting via feedback on Learning Areas and during Parent/Teacher/Student Conferences.
- Uses summative and formative assessments to determine student achievement of outcomes.
- Uses cross-marking and moderation to ensure consistency in common assessment tasks.
- Uses a range of techniques to modify assessment according to learning needs.

ENGAGE IN PROFESSIONAL LEARNING

AN EMMANUEL TEACHER

- An Emmanuel Teacher participates in all KLA, staff and incidental meetings.
- Meets VIT requirements for professional learning.
- Completes Annual Review Meeting which is formative and informs professional development.
- Engage in professional conversations and readings with peers. This includes attending PD sessions to gain updated professional knowledge, subscribing to relevant educational memberships and publications.
- Engages in school initiatives such as camps, retreats, excursions and other whole school events.

EXPECTATIONS OF PRACTICE

- Attend KLA/staff/compulsory PD and incidental meetings.
- Seek a variety of methods to develop teacher pedagogy (including but not restricted to: podcasts, professional reading/viewing; webinars; collaborative reflective practice; professional conversation).
- Disseminate pedagogical knowledge acquired to peers. Putting knowledge to use in curriculum and classroom context.
- Actively seeks professional development through conferences/workshops to improve knowledge and practice.
- Participates in Annual Review Meetings with the intention to reflect on practice.
- Shares and presents information from external professional development to relevant faculties.
- Uses student and peer feedback, including PIVOT to improve practice and outcomes for students.

ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS / CARERS & THE COMMUNITY

AN EMMANUEL TEACHER

- Display respect, courtesy and professionalism between all.
- Offers professional and collegial support.
- Actively collaborates for the benefit of the whole student.
- Develops, supports and seeks clarification on College policies.
- Articulates and communicates concerns and positive achievements and general feedback.
- Develops positive relationships, connections, and promotes Emmanuel in the community.

EXPECTATIONS OF PRACTICE

- Have professional interactions with all students and staff at all times, for example the way we speak to and about all students and staff.
- Attend faculty meetings, sharing relevant information; updating and maintaining Learning Management Systems (SIMON/Google Folders); being punctual for classes, meetings and yard duty.
- Be organised and prepared to accurately provide feedback at parent teacher interviews, timely reporting on SIMON, using student diaries, behavioural tracking, student commendations, caremonkey, accessing well being and completing risk assessments.
- Attend and support community programs, fundraising, social justice activities, excursions, newsletter, sharing sporting facilities, local media, and organises excursions in the community.

CATHOLIC IDENTITY OF THE COLLEGE

AN EMMANUEL TEACHER

- Engages in all liturgical occasions in the Catholic and school community.
- Knows and promotes the College's history through recognition of our founders, the Christian Brothers and the Mercy Sisters.
- Models a personal respect for the Catholic ethos and promotes the opportunities for Catholic faith.
- Promotes and models the Catholic virtues of Faith, Hope and Love in the wider community.
- Obtain Accreditation to teach in a Catholic school within the required timeframe.

EXPECTATIONS OF PRACTICE

- Promote, support and participate in all liturgical services.
- Respect and acknowledge the founders of the Emmanuel College community.
- Model good Catholic practice and behaviour.
- Maintain and uphold a commitment to social justice activities in the College and wider community.
- Know and uphold the pillars of the Our Vision, Values and Guiding Principles statements
- Promote and maintain the Personal Respect and Dignity statement created by the College.

EMMANUEL TEACHER CHECKLIST

- Have you discussed the course with your colleagues teaching the unit, to ensure you all have a common understanding?
- Are you aware of the content and also the scope and sequence of the course? Have you an outline to share with your students?
- Have you researched the profiles of your students? Have you identified any areas you made need to focus to support student learning?
- Are your students aware of your behavioural expectations? Is the room setup for learning?
- Have you planned for student management (seating plan)?
- Have you explicitly outlined the Learning Intentions to the students?
- Do the students know when they will be assessed and the form/s of assessment occurring?
- Have you outlined the assessment in Learning Areas?
- Is your assessment balanced? Have you considered cross marking and moderation?
- Have you communicated feedback timely to students on Learning Areas to further support the student's learning?

EMMANUEL COLLEGE

HOMEROOM ROLE DESCRIPTION

Emmanuel College is a dynamic learning community, bringing to life the Gospel values of Faith, Hope and Love and continuing in the Catholic tradition of Catherine McAuley and Edmund Rice. (Emmanuel College Vision Statement).

Through our Guiding Principles we encourage Emmanuel students to respect the traditions of the past, to grow their personal faith and spirituality in the present and embrace the future with confidence and hope. We empower students to serve and act with respect, compassion and justice and provide challenging and stimulating learning environments that encourage all to grow; to achieve and exceed their potential.

We value and foster the supportive relationship between students, staff, families and parishes in Catholic Education. We are a Child Safe environment that holds the safety, wellbeing and pastoral care of young people as a fundamental responsibility and central to their learning.

Emmanuel College appreciates the importance the Homeroom teacher plays in shaping a student's educational journey and therefore we seek to employ staff who are progressive, innovative, and principled life-long learners who value the privilege to shape the learning of young people. Therefore, all teachers of Emmanuel College are expected to be able to perform the duties of a Homeroom teacher. The Homeroom Teacher is responsible to the Year Level Coordinator for aspects of the wellbeing of the students in his/her Homeroom.

ROLE RESPONSIBILITIES

To support the Pastoral Care of students the duties of a Homeroom Teacher include the following, which are undertaken in the allocated load time:

- Supporting the Fit4Life framework and attending Fit4Life
- Monitoring student progress, taking particular notice to the Pastoral Dashboard in SIMON
- Assisting students to deal with personal problems e.g. bullying, friendship issues (involve Year Level Leader and Student Wellbeing where appropriate).
- Attending Year Level Briefings to discuss behaviour and academic progress.
- Communicating with teachers and parents of students at risk, attending student review meetings.
- Liaising on students' behalf with other staff when required
- Monitoring student medical concerns, where known, and disseminating information to relevant staff while being aware of privacy issues and placing Notes on student Profiles when necessary
- Assisting the transition of new students to the College.
- Ongoing communication with parents - by letter, phone, email, SIMON or in person.
- Checking voicemail and emails at least once a day or as regularly and frequently as teaching duties allow.
- Contacting parents after students have been absent from school for 3 consecutive days without any known reason and monitor attendance as per student attendance flowchart
- Being responsible for the consistent implementation of the College uniform policy.
- Recording attendance during Homeroom and ensuring information is recorded on SIMON.
- Signing notes requesting 'early leave', and filling out the early leavers slip.

- Distributing and collecting circulars, such as LRC notices/ Booklists etc. Keeping a record of specific returns.
- Ensuring that the relevant information is disseminated to students from the Student Notices on SIMON.
- Set rosters for various homeroom activities.
- Homerooms should be checked for cleanliness and graffiti. Maintenance requests need to be logged with maintenance via the SIMON workdesk.
- Supervising the cleaning of the classroom and lockers.
- Crediting student commendations where appropriate, and checking merit points for Emmanuel Awards System.
- Monitoring Behavioural Tracking System for your Homeroom and responding as required and outlined in the Emmanuel College Behavioural Management Procedures.
- Contribute to the proofreading of semester reports for the homeroom.
- Notifying the Year Level Leaders and College Registrar of any students indicating that they are leaving the College.
- Attending Camps or Retreats for the specific Year Level.
- Attend evening events, such as parent /student information sessions appropriate to the year level to which the teacher has been assigned.
- Updating the Student Profile via SIMON with notes regarding student progress; documenting all conversations, meetings, etc, with students and/or parents and filing these as appropriate.
- Complete Morning duty on a rostered basis.
- Use the Skodel check-in tool to monitor student wellbeing.
- Model care for the environment by promoting recycling etc.

PROCEDURE FOR MORNING HOMEROOM

- Homeroom teachers have a responsibility to be in the homeroom on time and no later than 8.50am.
- Prayer, provide the opportunity for appropriate reflection and reverence during this time and generate student participation.
- Mark student attendance on SIMON, obtain notes for absence or early departure, record late arrivals.
- Ensure the student messages are read (by you or one of the students) - highlight significant notices for class, ensure student attentiveness, ensure students take note of items relating to them, identify students who have notices which directly affect them.
- Distribute any forms, notes, etc
- Check uniforms and follow the uniform infringement procedures.
- Organise class for the rest of day; emphasise the use of SIMON to check time-tables and note possible room changes for the classes or group.
- Address any class concerns.
- Address behavioural issues.
- Spot check for state of classroom: eg graffiti or damage and log a maintenance record.
- Opportunity for class discussion or individual contact.
- Catch up with students who have been absent.
- Regular Diary check for Year 7 & 8 students, not applicable for middle and senior school.

YEAR LEVEL SUPPORT TEAM

PURPOSE

The purpose of the Year Level Support Team Member is to assist the Homeroom team in relation to all matters at the particular year level to which they have been assigned. This is to ensure that there is adequate supervision and support for all activities related to Teaching & Learning, and Pastoral Care program at the College.

MEMBERSHIP

Teaching staff members not assigned a homeroom allocation or Learning Support member associated to a Year Level, based on their teaching allotment.

SPECIFIC DUTIES

Year Level Support Team members will be required to:

- Attend and play an active role in the year level Fit4Life day (Part-time staff if falls on your work day)
- Attend and play an active role in Year Level Team meetings.
- Attend any camps as appropriate to the year level.
- Work with Year Level Coordinator and Homeroom Teachers to support the first day of the school year transition and administration activities.
- Support the Homeroom teachers during the assessment cycles each year with proofreading reports
- Regularly check correspondence via email and the SIMON Messages for information relevant to the year level to which the teacher has been assigned.
- Attend evening events, such as Parent Information Nights, Socials, graduations, as appropriate for the year level to which the teacher has been assigned.
- Attend whole school gatherings, such as liturgies, assemblies, etc., and sit with their assigned year level students.
- Be involved with clean-ups at the end of term and on other occasions as necessary.
- Cover homerooms as part of their extras duties.
- Complete Morning duty on a rostered basis.
- Complete other duties related to the Year Level as may be required by the Year Level Coordinator



Grow with us

A year of growth for
every student every year



EMMANUEL
COLLEGE

WARRNAMBOOL *Sharing Faith, Hope & Love*

This community is committed to the safety, wellbeing and protection of all students in our care