



GEORGES RIVER GRAMMAR

Kindergarten to Year 12 School in the Anglican Tradition

Expectations of Teachers and Support Staff at Georges River Grammar

Updated: January 2018

Responsibility: Principal and Deputy Principal

This non-hierarchical list is a guide to understand the expectations the school has of employees. It may also assist you in providing a focus for professional growth. The school recognises that the acquisition of the knowledge, abilities and commitments expressed here is an ongoing process.

In General

Each employee is expected to have knowledge of

- how the Anglican Christian Tradition and the co-educational setting of the school impact on areas such as school structure, curriculum, discipline and decision making
- obligations arising from State and Federal laws and the Georges River Grammar Multi-Enterprise Agreement 2017
- School Mission Statement, Strategic Plan, history and philosophy
- The School community

Teaching and Learning

Knowledge of subject matter that is current and comprehensive

Knowledge of and capacity to implement where appropriate

- Design of courses giving priority to developing critical thinking skills, to maximising the potential of each student, to the use of cooperative learning approaches, and to seeking connections across the curriculum and between the sections of the School
- Selection of course material involving a variety of instructional approaches
- Evaluation of courses, materials, teaching and curriculum

Ability to work cooperatively and creatively to optimise the physical aspect of the learning environment including computer technology, classrooms, other school buildings and the wider natural and built environment.

Ability to communicate in an effective and sympathetic manner with

- Students of all ages and abilities
- Other teachers and staff both inside and outside the School
- Parents and groups from the wider community

Ability to manage classes skilfully

- In accordance with Georges River Grammar's Vision and Mission Statement and statements in Strategic Plan
- In a manner which will promote development of independent learning and critical thinking skills
- To create an environment in which flexible teaching strategies cater for a range of student learning styles
- To promote development of student awareness of gender issues
- Using appropriate behaviour management strategies

Ability to Manage Classrooms Effectively

- Appropriate measures will be taken by the school staff to seek to ensure that all students are adequately cared for and supervised while undertaking both on-site and off-site activities. This includes ensuring that students have appropriate clothing, footwear, use sunscreen and any other necessary protective equipment.
- Effective classroom supervision involves the teacher being actively involved in the lesson, monitoring student activities, and ensuring that an attendance roll is checked every lesson, and verified against the daily absences.
- No student should be allowed to leave the classroom, including a visit to the toilet, without a note in their Student Organiser.

Knowledge of the theory and practice of assessment and the implementation of

- The practices associated with student assessment at Georges River Grammar particularly assessment and associated records
- The School's requirements in reporting student achievements to students and their parents
- Assessment as a basis of planning for students and teachers

Professionally

- Adherence to a personal code of behaviour which reflects favourably on the professional status of teachers and which is consistent with Georges River Grammar Vision
- Adherence to strict confidentiality with respect to information about students and staff. High ethical standards in all dealings with
 - i) Colleagues, students and their families
 - ii) School matters

Ability to help and encourage students and colleagues to

- Develop and maintain high self-esteem
- Develop healthy and balanced lifestyles
- Accept individual differences
- Provide peer support
- Reflect on their learning (e.g. self-assessment)
- Set achievable goals
- Develop responsibility for behaviour, learning and accessing information regardless of their background
- Manage conflict
- Participate in decision-making

Commitment to the Pastoral Care system of the School and to the nurture of the cultural, ethical, physical and social dimensions of the human spirit in each individual

- Enabling each student to understand and develop characteristics of good citizenship at local, national and global levels
- Knowing the level of care expected when participating in outdoor education or other similar activities
- Knowing procedures to follow in the case of medical or other emergencies

Willingness to provide service to the profession of teaching such as

- Programed assistance to new and student teachers
- Involvement with professional organisations and associations

Commitment to upgrading knowledge, skills and competencies related to teaching expectations at Georges River Grammar through participation in regular appraisal and professional development activities in the light of the School's goals.

Commitment to expectations in regard to

- Co-curricular activities
- Scheduled routine administrative and supervisory duties
- Attendance at Assemblies, Chapel Services and similar gatherings
- Attendance at Faculty, Year and Staff Meetings
- Attendance at Parent/Teacher Nights

- Planning and working group activities

Willingness to participate in school decision-making and administrative processes in a way that is constructive with regard to the development of the school and support of other staff.

Industrial Relations

Employees under the conditions of the Georges River Grammar Multi-Enterprise Agreement (Teachers and Support and Operational Staff) 2015-2017, are entitled to all the conditions of salary and terms of engagement as specified in the award. Employees are encouraged to read the award and join the I.E.U.

Applying for Positions at another School

Members of staff applying for positions outside the School should inform the Principal. Staff members who wish to obtain references from members of the Board must make these requests through the Principal. The conditions of the award make four weeks' notice in term time mandatory for both the School and individual members of staff.

Professional Learning

Applications for Professional Learning must be submitted to the office with a completed Variation to Routine form at least 3 weeks in advance of the proposed date.

Appropriate applications will be referred to the Director of Studies and then the Deputy Principal for approval. Such applications will be reviewed in light of need and benefit to the School in general i.e. in terms of cost, both educational and financial.

Professional Learning experiences need to be shared because only a small percentage of staff can attend any particular course. After attending an in-service course, expect to be called upon to address a staff or faculty meeting to pass along your new found skills and ideas.