



Teacher Role Description

Vision Statement

Cathedral School is a learning community in the Catholic tradition founded in faith, challenged by Gospel values, striving for a standard of excellence in all areas of school life.

Mission Statement

1. All members of the Cathedral School Community are valued as persons created in the Image of God and all have individual gifts to share.
2. Students are encouraged by the Cathedral School Community to grow to their variety of academic, spiritual, social, emotional, physical and cultural gifts.
3. The school reflects and develops Catholic values, traditions and beliefs, equipping the learner with capabilities, knowledge and attitudes to build the Kingdom of God through stewardship in the service of others addressing social justice, environmental and moral issues.
4. The school provides a safe and welcoming environment that is an example of Christian Community.
5. Children are encouraged to strive for personal academic success in a co-operative learning environment catering for individual differences.
6. The school is part of the Parish and the community and thus endeavours to support the local Parish and the wider community.
7. The school offers a curriculum, which recognises the importance of learning in each of the Key Learning Area incorporates a variety of teaching strategies and reflects the Diocesan Model of Christ Centred Learning.

Role Description

In partnership with the family, parish and community, teachers at Cathedral Catholic Primary School nurture the relationship with Jesus, celebrate and share the Catholic faith, and educate to enable all to make a positive contribution to the world.

Faith

The teacher in a Catholic school has an understanding of and commits to supporting the mission and ethos of Catholic education within the school by:

- Supporting the sacramental, liturgical, ritual and prayer life of the school.
- Ensuring that the teachings, values and practices of the Catholic Church form a foundation for learning and teaching.
- Establishing positive relationships including engagement in the pastoral care of students and supporting their spiritual and moral development.

Professional Practice

The teacher in a Catholic school demonstrates effective practices in learning and teaching and supports the development and maintenance of positive relationships with students and colleagues by:

- Creating a nurturing and ordered learning environment which is learner centred, supportive, cooperative and aligned with relevant curriculum policies, documents and practices.
- Collaboratively developing and implementing quality curriculum programs and appropriate pedagogy; evaluating their effectiveness; assessing and reporting student progress and learning outcomes; and reporting these to students, parents and the community.
- Implementing effective, adaptive, inclusive and equitable practices and teaching strategies.
- Proactively and collaboratively engaging in professional renewal practices to enhance student outcomes.
- Working collaboratively with the leadership team, teachers and other staff members in contributing to the professional life of the school.
- Providing effective supervision of students.

Professional Engagement

The teacher in a Catholic school fosters and develops appropriate professional relationships with parents, carers and the wider school community by:

- Valuing and supporting the distinctive role of parents and carers as partners in the learning and teaching process.
- Encouraging and supporting the involvement of the school and students in the life of the church.
- Engaging the wider community, where appropriate, in learning and teaching programs.
- Supporting, as appropriate, the involvement of the school in special events and celebrations.

Professional Learning

The teacher in a Catholic school commits to maintaining currency of professional knowledge and skills and participating in the school renewal processes by:

- Using the beliefs and values of Brisbane Catholic Education curriculum and religious education documents to evaluate learning and teaching practices.
- Maintaining and demonstrating knowledge of relevant contemporary pedagogy.
- Maintaining a high level of academic knowledge relevant to their teaching areas.
- Regularly engaging in collaborative processes through which they share knowledge.