

## ROLES AND RESPONSIBILITIES

The roles and responsibilities expected of teachers at each classification level are specified in the Victorian Government Schools Agreement 2004:

### **Classroom teacher**

The classroom teacher classification comprises three salary ranges - *graduate*, *accomplished* and *expert*. The primary focus of the classroom teacher is on the planning, preparation and teaching of programs to achieve specific student outcomes. The classroom teacher engages in critical reflection in order to improve knowledge and skills to better engage students and improve their learning.

As the classroom teacher gains experience his or her contribution to the school program beyond the classroom increases.

All classroom teachers may be required to undertake other duties in addition to their rostered teaching duties provided the responsibility is appropriate to the salary range, qualifications, training and experience of the teacher.

### **Graduate teacher**

The primary focus of the *graduate teacher* is on developing skills and competencies needed to become an effective classroom practitioner with access to structured support and guidance from teachers at higher levels.

The focus of a graduate teacher is on classroom management, subject content and teaching practice. Graduate teachers may be new entrants to the teaching profession who in their initial teaching years receive structured support and guidance from teachers at higher levels.

Under guidance, a graduate teacher would plan and teach student groups in one or more subjects. Graduate teachers are expected to participate in induction programs and general staff development activities, and in activities designed to ensure the integration of curriculum programs across the school.

Teachers at this level are responsible for teaching their own classes and may also assist and participate in policy development, project teams and the organisation of co-curricula activities.

## DIMENSIONS OF TEACHING AND PROFESSIONAL STANDARDS

### Dimensions of Teaching

Five generic Dimensions of Teaching encompass the work of the teacher class.

The chief characteristics of each dimension are:

#### ***Content of teaching and learning***

- knowledge of the curriculum areas being taught, including familiarity with the materials and programs associated with those areas of the curriculum
- pedagogical knowledge of the key learning areas
- understanding of the principles of teaching and learning, including characteristics of learners and strategies of classroom management and organisation
- knowledge of the educational context, eg. the statewide Curriculum and Standards Framework, particular initiatives, early intervention programs, and the curriculum goals contained in the school charter

#### ***Teaching practice***

- use of a range of teaching strategies and styles appropriate to year levels and topics taught
- structuring learning tasks to provide for individual learning needs and the diversity of students' backgrounds
- use of effective classroom management strategies that encourage students to take responsibility for their learning
- developing relationships with students that encourage positive attitudes to learning
- responding effectively to the impact of variations of physical and intellectual ability on the learning process
- modelling effective organisation and use of time
- establishing clear, challenging and achievable expectations for students
- providing counselling, pastoral care and welfare support for students

#### ***Assessment and reporting of student learning***

- use of assessment and reporting strategies that complement and support the learning process
- maintaining accurate and comprehensive records of student progress and achievement
- providing feedback to the student on performance in a way that builds confidence and encourages continued effort
- providing meaningful reports on student performance to the student and parents or guardians

#### ***Interaction with the school community***

- recognising the important role the family plays in a child's learning and taking account of this factor in appropriate ways
- communicating with parents or guardians, students and colleagues in a professional and constructive way
- working in partnership with students, families and colleagues to improve the learning environment of the school
- establishing links with the broader community where this can improve learning outcomes for students

***Professional requirements***

- demonstrating positive values and attitudes about education appropriate to professional teaching and learning practices
- working with colleagues to plan and evaluate new ideas and teaching strategies that improve learning outcomes for students
- responding to emerging educational priorities and needs
- contributing to a range of school activities as a member of the school team
- engaging in critical self reflection of professional practices to improve the quality of teaching and learning
- actively participating in professional development activities and programs
- working within the framework of a school charter, employer policies and regulations and the law
- progressively demonstrating improved classroom practice
- progressively taking a role in leading and managing the work of other teachers

**Professional Standards*****Graduate Teachers***

- know how students learn and how to teach them effectively.
- know the content they teach.
- know their students.
- plan and assess for effective learning.
- create and maintain safe and challenging learning environments.
- use a range of teaching practices and resources to engage students in effective learning.
- reflect on, evaluate and improve their professional knowledge and practice.
- are active members of their profession.

**Graduate Teacher Performance and Development Plan for 2007**

It is expected that each teacher will nominate at least two areas for development during the year. These may be related to

- (a) The Dimensions of Teaching described above
- (b) The relevant Professional Standard described above
- (c) Annual Implementation Plan or other school priority area
- (d) Individual priorities

<b><i>Professional Standard, Dimension of Teaching or Annual Implementation Plan area. Any other school priority area or individual priority</i></b>	<b>Intended Action</b>	<b>Key Milestones &amp; Progress measures</b>	<b>SELF ASSESSMENT (progress made)</b>	<b>Issues for discussion or requiring further work or support</b>

FEEDBACK FROM MY TEAM	Learning from the P & D team members	Positive comments	Issues identified requiring further work or support	Contacts suggested to support my plan
<i>Professional Standard, Dimension of Teaching or Annual Implementation Plan area. Any other school priority area or individual priority</i>				
Goal No. 1				
Goal No. 2				
Goal No. 3				
Goal No. 4				

In addition, each staff member should identify professional development priorities for the year. These may relate to the objectives identified above.

<b>PROFESSIONAL DEVELOPMENT PRIORITIES FOR 2007</b>	<b>LEARNING FROM THIS ACTIVITY</b>