



**EXPECTATIONS OF
TEACHERS**
OF

Faith Lutheran College, Redlands
Faith in Christ ... prepared for life

EXPECTATION #1

Support, uphold and promote the Faith Lutheran College, Redlands, its vision and mission, its values and its ethos

by:

- *providing a professional, positive role model for other staff and students*
- *contributing to the Christ centred caring atmosphere of the College*
- *acting as a professional educator who considers the needs of the students*
- *participating in and leading Worship and Devotions*
- *following the College's dress code*
- *undertaking the Theology Orientation Program for Staff*
- *if not possessing the Graduate Diploma of Theology in Education or equivalent, committing to studying towards the award*
- *complying with all LEA staffing policies and associated documents including "Core Propositions Describing Highly Effective Teachers In Lutheran Schools"*

EXPECTATION #2

Apply appropriate knowledge in order to plan and prepare learning and teaching programs which meet the diverse characteristics, needs and learning styles of our students and are consistent with relevant syllabi, curriculum policies, Middle School curriculum programs and educational trends

by:

- *undertaking short term and long term planning which fits with the Middle School curriculum programs*
- *integrating literacy and numeracy development in all curriculum areas*
- *organising coherent lessons which fit total unit plans*
- *considering students' prior knowledge, experience and interests in planning learning experiences*
- *linking students' prior knowledge and skills with desired learning outcomes*
- *using curriculum resources including staff with special skills eg learning support teacher, teacher librarian*
- *considering the needs of students and groups of students – social, emotional, physical, ethical, spiritual*
- *designing lessons which allow for a range of learning styles eg audio, kinaesthetic, visual, integrated, experimental to enhance participation in learning*
- *planning for and supporting students with special needs*

EXPECTATION #3

Apply appropriate knowledge of and implement effective and inclusive learning and teaching processes, including the use of learning technology and assessment to establish a challenging learning environment in which students are encourage to work towards attainment of their potential

by:

- *emphasising the development of skills for thinking, including problem solving and reflection*
- *encouraging students to take risks*
- *applying classroom strategies which motivate students and promote enjoyment, achievement and satisfaction in learning*
- *implementing and evaluating learning/teaching plans with an understanding of their contribution to the overall development of the student*
- *applying a range of appropriate assessment and reporting techniques*
- *analysing and interpreting assessment data, including learning outcomes, to guide lesson progress and planning*
- *using a range of appropriate strategies including questioning techniques, to check for understanding and monitor individual, group and class progress*

- *applying a knowledge of inclusive practices which acknowledge the contributions and experiences of a range of social and cultural groups and understands the nature of disadvantaged and target groups*
- *providing for the range of students and incorporating appropriate remedial and extension activities*
- *using ICT as a teaching/learning tool to achieve and extend curriculum goals*
- *adapting teaching strategies to make effective use of available ICT*

EXPECTATION #4

Communicate effectively with students and other members of the community, including the use of appropriate interpersonal skills

by:

- *using a range of communication strategies which respond to context and value the individual and group*
- *providing learning experiences in which students question and share ideas and knowledge*
- *designing and implementing learning experiences that involve students participating in decision making and active citizenship*
- *using interpersonal communications based on mutual respect and reflect*
 - *empathy for students*
 - *supportiveness and tact*
 - *assertive techniques appropriate to the context*
 - *timeliness and responsiveness*
 - *use of language appropriate to students' age, culture and ability*
 - *an awareness of the impact of non verbal communication*

EXPECTATION #5

Plan and apply appropriate behaviour management strategies that contribute to the establishment of a supportive and caring Christ centred learning environment

by:

- *actively supporting students in developing personal identity, self esteem and a positive self image*
- *assisting students to develop sound relations and empathy with others*
- *supporting students by providing appropriate pastoral care across a range of activities*
- *applying Gospel based principles in all situations, according to the Lutheran teaching of the law/Gospel / saint/sinner dichotomy*
- *devising structures, procedures and routines which incorporate*
 - *a range of teaching strategies to optimise learning outcomes*
 - *a range of behaviour management and intervention strategies within the parameters of the College's supportive and caring Christ centred learning environment*
 - *shared responsibility for decision making and accountability for outcomes*
 - *a warm climate of care and support with quality relationships based on mutual respect*
 - *fostering of students' willingness and maturity to take responsibility for their actions*
 - *collaborative development of classroom rules, procedures and routines based upon the Middle School's expectations as outlined in the Code of Conduct and the Behavioural Management Guidelines.*
 - *an understanding of the interrelationship between planned quality learning experiences, consistency of classroom approach, classroom environment, mutual respect, communication skills and context and behaviour management in a supportive and caring Christ centred learning environment*

EXPECTATION #6

Plan and conduct assessments, provide feedback to students, report on student learning and use the outcomes of student assessment to inform classroom plans

by:

- *establishing and communicating learning outcomes and expectations and assessment criteria with students*
- *planning for assessing student learning*
- *monitoring and evaluating students' literacy and numeracy development*
- *collecting and using multiple sources of valid evidence to make judgments about student learning*
- *communicating with students, families, care givers and other authorities about student progress*
- *using assessment results to guide curriculum planning, delivery and assessment*

EXPECTATION #7

Work collaboratively with school staff and members of the wider community in order to establish productive partnerships and achieve educational objectives

by:

- *working collaboratively in developing Middle School curriculum programs and year level plans and units*
- *working collaboratively with and accessing other staff eg learning support teacher, teacher aides, teacher librarian, coordinators*
- *communicating effectively with parents in order to develop an understanding of individual students and developing worthwhile learning partnerships*
- *matching your style to the Middle School – community environment*
- *understanding the role of various school staff and the wider community in curriculum development, delivery and strategic processes*
- *willingly participating in and contributing to the effective functioning of Middle School and College activities, task forces and planning groups, P&FA and Lutheran parish functions*

EXPECTATION #8

Reflect critically on professional practice, establish learning and development needs and goals, engage in planning and undertaking learning and development and participate in the extended professional community

by:

- *analysing outcomes of work*
- *identifying strengths and weaknesses in professional knowledge and skills*
- *evaluating the effectiveness of teaching and learning practice*
- *identifying personal learning and development needs, not only in regard to educational outcomes but also personal faith and spiritual growth*
- *identifying, planning and undertaking learning and development opportunities with a view to enhancing teaching and learning practice*
- *contributing to learning communities and other professional networks*