Introduction
St Joseph’s community acknowledges that every person is created in the image and likeness of God and that the person of Jesus gives meaning to life and learning. St Joseph’s Vision is to strive for excellence in education. St Joseph’s Mission is to build a safe welcoming and educationally rich environment and to provide the opportunities for each person to achieve success in learning.

Principles
We, at St Joseph’s, emphasise the following principles as essential ingredients for effecting learning and teaching. We:

- believe that St Joseph’s is a learning community supporting every person in the ongoing and lifelong process of learning,
- believe in the development of the Roles for Lifelong Learning,
- believe that learning is the active social construction of meaning,
- believe every learner is in some respect, like all others, like some others, like no other,
- believe that learning should be futures-focussed, relevant, engaging and outcomes orientated.

Consequences
Thus, effective learning and teaching is:

- promoted through a recognition and valuing of difference – inclusivity and active citizenship,
- founded on the understanding and knowledge of each learner as an individual – their prior knowledge and experience,
- promoted through a connectedness to the world and to the learner’s knowledge – inquiry-based learning,
- mediated through quality social interactions – worthwhile learning partnerships,
- enhanced by supportive and challenging environments – explicit quality performance criteria,
- promoted by metacognitive and reflective aspects of learning - self-regulation,
- combined with appropriate and emotionally-supportive assessment and feedback.

References


St Joseph’s School Bardon. (2012). Vision and Mission. Bardon,
In response to St Joseph’s School Renewal Plan teachers at St Joseph’s developed the following Guidelines for teachers at our school.

Introduction
The teacher, at St Joseph’s Bardon, accepts all the rights, responsibilities, privileges and accountability that belonging to a community implies. The teacher commits himself/herself to the Vision for Catholic Education within the Archdiocese and to the values of the Catholic community.

The teacher acknowledges that the Catholic school community understands teaching to be concerned with more than competence. It understands it to be more than a craft, more than a profession. It understands it to be a vocation.

In accepting a position in a Catholic school, the teacher accepts the challenge of true professionalism. While expertise is indispensable, the true hallmark ingredient defining professionalism is virtue. Virtue comes from a commitment to values that constitute the professional ideal for any given practice. “Virtue in practice involves the development of certain habits of mind, heart, and hand; it entails the cultivation of particular mental processes, beliefs and principles. These inner forces are then reflected in our actions.” (Sergiovanni, 1992, Moral Leadership).

In accepting the responsibilities and privileges of the role, the teacher commits to competence, virtue and an understanding of teaching as a vocation.

In accepting the invitation to teach in a Catholic school, the teacher commits to personal and professional standards consistent with those fundamental to Catholic education. These standards, which include but always transcend competence, are captured in the Statement of Principles for Employment in Catholic Schools (Appendix II).

(From Celebration and Challenge – The Teacher in a Catholic School, July 2004)

Key Responsibilities
The responsibilities of teachers at St Joseph’s Bardon include the following

Management and Organisation

- Employing behaviour management practices consistent with St Joseph’s policies
- Planning and managing the teaching and learning process including:
  1. Preparation of class timetables
  2. Adherence to school times e.g. before school, playground duties and after school
  3. Follow correct procedure with duty of care issues
  4. Report to appropriate stakeholders e.g. parents, peers
  5. Keep class records up to date
  6. Provide direction and supervision of Teacher Aides
  7. Complete all organizational areas for camps and excursion
Community Relationships

- Supporting parent information evenings
- Working in partnership with the community
- Supporting peers personally and professionally including:
  1. Classroom teachers
  2. Specialist teachers
  3. Learning Support Teachers
  4. BCEC staff
  5. Principal
  6. APRE
  7. School Officers
- Supporting out of school hours activities with time, energy and talents
- Providing pastoral care for parents and students
- Being attentive to the needs and nurturing the development of the students
- Contributing to an atmosphere of warmth and welcome in the school
- Utilising appropriate communication channels with students, parents/caregivers and others
- Promoting and supporting the involvement of the school in parish life and welcoming the involvement of the pastor and pastoral assistants in the life St Joseph’s.

School Environment

- Creating a nurturing and ordered learning environment which is learner centred, supportive and cooperative.
- Contribute to the upkeep of the classroom, staffroom, playground areas and the general environment of the school

Faith and Spirituality

- Teaching to the School Vision and Mission Statements.
- Promoting Catholic ethos in class through prayer, liturgy and faith environment
- Integrating Christian values into all aspects of school life
- Participating in the sacramental, liturgical, and prayer life of the school
- Supporting the spiritual development of the students
- Leading students towards increased responsibility for personal decision-making and action in accordance with Gospel values
- Promoting values of justice and peace

Teaching and Learning

- Developing quality curriculum programs and appropriate pedagogy; evaluating their effectiveness, and reporting student progress and learning outcomes to students, parents and the community
- Demonstrating knowledge of learning outcomes and the roles for lifelong learners
- Collaboratively plan programs and units of work, design assessment and engage in a range of consistency of teacher judgment strategies
- Structure learning to take account of the diverse social, cultural and special learning needs of the students
- Seeking appropriate resources
- Giving full attention to teaching tasks within the class environment
Professional

- Proactively engage in professional and personal renewal practices which enhance student outcomes
- Attend to their own health and well-being
- Demonstrate professional support for colleagues and those in leadership positions
- Using appropriate and just means to challenge and promote change

Reporting

- Principal
- Parents (student progress, class program)
- APRE – religious education activities within the school.