Saint Ignatius' College
RIVERVIEW

Role Description of a Riverview Teacher

The College

Saint Ignatius' College, Riverview is an independent non-selective boys' school for Years 5-12. It is a Catholic day and boarding school run by the Society of Jesus and grounded in the Ignatian tradition.

Established in 1880, the mission of the College is to provide an all-round education that inspires boys to a life-long development of their faith. This means they will seek understanding, strive for justice and commit to the service of others with competence, conscience, commitment and compassion.

The College is situated at Lane Cove, Sydney and consists of two campuses co-located on 45 hectares of land. Currently more than 1550 students attend the College, 330 of whom are boarders.

College Mission Statement

'Our Mission is to provide an all-round education for boys that inspires them to a life-long development of their faith. This means they will seek understanding, strive for justice and commit to the service of others with discernment, conscience and courage.'

Quantum Potes Tantum Aude
(As much as you can do, so much dare to do)

To fulfil its mission, Saint Ignatius' College teaches its students and encourages its staff and parents to foster a genuine spiritual life that embodies the joy, compassion and hope of an active Christian faith.

The academic program seeks to cultivate an excellence of teaching and thinking that is reflective, analytical and critical. A broad and rigorous curriculum is offered, adaptable to individual needs and responsive to present and future demands.

Each student is challenged to do his best and is given personalised care to achieve individual excellence and high self-esteem.

The goal of Jesuit education is a quality of soul, which manifests itself in the pursuit of justice through genuine love of neighbour, and through the development of a personal and authentic faith in Christ.

Teachers at Saint Ignatius' College, Riverview, are professional educators whose work is guided by the values of the Ignatian tradition enunciated in the College's Mission Statement. Each Teacher is a member of a Faculty Team, which is inspired at all times by the highest Ignatian ideals of Companionship and Team.

1. Domains of teaching

1.1 Ethos and values

A Riverview Teacher:

- supports and espouses the values of the Catholic Church in the teaching and learning environment
- provides Christian example and model by word and action
- participates generously in all segments of Ignatian formation provided by the College for staff in various stages of their service
- takes an active involvement in the general life of the school, and supports it formally and informally within and beyond the school

1.2 Professional knowledge

A Riverview Teacher:

- is conversant with the relevant teaching discipline and syllabus in its updated version
- develops courses in harmony with the values and the educational purposes of the school and faculty, and in co-operation with fellow teachers
- in consultation with the Head of Faculty, plans a consistent, coherent and relevant learning program which fosters a purposeful progression in learning, and meets the specific needs of Riverview students
- considers the students' own experience to be a fundamental and especially valuable resource
- uses a variety of teaching strategies, recognising that students learn in a variety of ways
- embraces the use of Information and Communication Technology (ICT) and its application in classroom learning
- develops differentiated teaching and learning strategies to meet the needs of students across the full range of abilities
- maintains effective communication with the Centre for Learning Enrichment and parents regarding special learning needs of individual students
- enables students to make good use of the resources available within the school and the community
- engages with the regulations and communications of BOSTES and other regulatory bodies

1.3 Professional practice

A Riverview Teacher:

- actively engages students in the planning and learning process, perceiving that learning is an active and collaborative venture, both between the teacher and students and the students themselves
- where possible and appropriate, negotiates with students, giving them the opportunity to make choices and decisions, to take risks and to set their own goals and evaluate their own outcomes
- creates a learning environment which stimulates learning and promotes excellence, where students are both challenged and supported
- shares explicitly with students a code of conduct which enables students to work productively in a fair environment
- uses effective communication strategies to support student understanding, participation and engagement
- ensures good classroom management
- ensures class rolls and attendance are strictly monitored
- maintains a clean, tidy and healthy classroom and is aware of emergency procedures for students' safety, and specific safety procedures related to the subject or activities taught
- ensures student well-being and safety within school and where there is a perceived danger to a student, communicates confidentially with the Deputy Principal Students, the Dean of Pastoral Care or a member of the Executive Team
- develops appropriate assessment procedures and modes of reporting assessment in consultation with fellow members of staff
- uses a range of assessment (as, of and for learning) techniques regularly and fairly

- explains assessment criteria to students in advance, so they can understand the relevance of the grade and comments, and use the information constructively in future work
- provides timely and appropriate feedback to students about their progress
- encourages students to reflect on their work and the process they have gone through to achieve it
- keeps adequate records of students' progress and uses this data to analyse and evaluate student understanding as well as identifying interventions and modifications to teaching practice
- as a member of a professional academic team, ensures that reports are neat, accurate, meet deadlines and reflect students learning; recognising strengths and weaknesses and suggesting possible courses of action

1.4 Professional engagement

A Riverview Teacher:

- is prepared to work in a collaborative environment to share, develop and evaluate teaching resources with a faculty team
- keeps abreast of current developments in educational thinking, curricula and teaching practice
- attends relevant professional development training and reports to his/her Head of Faculty
- contributes to the professional development of other staff members within the school by sharing knowledge, ideas and resources, and working as a member of a team
- supports fellow staff professionally in all areas of school life
- seeks advice from, works co-operatively with, and/or refers students to, specialist staff where appropriate
- maintains professional confidentiality on information about students
- communicates with students, fellow staff and parents in a respectful, clear, caring and professional way
- is proactive in communicating with parents through the student diary, in written reports and in parent/teacher interviews, and responds promptly to parental calls or enquiries
- attends and participates wherever possible in all faculty and general staff meetings
- attends all lessons (unless prior arrangements have been made) and is punctual
- dresses appropriately for a professional educator
- demonstrates at all times a support of school rules in dealing with students
- adheres to the specific requirements of the appropriate section of the school or faculty within it
- attends parent/teacher interviews
- attends speech days and church services
- attends and participates in Assemblies
- participates in pastoral activities such as retreats and reflection days
- is prepared to attend and participate in school camps, if required
- attends and participates in relevant curriculum-based excursions
- can be relied upon to carry out supervisory duties as required, including active grounds duty and exam supervision
- will give time to the College after school and/or on the weekends to fulfil their co-curriculum obligations (sport and/or activity)
- in consultation with the Head of Co-curriculum, and the relevant Master in Charge, plans a consistent, coherent and relevant program in their area of co-curriculum activity
- provides the appropriate duty of care and supervision to the students in their charge

Please note: All staff are subject to mandatory screening procedures in line with Child Protection Legislation