

The Professional Educator at Kambala

Kambala teachers are professional educators whose work is guided by the vision underpinning the School:

Kambala is a dynamic learning community encouraging students to achieve personal excellence in a supportive environment. Kambala strives to develop young women of courage and integrity who will be empowered to make a positive contribution to a changing world.

Kambala provides opportunities to develop an understanding of the strong links between learning, well-being and resilience (Charter for Academic Care –AIS, 2005).

Kambala acknowledges and embraces the seven elements encompassed within the domains of Professional Knowledge, Professional Practice and Professional Commitment as defined by the NSW Institute of Teachers. The seven elements are:

- Teachers know their subject/content and how to teach that content to their students
- Teachers know their students and how students learn
- Teachers plan, assess and report for effective learning
- Teachers communicate effectively with their students
- Teachers create and maintain safe and challenging learning environments through the use of classroom management skills
- Teachers continually improve their professional knowledge and practice
- Teachers are actively engaged members of their profession and the wider community

Learning Environment

A teacher should:

- Believe that all students can succeed in their learning
- Model respect and fairness
- Create a learning environment which stimulates learning and promotes excellence, where students are both challenged and supported and feel empowered to take risks as learners
- Ensure that students' learning is effective and that their academic progress is as strong as possible
- Actively engage students in the learning process, perceiving that learning is an active and collaborative venture, both between the teacher and students and the student themselves
- Know their students and how they learn; use a variety of teaching strategies, recognising that students learn in a variety of ways
- Where a student has an Individual Education Program (IEP), assist with the development of the IEP, liaise with the Head of Student Services/Head of School with regards to the student's progress, and assess and report on the student's progress
- Use technology effectively to enhance learning
- Enable students to make good use of the resources available within the School and the community
- Maintain an engaging and healthy classroom

- Create and maintain a safe and challenging learning environment through the use of classroom management skills
- Have clear and consistent behaviour and learning expectations
- Be aware of emergency procedures for students' safety and specific safety procedures related to the subject or activities taught

Curriculum

A teacher should:

- Develop and/or follow programs consistent with the values and the educational purposes of the School and faculty, and in co-operation with fellow teachers
- Participate in regular review and evaluation of their teaching and courses.
- Implement a consistent, coherent and relevant learning program which exhibits best practice and will foster a purposeful progression in learning and meet the specific needs of Kambala students
- Use pedagogies that strengthen the links between learning, well-being and resilience
- Keep up-to-date records, programs and registers
- Provide learning opportunities that are relevant to the students' lives.
- Where possible and appropriate, negotiate with students, giving them the opportunity to make choices and decisions, to take risks and set their own goals.

Assessment and Reporting

A teacher should:

- Follow School policy and procedures on Assessment and Reporting
- Plan, assess and report for effective learning
- Use a range of assessment and evaluating techniques regularly and fairly
- Embed assessment for learning within classroom practices
- Encourage opportunities for students to reflect on their learning
- Assess and return work promptly to students
- Encourage students to set their own goals and evaluate their known outcomes
- Monitor student connectedness to the learning environment
- Explain criteria for assessment to students in advance so they can understand the relevance of the grade/result and comments, and use the information constructively in future work
- Assess learner needs, conferring with specialist staff in the school and liaising with parents if necessary
- Communicate effectively with parents through the Year Book, in written reports, parent/teacher interviews and via email as appropriate
- Reflect student learning in reports, recognising strengths and weaknesses and suggesting possible courses of action.

Pastoral Care

A teacher should:

- Develop teacher-student relationships that allow all students to feel valued, safe and supported
- Support individual needs and learning styles
- Model respect and fairness

- Maintain professional confidentiality on information about students
- Seek advice from, work co-operatively with and/or refer students to specialist staff (e.g. Head of School, Year Co-ordinator, Head of Department, Counsellor)
- Respond promptly to parental enquiries in line with the policies on Communication and Email
- Notify the Principal immediately of any allegation of reportable conduct. It is not the teacher's responsibility to investigate. Similarly a teacher should report to the Principal any suspected case of neglect.

Professional Learning

A teacher should:

- Continually improve their professional knowledge and practice and keep abreast of current developments in educational thinking, curricula and best practice in teaching
- Be actively engaged members of their profession and the wider community.
- Contribute to the professional learning of other staff members within their faculty and School by sharing knowledge, ideas and resources, and working collaboratively as a member of a team.

General Responsibilities

A teacher should:

- Have a clear understanding of essential legislation as it applies to the care and protection of children
- Be familiar with and abide by Kambala's Code of Conduct – available on the Staff intranet and the Staff Handbook
- Access and be aware of School policies on the intranet
- Take an active part in the general life of the School, attend School functions that involve their particular students and support it formally and beyond School. Teachers are encouraged to attend camps and/or overnight excursions, if required.
- Attend staff, faculty, pastoral care and other meetings as required
- Be punctual to all lessons
- Ensure that appropriate work is left for classes in your absence
- Dress appropriately for a professional educator
- Carry out extra duties as required, including playground duty
- Take an interest in the extra-curricular activities of the School
- Carry out the administrative requirements associated with classroom teaching
- Be punctual with the completion of tasks
- In dealings with students, demonstrate at all times a support of School policy
- Attend parent/teacher interviews
- Attend Speech Day, Music Festival and Church Services in the appropriate part of the School
- Attend and participate in Assemblies.