



# EXPECTATIONS OF TEACHERS

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*As at 25 August 2004*

This is a guide to understanding the expectations the School has of teachers. It will assist you in initiating the process of Annual Reflection and Planning and provide a focus for professional growth. The School recognises that the acquisition of the knowledge, abilities and commitments expressed here is an ongoing process.

1. Knowledge and acceptance of School policies/ guidelines:

**Quaker**

- how Quaker tradition impacts on areas such as school structure, curriculum, discipline, decision making, co-education
- School ethos, Purpose and Concerns, history and philosophy

**Student**

- Behaviour management guidelines
- Drug policy
- Uniform guidelines

**Workplace**

- Equal opportunity
- Discrimination/Harassment Policy
- Occupational Health & Safety
- Privacy
- Enterprise Bargaining Agreement
- obligations arising from State and Federal laws and the Independent Schools (Teachers) Tasmania Award and the Enterprise Bargaining Agreement and obligations under the Teachers Registration Act

2. Ethical standards of behaviour:

- adhere to confidentiality requirements with respect to information about students, parents and staff
- high ethical standards in all dealing with:
  - i. colleagues, students and their families
  - ii. School matters
- ensure that personal behaviour does not bring the professional status of teaching into disrepute

3. Knowledge and implementation of relevant curriculum and subject matter that is current and comprehensive.

- design of courses giving priority to developing thinking skills, to maximising the potential of each student, to the use of co-operative learning approaches, and to seeking connections across the curriculum and between the sections of the School.

- selection of course material involving a variety of instructional approaches
- evaluation of courses, materials and curriculum

Willingness to provide service to the profession of teaching such as:

- programmed assistance to beginning and pre-service teachers
- involvement with professional organisations and associations

Commitment to the School's professional development program and alignment with the School's Guiding Principles.

4. Ability to work positively and constructively as part of a team.
5. Ability to communicate effectively with:
  - students of all ages and abilities
  - other teachers and staff both inside and outside the School
  - parents and groups from the wider community
6. Classroom Management skills:
  - in accordance with The Friends' School Purpose and Concerns and ethos
  - in a manner which will promote development of independent learning and thinking skills
  - to create an environment in which flexible teaching strategies cater for a range of student learning styles
  - using appropriate behaviour management strategies
  - foster student acceptance of individual differences
7. Support for colleagues:
  - acknowledge and respect individual differences
  - encourage the development of self-esteem
  - provide peer support
  - set achievable goals
  - manage conflict
  - participate in decision-making
8. Knowledge of the theory and practice of assessment and the implementation of:
  - the practices associated with valid/authentic student assessment at The Friends' School and associated records
  - the School's requirements in reporting student achievements to students and their parents
9. Adherence to the School's expectations in regard to pastoral care and support for students:
  - foster an environment that promotes the characteristics of a positive member of the School and wider community
  - enable each student to understand and develop characteristics of good citizenship

- understand and implementation of school policies that ensure/protect the safety of students
  - promote development of student awareness of diversity
  - encourage the development of self-esteem
  - encourage responsibility for individual learning
10. Commitment to expectations in regard to:
- co-curricular activities
  - scheduled routine administrative and supervisory duties
  - attendance at assemblies and similar gatherings
  - attendance at Faculty and sectional meetings
  - planning and working group activities
11. Willingness to participate in School decision-making and administrative processes in a way that is constructive with regard to the development of the School and support of other staff.
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