



DUTY STATEMENT: Teacher

University Senior College is an inspiring senior secondary school which supports each student to flourish.

Teaching and learning at USC is driven by the College Mission to *inspire, empower and nurture lifelong learning*. It is underpinned by the College's purpose to support young people to flourish in a challenging and enriching learning environment, which is designed to assist them to be successful in senior secondary schooling, university and beyond.

Each teacher at University Senior College (USC) has a role within the classroom specifically and in the College generally. Every teacher at USC is expected to aspire to the level of Highly Accomplished Teacher (HAT) in all three domains of the AITSL Australian Professional Standards for Teachers.

As a **subject specialist teacher**, each individual has the responsibility to be an expert educator and offer a vibrant learning environment of the highest possible standard. Teachers are expected to support the values and Mission of the College and ensure that the best possible educational outcomes are made available for all students. Each subject teacher is also expected to take into consideration any adjustments students need to the teaching and learning program to support students to achieve their personal best.

As a **mentor**, each teacher is required to provide support at a level that ensures the personal wellbeing of each student. To facilitate this level of student support, mentors are expected to attend mentoring sessions as published in the College calendar, promote our mentoring program, and maintain an open and regular dialogue with the relevant Dean of Student Experience.

The guidelines for professional practice at USC are outlined in the '**Teaching and Learning Policy**'. This is a comprehensive document that details agreed policies and procedures in the areas of pedagogy, assessment, reporting and mentoring. All staff are required to familiarise themselves with each policy and aspire to implement each procedure as described. Professional learning opportunities will be offered to allow staff to reach the required standards. These policies and procedures are reviewed annually, and staff are encouraged to contribute to the ongoing refinement to enhance student outcomes.

PROFESSIONAL ENGAGEMENT

Teachers at USC:

- Establish connections with the parents and guardians of students in their care.
- Collaborate with colleagues to review, improve, and support the mentoring program.

PROFESSIONAL KNOWLEDGE

Teachers at USC:

- Are recognised as inspiring and highly capable teachers in the delivery of senior secondary education.
- Adopt learning methodologies appropriate for a senior secondary education.
- Demonstrate leadership in the review and development of resources to support the teaching and learning program.
- Have an in-depth knowledge of SACE and university requirements.
- Have a deep understanding of the content, skills and dispositions required for students to be successful learners.
- Use technologies to support student learning and enhance the teaching and learning program.
- Develop and deliver comprehensive and stimulating learning and assessment programs.
- Recognise that student wellbeing is integrally linked to their academic progress.

PROFESSIONAL PRACTICE

Teachers at USC:

- Are professional and are highly capable educators.
- Critically reflect on their own practice to improve the quality of teaching and learning.
- Are actively involved with professional organisations.
- Contribute to and engage with the staff professional learning program.
- Incorporate methodologies such as blended and active learning opportunities, on-line interactive tools, e-publications, and assessment to enhance teaching programs.
- Ensure the learning program is enriched and supplemented with a range of materials on *MyUni* to deepen student learning.

PROFESSIONAL ENGAGEMENT

Relationships – Teachers at USC:

- Foster positive and respectful relationships with students.
- Establish and maintain a positive, co-operative learning environment which supports students to perform at their best and show their mastery of their learning.
- Communicate effectively with students to develop and promote an adult learning environment.
- Are supportive of practices and policies that assist an authentic transition to tertiary study.

Monitoring, Evaluating and Reporting – Teachers at USC:

- Address the individual learning needs and styles of all students.
- Encourage their students to make best use of Availability times.
- Follow school policy regarding the monitoring and recording of attendance and punctuality.
- Ensure student assessment results are stored in the shared file.
- Provide appropriate, timely and diagnostic feedback to students in formative work and written reports.
- Communicate effectively with colleagues/parents/carers regarding student progress.
- Follow SACE Board policies and procedures with regard to assessment and the use of Performance Standards.

MENTORING PROGRAM

PROFESSIONAL KNOWLEDGE

Staff at USC respond to student learning and wellbeing in a range of ways. To mentor students in their care, teachers at USC:

- Engage in all aspects of the mentoring Program.
- Engage in strength-based professional learning grounded in research.
- Support their mentees as required.

PROFESSIONAL PRACTICE

Teachers at USC:

- Are recognised as trusted adults in whom students can confide and from whom they can seek support.
- Develop positive and supportive relationships with students in the mentor group and interact with those students on a regular basis.
- Assist students in the development of well organised and efficient study habits.
- Monitor wellbeing and academic performance of students in the mentor group.
- Work collaboratively with the Deans of Student Experience and the Student Counsellor and Wellbeing Coordinator to ensure student learning and wellbeing are supported.
- Assist students to explore tertiary / career pathways.
- Work positively with students to develop and increase student agency in the mentoring program.