

TEACHING ROLES

SCHOOL SPECIFIC POLICY

Rationale:

- Each year, teachers express an interest in teaching in different areas of the school, or request to be retained in the same role for the following year. These requests must be balanced against one another, the needs of new staff members to the school, the experience and skills of teachers, the rights of staff who have applied for specialist teaching roles, and the needs of students throughout the school.

Aims:

- To provide a fair and transparent process that ensures the best balance of staff abilities and interests, the rights of individual teachers, and the needs of students.

Implementation:

- A clearly defined, collaborative process for the allocation of teaching roles each year will lead to greater efficiency, increased understanding and satisfaction, and improved opportunities for learning.
- While the allocation of staff to various teaching roles are all ultimately responsibilities of the Principal, a collaborative process involving the teaching staff is required and will be employed.
- The process of determining the school structure will commence in Term 3 and 4 of the previous year.
- The principal, in consultation with the Consultative Committee and the wider staff, and after considering student numbers and indicative budgets, will determine the school structure for the following year including class sizes, the year levels of each class, specialist roles and support staff etc.
- Expressions of interest will be sought from all teaching staff for each of the various roles.
- Consideration will be given to each staff member's demonstrated ability to effectively carry out the duties of each position for which they applied, as well as the time they have spent in their current role.
- Generalist classroom teachers will not stay in the same year level for long periods of time, and will be required to change their role every 3-5 years.
- Exceptions may include staff members who have applied for specialist teaching roles such as PE or Library etc.
- All staff members will be provided with professional development opportunities that assist them to prepare to teach in different roles, and to adjust to new positions.
- All teachers in new roles will be offered a mentor and an induction program.
- The school will employ a range of flexible work options to enhance opportunities for teachers seeking, or allocated new roles.
- Consistent with many schools, teachers intending to request periods of leave in excess of two weeks will generally not be allocated prep teaching responsibilities.
- Concerns regarding the allocation of teaching roles or the overall structure of classes must be directed to the Principal.

Evaluation:

This policy will be reviewed as part of the school's three-year review cycle.

This policy was last ratified by School Council in....

August 2010