WHITEFRIARS
CATHOLIC COLLEGE FOR BOYS

Classroom Teacher

Title	Classroom Teacher
Classification	T1-1 to T2-6
Reports to	Deputy Principal – Staff via the Learning Leader

Whitefriars College provides a quality education for young men grounded in the Catholic Carmelite tradition that emphasises critical thinking, the search for meaning and how to contribute to the common good of society.

The College supports every student to seek and achieve excellence in their learning, their relationships, and their participation in the community. Students are invited to appreciate the Christian worldview and see the goodness of God in themselves, all others and the natural world. Our aim is to enable our young men to look beyond themselves with a moral compass and social conscience and to approach life with intelligence, inner strength and gentleness. At Whitefriars College we value:

- **Faith** Shared faith expressed through contemplation, community and service.
- **Gentleness** The expression of gentleness as the intelligent way to express masculinity.
- **Excellence** Excellence and collaboration in learning, teaching and in all we do.
- **Respect** Positive, inclusive and respectful relationships across our community.
- **Justice** Action and advocacy for equity, justice and environmental stewardship through words and deeds.

Commitment to Ethos

All staff in the Catholic school have an indispensable role to play in furthering the mission of the Church. It is expected that all staff employed in a Catholic school:

- accept the Catholic educational philosophy of the school.
- develop and maintain an adequate understanding of those aspects of Catholic teaching that touch upon their subject areas and other aspects of their work.
- by their teaching ministry, other work and by personal example strive to help students and families to understand, accept and appreciate Catholic teaching and values.
- avoid, whether by word, action or public lifestyle, influence upon students that is contrary to the teaching and values of the Church community, in whose name they act.
- Continuously work towards their accreditation to teach in a Catholic School as per the Victorian Catholic Education Authority (VCEA) policy.

Furthermore, it is expected of all employed at Whitefriars College that they accept and support the ethos of the Carmelite order, along with activities directed at the broader aims of the College.

Whitefriars College is committed to strengthened practice for the protection of children in line with the Victorian Government child safety reforms and **Ministerial Order 1359.**

Catholic school communities place the highest priority on the care, wellbeing and protection of children and young people. Founded in Christ and sustained by faith, Catholic schools seek to fulfil their mission of enabling each student to come into the fullness of their own humanity. This includes paying attention to the inherent dignity of children and young people, and their fundamental right to be respected, nurtured and safeguarded by all. Whitefriars College staff and volunteers are instructed about the school's child safety policies and are expected to comply with the school's obligations and understanding of a child protection culture and minimisation of the risk of child abuse. Staff and volunteers are provided with appropriate training and development opportunities, as well as ongoing supervision and management, to ensure their conduct is consistent with the school's child safety and wellbeing policies and procedures.

Overview

Teachers at Whitefriars College are primarily teachers of students rather than subjects.
The students, as individuals, have different strengths and weaknesses, and different intellectual, psychological, emotional and spiritual needs. Recognition of this leads not only to good pedagogy but is consistent with the sentiments expressed in our mission statement. Relationships based on mutual respect, multi-dimensional curricular and co-curricular programs, multi-faceted pastoral care, and well-conceived priorities, policies, protocols and procedures are all pivotal in encouraging the optimal development and growth of the various individuals in our care. Hence such factors must be the responsibility of all teachers at our College.

The nexus between the role of the teacher and the holistic development of the students in our care highlights the need to have all teachers take ownership of, and collective responsibility for, all programs, policies, protocols and types of interactions at Whitefriars.

Professional Responsibilities

Content of Teaching and Learning

Teachers at Whitefriars College are expected to possess:

- knowledge of the curriculum areas being taught, including familiarity with the materials and programs associated with those areas of the curriculum, and sufficient to ensure that appropriate learning materials can be selected or prepared
- pedagogical knowledge of the key learning areas
- understanding of the principles of teaching and learning, the characteristics of learners (including preferred learning styles) and the need for students to reflect on how they learn
- familiarity with the use of learning technologies within all key learning areas in which they teach
- knowledge of strategies of classroom management and organisation
- knowledge of the educational context, eg the Victorian Curriculum F-10, particular initiatives, early intervention programs, and the curriculum goals determined by the College
- awareness of the central place of religious education within the College curriculum.

Teaching Practice

Teachers at Whitefriars College are expected to:

- use a range of teaching strategies, styles and learning technologies appropriate to year levels and topics taught
- integrate learning strategies that reflect awareness of multiple intelligences, constructivist learning and preferred learning techniques of individuals
- structure learning tasks to provide for individual learning needs and the diversity of students' backgrounds
- use effective classroom management strategies that encourage students to take responsibility for their learning
- develop relationships with students that encourage positive attitudes to learning
- respond effectively to the impact of variations of physical and intellectual ability on the learning process
- model effective organisation and use of time
- establish clear, challenging and achievable expectations for students
- provide counselling, pastoral care and support for students.

Assessment and Reporting of Student Learning

Teachers at Whitefriars College are expected to:

- use assessment and reporting strategies that complement and support the learning process
- assess student performance in a variety of ways, using a range of assessment instruments
- maintain accurate and comprehensive records of student progress and achievement

- provide constructive feedback to the student on performance in a way that builds confidence and encourages continued effort
- provide meaningful reports on student performance to the student and parents or guardians.

Classroom Management

Teachers at Whitefriars College are expected to:

- create a positive learning environment
- accept responsibility for creating and maintaining an atmosphere of mutual respect among students and teachers
- provide opportunities for students to develop self-discipline, self-direction and a sense of responsibility to others
- have the ability to manage classroom behaviour so that the learning/teaching process occurs with minimum disruption
- strive to provide students with constructive feedback on their behaviour
- be guided by principles of justice, mercy and consistency in dealing with students
- clarify for students and consistently implement College-based classroom rules and consequences for infringement.

Interaction with the College and wider community

Teachers at Whitefriars College are expected to:

- recognise the important role the family plays in a student's learning and take account of this factor in appropriate ways
- communicate with parents or guardians, students and colleagues in a professional and constructive way
- work in partnership with students, families and colleagues to improve the learning environment of the College
- establish links with the parent and broader community which will assist in improving learning outcomes for students.

Professional Attitude and Behaviour

Teachers at Whitefriars College are expected to:

- actively contribute towards an open, mutually supportive College environment
- support the educational goals and programs of the College
- support the pastoral goals and programs of the College
- support the curricular and co-curricular goals and activities of the College
- support the administrative functions of the College
- promote student academic excellence
- demonstrate a positive attitude towards students
- demonstrate positive values and attitudes about education appropriate to professional teaching and learning practices
- maintain professional standards of conduct and language
- continually strive to improve classroom practice
- be open to constructive criticism and critical evaluation of various aspects of job performance from time to time.
- Pursue parental requests for information and feedback about students
- respect confidentiality of school information, including student records and of discussions pertaining to such matters
- safeguard the privacy of all student and family information to which they have access or recourse (as prescribed by the Privacy Act)
- be willing to assist student teachers
- deal with colleagues in a professional manner
- take an active interest in the general life of the College
- contribute to a range of school activities as a member of the College community
- work consciously to eliminate prejudices related to race, religion, age, gender, political affiliation, family circumstances and the like
- be punctual in the performance of all duties

- treat and encourage others to treat College property with care and take personal responsibility for the cleanliness of classrooms
- work with colleagues to plan and evaluate new ideas and teaching strategies that improve learning outcomes for students
- respond to emerging educational priorities and needs
- engage in critical self-reflection of professional practices to improve the quality of teaching and learning
- actively participate in professional development activities and programs
- maintain a knowledge and understanding of, and work within the framework of, the College policies and policies of the Victorian Catholic Education Authority (VCEA) and Archdiocese.

Professional Learning

Teachers at Whitefriars College are expected to:

- avail themselves of opportunities offered by the College for accessing professional learning
- accept responsibility for maintaining familiarity with contemporary faith perspectives, educational trends including curriculum development and pastoral welfare issues
- accept responsibility for developing and maintaining familiarity and skills related to the use of learning technologies in the classroom
- in addition to support provided by the College, access professional learning in their own time and at their own expense, where appropriate
- contribute to the professional learning of other staff by sharing knowledge, ideas and resources.

Professional Duties

A full-time teaching position at Whitefriars College normally involves:

- Teaching and pastoral care duties
- 18.50 hours per week of face to face teaching (including pastoral care duties) as allocated
- Yard duty supervision as allocated
- Attendance at College, House, year level and pastoral assemblies
- Attendance at staff, year level, pastoral care and faculty meetings
- Attendance at parent-teacher evenings
- Attendance at information evenings as required
- Attendance at College events including Opening of the School Year Mass, Open Day, Inter-House carnivals and Presentation Night as required
- Attendance at an overnight camp or retreat as required
- Attendance at College liturgical celebrations as required

Other duties as requested by the Principal.

(NB Part-time teachers are expected to perform the afore-mentioned duties on a pro-rata basis except as otherwise indicated in letters of appointment.)

Professional Dress

Whitefriars College has a Staff Dress Code that all staff are expected to adhere to. The dress code is referred to in letters of appointment. If further clarification is required, it may be raised with the Deputy Principal - Staff.

Selection Criteria

Essential:

- Commitment to the Ethos and Values of Whitefriars College
- Ensure a Child Safe environment and adherence to MO1359
- Ability to support the holistic development of students and contribute to co-curricular and pastoral programs.
- Strong knowledge of the curriculum and ability to deliver engaging, inclusive, and technology-integrated lessons.
- Effective use of varied assessment strategies and data to support learning, provide feedback, and report accurately.
- Ability to create a respectful, inclusive, and well-managed learning environment that supports student wellbeing.
- Strong interpersonal skills, a commitment to professional learning, and active participation in school life.
- Current registration with the Victorian Institute of Teaching (VIT).

Terms and Conditions of employment are as per the Catholic Education Multi Enterprise Agreement 2022 (CEMEA 2022).

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Application

Applicants should submit:

- A covering letter of *no more than one page* outlining why the application is being made for the position
- A response of *no more than one page* on your ability and experience that will enable you to undertake the various aspects of the role
- An up-to-date Curriculum Vitae
- The names and contact details of at least three relevant referees

Applications including all required documents, should be addressed to **Mr Mark Murphy, Principal, Whitefriars College,** and submitted **n**o later than 4.00pm on Monday, 23 March 2026.

Any enquiries regarding the role should be directed, in the first instance, to Ms Nipuni De Silva, Human Resources Manager on 9872 8214.