



Mount Ridley P-12 College

Staff Code of Practice

(To be read in conjunction with Department of Education and Training [DET] prescribed Teacher and Education Support Staff duties and the VIT Teaching Profession Code of Conduct)

The College has expended considerable time on building social capital, creating structures, refining practices and establishing effective staff teams. Therefore, flexibility, creativity and collaboration continue to form the basis of our success along with staff within the College being required to demonstrate a willingness to take on these approaches.

All teaching and education support staff are required to demonstrate a commitment to Mount Ridley P-12 College by following the Staff Code of Practice which requires:

- Being committed to the educational and social values of the College, including integrity and fairness;
- Treating all members of the school community with respect and empathy;
- Behaving and dressing in an appropriate professional manner;
- Following College policy, goals and priorities as set out in the College's Annual and Strategic Implementation Plans;
- A commitment to manage and adapt to change;
- Contributing to whole school activities and being an active member of the College community;
- Being a positive role model at school and in the community; and
- Contributing to and fostering a positive and safe environment for staff, students and visitors.

Mount Ridley P – 12 College is firmly committed to the care, wellbeing and protection of its students. It recognises through its policies, practices and procedures the fundamental right of all children and adolescents to be respected, nurtured and safeguarded from any form of harm. This includes physical, sexual, emotional and psychological abuse or neglect. Staff at the College are required to uphold the highest standards in relation to maintaining a child safe environment by complying with the College's Child Safety Policy and obligations, along with associated State and Federal Child Safety legislative requirements, at all times. Any breach of these standards will be dealt with in accordance with DET and legislative guidelines.

EDUCATION SUPPORT STAFF

Education Support Staff at Mount Ridley P-12 College play a crucial role in supporting the development of teaching and learning practices. They undertake a variety of specialist roles involving teaching and learning support, administration and clerical duties and physical and human resources management.

Professional Responsibility

Education Support Staff are required to:

- Maintain high standards of professional conduct and confidentiality;
- Maintain a current Working With Children Check Card;
- Assist with the effective supervision of students;
- Be conversant with current educational trends;
- Continue to develop professional competencies through participation in professional development activities;
- Recognise that all students have the capacity to learn and be taught;

- Participate keenly in the College's decision making processes;
- Actively participate in the staff Performance and Development program as outlined by DET and College policies; and
- Be accountable for their role or position of responsibility within their job description.

Teaching and Learning Support

Education Support Staff are required to assist in the implementation of a classroom culture where students are encouraged, respected and challenged intellectually, physically and socially by:

- Assisting in the establishment and development of plans that cater for the individual learning levels of students;
- Supporting the implementation of challenging yet achievable goals that ensure all students experience success;
- Assisting in the monitoring and recording of individual student progress toward the meeting of set goals;
- Aiding in the evaluation of each student's progress and using this information to set new goals;
- Supporting the utilisation of a wide, effective range of teaching and learning strategies;
- Assisting in the application of the class code of cooperation in a fair and consistent manner with an emphasis on using praise and positive reinforcement as the predominant classroom management strategy;
- Assisting students outside the classroom when appropriate;
- Involving parents in their child's learning through encouraging active participation at home and school.
- Aiding in the maintenance of accurate records of student attainment of outcomes, effort, achievement and attendance;
- Supporting the utilisation of a range of assessment and reporting strategies within the College's Assessment and Reporting Policy;
- Assisting in the promotion of effective communication channels with parents, guardians or caregivers, that communicate concerns and positive feedback as they arise; and
- Providing individualised counselling to students.

Administrative and Clerical Practices

Education Support Staff are primarily responsible for the efficient functioning of the College's administrative practices. These practices play a significant role in supporting the College's teaching and learning framework and include:

- The provision of a range of administrative support functions for the College Council, Principal and teaching staff;
- Supporting the organisation and coordination of College functions and events, including fund raising activities;
- The effective utilisation of the College's administrative support system including student, staff and College data/records;
- Managing the processing of student admissions, registrations, enrolments and transfers; and
- Providing reception and customer service delivery.

Physical and Human Resources Management

Education Support Staff are responsible for the efficient management of the College's physical and human resources by:

- Overseeing and maintaining a range of teaching and learning resources;
- Managing the College's finances, including implementing procedures that lead to the efficient expenditure of funds;
- Coordinating the use of College facilities, including associated tasks involved in the hiring of resources to external users;

- The effective management of the College's communication systems, including the ICT network and hardware;
- Preparing, managing and implementing a building and resource development and maintenance plan;
- Implementing a range of strategies that ensure the effective administration of human resources throughout the College.

Contributing to the goals of Mount Ridley P-12 College

Education Support Staff are required to undertake a range of responsibilities, including:

- A commitment to life-long learning;
- Giving and receiving feedback as and from coaches, mentors, partners and peers;
- Keenly assisting in the development and implementation of College policy and programs;
- Being involved in the teaching and learning programs at the College;
- Providing leadership and direction in focus areas of the College; and
- Modelling the use of ICT as a tool to assist personal learning.

TEACHING STAFF

Teachers at Mount Ridley P-12 College are required to work collaboratively in teams, sharing practices, resources and facilities. They provide learning experiences for students based on each child's individual needs and the requirements of the Victorian Institute of Teaching (VIT), College Council and the Department of Education and Training (DET).

Professional Responsibility

Teachers are required to:

- Maintain high standards of supervision, professional conduct and confidentiality;
- Maintain current VIT registration;
- Be conversant with current educational trends;
- Continue to develop professional competencies through participation in professional development activities;
- Identify and respond to individual learning styles and abilities;
- Recognise that all students have the capacity to learn and be taught;
- Participate keenly in the College's decision making processes;
- Actively participate in the staff Performance and Development program as outlined by DET and College policies; and
- Be accountable for their role or position of responsibility within their job description.

Teaching and Learning Practices

Teachers work in flexible teaching and learning spaces where traditional classroom and disciplinary boundaries do not restrict curriculum delivery. As such, they are required to implement a classroom culture in which students are encouraged, respected and challenged intellectually, physically and socially by:

- Establishing and developing plans that cater for the individual learning levels of students in an objective manner;
- Setting challenging yet achievable goals that ensure all students experience success;
- Monitoring and recording individual student progress toward the meeting of set goals;
- Evaluating the attainment and progress of each student and using this information to set new goals;
- Utilising and maximising a wide, effective range of teaching and learning strategies;

- Applying the class code of cooperation in a fair and consistent manner with an emphasis on using praise and positive reinforcement as the predominant classroom management strategy;
- Progressing from a high level of teacher control, decision making and explicit teaching, to actively encouraging students to take greater control for decisions about their learning as the years progress;
- Assisting students outside the classroom when appropriate; and
- Involving parents in their child's learning through encouraging active participation at home and school.

Assessment and Reporting

Teachers are required to:

- Maintain accurate records of student attainment of outcomes, effort, achievement and attendance;
- Utilise a range of assessment and reporting strategies within the College's Assessment and Reporting Policy;
- Report to students, parents and the College administration in a meaningful, clear and accurate manner in accordance with College policy and practice; and
- Develop effective communication with parents, guardians or caregivers, communicating concerns and positive feedback as they arise.

Contributing to the goals of Mount Ridley P-12 College

Teaching staff are required to undertake a range of responsibilities, including:

- A commitment to life-long learning;
- The implementation of challenging, innovative and creative approaches in teaching and learning that embrace the delivery of cross-curricula programs, including the extensive use of Inquiry based tasks;
- Actively participating in TaLT (Teaching and Learning) Teams;
- Giving and receiving feedback as and from coaches, mentors, partners and peers;
- Keenly assisting in the development and implementation of College policy and programs;
- Promoting the involvement of parents and para-professionals (coaches, artists in residence, musicians, teacher assistants, etc) in the teaching and learning programs at the College;
- Providing leadership and direction in focus areas of the College;
- Modelling the use of ICT as a tool to assist personal and student learning; and
- Implementing a seamless transition program for students as they progress through their various stages of development.

LEARNING SPECIALISTS (PEDAGOGICAL PRACTICE COACHES)

Learning Specialists at Mount Ridley Prep – Year 12 College are referred to as Pedagogical Practice Coaches. As highly skilled classroom practitioners who have expertise and deep knowledge in high quality teaching and learning practices, they are responsible for delivering improved achievement, engagement and wellbeing outcomes for students. In doing so, Pedagogical Practice Coaches are accountable for supporting and providing their assigned staff teams with the associated professional learning aimed at helping to achieve the targeted goals set out in the College's Strategic and Annual Implementation Plans.

Professional Responsibility

Pedagogical Practice Coaches are required to:

- Lead teams that focus on the academic, social and emotional development of all students;
- Actively participate in and lead professional learning within and beyond the College, including local and other learning networks;

- Maintain current VIT registration;
- Work flexibly across a range of tasks and areas, including a willingness to alter their role in line with changes to the needs of the College;
- Maintain a high profile at and commitment to College events and performances;
- Drive professional learning for themselves and others, including teaching demonstration lessons, modelling exemplary teaching practice and coaching in classrooms alongside students, teachers and support staff;
- Maintain high standards of supervision, professional conduct and confidentiality;
- Be conversant with current educational trends;
- Continue to develop professional competencies through participation in, along with leading, professional development activities;
- Be accountable for their role within their job description; and
- Be ethical, robust and rigorous in terms of self-reflection and a commitment to supporting the work of the Senior leadership team.

Teaching and Learning Practices

Pedagogical Practice Coaches will exhibit exemplary teaching practice and continue to spend the majority of their time in the classroom. They will support staff to build excellence in teaching and learning at the College and be required to:

- Utilise a common language and shared understanding of what underpins an effective learning environment in a Prep to Year 12 educational setting;
- Work with the Senior Leadership team to formulate the design, development and implementation of initiatives within their assigned Learning Area that support the operation of an effective performance and development culture at the College;
- Continually develop and improve the learning opportunities for all students within their assigned Learning Area through the utilisation of innovative approaches to teaching and learning;
- Assist the Senior Leadership team in the development, implementation and evaluation of innovative curriculum approaches that enable enhanced learning to take place, including supporting the application of the College's one-to-one devices program;
- Use research findings to apply effective teaching and learning practices within their assigned Learning Area;
- Lead, manage and support high performing staff teams, including TaLT and the extensive use of student learning data;
- Continually lead accountability processes that ensure a guaranteed viable and clearly documented curriculum;
- Work collaboratively with the Senior Leadership team so as to develop a shared view of highly effective teacher practice;
- Lead and model the implementation of whole-school improvement strategies related to curriculum planning and delivery;
- Play a key role in the provision of professional learning, including supporting the Senior Leadership team with the development of processes and protocols for observation and feedback of teaching practice and peer collaboration;
- Support teachers to seek, analyse and act on feedback on their practice;
- Provide evidence-based feedback to teaching staff to inform their effectiveness and development; and
- Provide expert advice about the content, processes and strategies that will shape individual and whole school professional learning.

Assessment and Reporting

Pedagogical Practice Coaches are required to:

- Lead the implementation of effective student assessment and reporting practices within their assigned Learning Area;

- Maintain accurate records of student attainment outcomes, effort, achievement and attendance, as well as mentor staff in their effective use;
- Utilise a range of assessment and reporting strategies within the College's Assessment and Reporting policy; and
- Report to students and parents in a meaningful, clear and accurate manner in accordance with College policy and practice. This also entails coaching staff on effective student feedback and reporting tools.

Contributing to the goals of Mount Ridley P-12 College

Pedagogical Practice Coaches are required to undertake a range of responsibilities, including:

- A commitment to life-long learning;
- Assisting with communication and liaison tasks required to continually develop and maintain close and positive relationships between the College and the wider community;
- Leading the articulation of educational issues within the College and wider community;
- Leading and supporting assigned staff teams through the annual performance and development process;
- Giving and receiving feedback as and from coaches, mentors partners and peers;
- Keenly leading the development and implementation of College policies and programs;
- Leading partnerships and the involvement of parents and para-professionals (coaches, artists in residence, musicians, teacher assistants, etc.) in the teaching and learning programs at the College;
- Providing leadership and direction in focus areas of the College; and
- Leading the implementation of a seamless transition program for students as they progress through their various stages of development.

LEADING TEACHERS (DIRECTORS)

At Mount Ridley Prep – Year 12 College, Leading Teachers are referred to as Directors. As key members of the Senior Leadership team at the College, Directors are responsible for actively promoting the College's vision, goals and processes. Each Director is expected to have a direct impact and influence on devising teaching and learning practices that result in positive student learning outcomes. In doing so, they take responsibility for specific outcomes in relation to the Strategic and Annual Implementation Plans.

Professional Responsibility

Directors are required to:

- Lead teams that focus on the academic, social and emotional development of all students;
- Attend and actively contribute to Leadership meetings/forums, including being committed to the optimum functioning of the Senior Leadership team;
- Actively participate in and lead professional learning within and beyond the College, including local and other learning networks;
- Maintain current VIT registration;
- Work flexibly across a range of tasks and areas, including a willingness to alter their leadership role in line with changes to the needs of the College;
- Maintain a high profile at and commitment to College events and performances;
- Drive professional learning for themselves and others, including modelling and coaching in classrooms alongside students, teachers and support staff;
- Maintain high standards of supervision, professional conduct and confidentiality;
- Be conversant with current educational trends;

- Continue to develop professional competencies through participation in, along with leading, professional development activities;
- Be accountable for their role or position of responsibility within their job description; and
- Be ethical, robust and rigorous in terms of self-reflection and a commitment to the work of the Senior leadership team.

Teaching and Learning Practices

Directors are highly skilled classroom practitioners who also possess leadership skills, experiences and qualities to effectively lead and manage major programs and continuous improvement strategies across the College. As well as undertaking the teaching and learning practices expected from MRC teachers, Directors are required to:

- Utilise a common language and shared understanding of what underpins an effective learning environment in a Prep to Year 12 educational setting;
- Formulate the design, development and implementation of initiatives that support the operation of an effective performance and development culture at the College;
- Work on continually developing and improving the learning opportunities for all students through the utilisation of innovative approaches to teaching and learning;
- Lead the development, implementation and evaluation of innovative curriculum approaches that enable enhanced learning to take place, including supporting the application of the College's one-to-one devices program;
- Use research findings to apply effective practices in the curriculum and organisational structure of the College;
- Develop, lead, manage and support high performing staff teams, including TaLT and the extensive use of student learning data; and
- Continually lead accountability processes that ensure a guaranteed viable and clearly documented curriculum.

Assessment and Reporting

Directors are required to:

- Lead the implementation of effective student assessment and reporting practices;
- Maintain accurate records of student attainment outcomes, effort, achievement and attendance, as well as mentor staff in their effective use;
- Utilise a range of assessment and reporting strategies within the College's Assessment and Reporting policy; and
- Report to students and parents in a meaningful, clear and accurate manner in accordance with College policy and practice. This also entails coaching staff on effective student feedback and reporting tools.

Contributing to the goals of Mount Ridley P-12 College

Directors are required to undertake a range of responsibilities, including:

- A commitment to life-long learning;
- Assisting with communication and liaison tasks required to continually develop and maintain close and positive relationships between the College and the wider community;
- Leading the articulation of educational issues within the College and wider community;
- Leading and supporting assigned staff teams through the annual performance and development process;
- Giving and receiving feedback as and from coaches, mentors partners and peers;
- Keenly leading the development and implementation of College policies and programs;

- Leading partnerships and the involvement of parents and para-professionals (coaches, artists in residence, musicians, teacher assistants, etc.) in the teaching and learning programs at the College;
- Providing leadership and direction in focus areas of the College; and
- Leading the implementation of a seamless transition program for students as they progress through their various stages of development.

PRINCIPAL CLASS TEAM

At Mount Ridley Prep – Year 12 College, the Principal Class team is made up of the College Principal, seven Assistant Principals and the Business Manager. This team has primary responsibility for the management of significant areas or functions within the College that ensure the effective development, provision and continual evaluation of the College's programs and operations.

Professional Responsibility

The Principal Class team is required to:

- Maintain high standards of supervision, professional conduct and confidentiality;
- Be conversant with and lead the implementation of current educational trends;
- Maintain current VIT registration;
- Continue to develop professional competencies through participation in, along with leading professional development activities;
- Lead the College's decision making processes in an effective manner;
- Proactively lead the staff Performance and Development program as outlined by DET and College policies;
- Be ethical, robust and rigorous in terms of self-reflection and a commitment to the work of the senior leadership team;
- Work flexibly across a range of tasks and areas;
- Be accountable for their role within their job description;
- Drive professional learning for themselves and others, including modelling to and coaching teachers, support staff and students;
- Maintain a high profile at and commitment to College events and performances; and
- Lead teams that focus on the academic, social and emotional development of all students.

Teaching and Learning Practices

Members of the Principal Class team are highly skilled classroom practitioners who also possess leadership skills, experiences and qualities to effectively lead major programs and continuous improvement strategies across the College. As high performing educators the Principal Class team is required to support the learning of all students by:

- Utilising a common language and shared understanding of what underpins an effective Prep to Year 12 learning environment;
- Leading the delivery of appropriate and comprehensive educational programs that enhance the learning outcomes of all students;
- Researching, implementing and promoting a range of optimum student learning environments;
- Leading the continual development and subsequent enhancement of College wide teaching and learning values, shared beliefs, processes and practices;
- Managing the continual evaluation of teacher effectiveness; and leading and supporting the use of high performing staff teams, including TaLT and the extensive use of student learning data.

Assessment and Reporting

The Principal Class team is required to:

- Lead and support staff on the effective use of assessment data, including the analysis and review of student learning data;
- Lead the implementation of effective student assessment and reporting practices;
- Ensure staff are mentored in the use of high reliability record keeping that assesses student outcomes attainment, effort and attendance;
- Provide a range of assessment and reporting strategies for staff to utilise; and
- Ensure that a meaningful feedback and reporting process exists for students and parents.

Contributing to the goals of Mount Ridley P – 12 College

The Principal Class team is required to undertake a range of responsibilities, including:

- A commitment to life-long learning;
- Leading communication and liaison tasks required to continually develop and maintain close and positive relationships between the College and the wider community;
- Leading the articulation of educational issues within the College and wider community;
- Providing leadership and direction in focus areas of the College;
- Leading and supporting assigned staff teams through the annual performance and development process;
- Leading the continual development and implementation of College policies and programs;
- Leading the implementation of a seamless transition program for students as they progress through their various stages of development; and
- Leading partnerships and the promotion of high level involvement of parents and para-professionals (coaches, artists in residence, musicians, teacher assistants, etc.) in the teaching and learning programs at the College.

STAFF DRESS PROTOCOLS (All staff)

Mount Ridley P-12 College has established high standards of professional performance, behaviour and appearance from its staff with the aim of sending a powerful and positive message to students, parents, and members of the wider community. Ministerial Order No. 1038, Part 11.1.3 states: “whilst on duty an employee’s dress and appearance should be neat, clean and appropriate to the employee’s duties.”

The College has developed a Staff Dress Code through a staff consultation process. The staff agreed dress code which outlines minimum dress expectations and requirements is contained in the Staff Handbook.

August 2020

- We will listen and respond with empathy, understanding, integrity and respect.
- We will acknowledge the right to respectfully express opinions and ask questions.

- We will provide and receive open and honest feedback in a timely manner.
- We will challenge in a respectful and positive solution focused manner, in the right forum.
- We will embrace a culture of challenge so as to strive for continual College improvement.

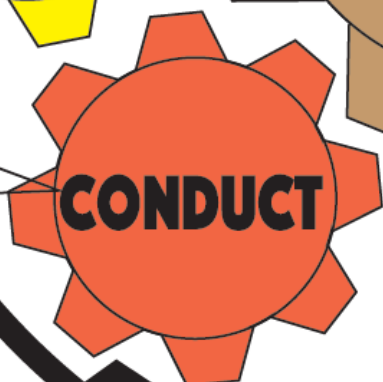
- We will be ready to start and finish meetings and events on time.
- We will strive to embed structures and opportunities for open collaboration.
- We will only use technology when stipulated. ①

- We will use data and professional judgements to inform decision making.
- We will celebrate the successes of the team.
- We will structure reflection time to occur at the beginning of a meeting and devise an action plan at the end of each meeting.

- We will model a high level of professionalism in appearance and conduct. ②
- We will ensure that the College promotes a safe and inclusive environment that celebrates cultural diversity.

- We will hold team members to account and complete actions on time.
- We will ensure:
 - the distribution of a meeting agenda at least 3 working days prior to an organised meeting/event;
 - meeting minutes are available through Microsoft Teams at the end of the meeting; and
 - the roles of timekeeper and minute taker are assigned for each meeting.

**Senior Leadership Team
High Impact
Operational Model**



① Devices to be used only when required by an agenda item. Mobile Phones used for roll marking and timing purposes at meetings/events/classes as required and then placed in pockets on silent for the remainder of the meeting/event/class.

② The requirements outlined in the Staff Dress Code will be followed with the added stipulation that no blue denim is to be worn.