Pembroke School is a leading Australian co-educational, non-denominational day and boarding school, from Early Learning Centre to Year 12. The School is an International Baccalaureate (IB) World School offering the IB Diploma and Primary Years Programme (PYP).

Pembroke is situated just a few kilometres east of the Adelaide city centre and has two main campuses. The King’s Campus situated at 342 Tenth Avenue, Kensington Park accommodates the Middle School from Years 7 to 10 and the School’s administration. The girls’ campus, situated 500 metres to the east on Herston Street includes both the Junior School, Early Learning Centre to Year 6 and Senior School, Years 11 and 12. The enrolment totals 1,550 including approximately 120 boarding students.

The School employs 250 permanent staff, 160 of whom are teachers and the balance are non-teaching staff. The School has in place an Enterprise Agreement and employment conditions that compare more favourably with other schools and comparable employers which is called the Pembroke Conditions of Service Document. Pembroke is committed to recruiting and retaining the highest calibre of staff in order that we attain the School Aims that follow. We also strive to instil and maintain a vibrant and professional culture that is encapsulated in our Staff Ethics.

AIMS OF PEMBROKE SCHOOL

1. To offer our students the means to develop a broad and deep knowledge base thus enabling them to act effectively as well-informed citizens.
2. To create a dynamic learning community which encourages self-management, curiosity, intellectual rigor, enjoyment, innovation and the realization of each individual’s potential.
3. To facilitate the social, physical and emotional development of each student, emphasising personal growth, integrity, respect for differences in people, resilience, an appreciation of the environment, a sense of social responsibility and care for others.
4. To encourage the exploration of students’ spiritual beliefs and their powers to make ethical decisions.
5. To promote thoughtful, respectful and informed participation in the community locally, nationally and internationally with an emphasis on seeking justice for all.

TEACHING AT PEMBROKE

These are the principal expectations of a teacher at Pembroke School as outlined in the School’s Conditions of Service Document:

(a) An obvious, but fundamental, expectation can be stated simply: that the School will expect a completely professional commitment from Pembroke in terms of teaching, curricular and pastoral responsibilities.

(b) Teaching staff will be expected to support actively the Aims of the School and its related Objectives.

(c) Curriculum activity involving timetabled, face-to-face teaching. This is the core professional activity of teachers and it is recognised that these based in the Middle and Senior Schools who do not hold a promotion position will generally teach a maximum of 22 lessons out of 35 per week. Junior School teachers will have a minimum non-contact time of 8 lessons out of 40 per week.

(d) In allocating teaching tasks, the Principal will endeavour to respect the wishes of staff through appropriate consultation. However, the Principal also reserves the right to allocate suitable subjects and year levels, where necessary, to staff members who are qualified to teach them but who, nonetheless, may not have requested this task.
(c) All teaching staff based in the Middle and Senior Schools will be prepared to “cross campus”, generally for one of their classes.

(7) Teachers will engage in extra-curricular activities directly linked to their core professional responsibilities. These include, but are not limited to: attendance at staff meetings, yard duty, informal social gatherings (student care groups), parent-teacher interviews, assemblies, Chapel and other normal programmed school activities.

(8) Teachers will be part of a relief roster devised by the Assistant Heads of School. Where it is known in advance that a teacher will be absent for an extended period, a temporary relief teacher will be engaged to cover the teaching duties where practicable. Teachers on a full teaching load will make available 2 relief lessons per week. Teachers who are under their prescribed load will normally be rostered for extra time slips and will be the first to be called upon to take relief lessons, where that is possible, up to a point where their full teaching load is attained in any given week.

(9) Teachers will engage in School-approved extra-curricular activities which involve working with students on a regular basis as far as possible according to their skills, interests and experience. The conditions for this activity will be expanded upon at interview and are outlined in the Conditions of Service document.

(i) There is an established grievance procedure which is the subject of a separate policy document.

(ii) Teachers will not engage in individual or group tuition of Pembroke students in any curricular or extra-curricular area for payment in addition to their normal salary.

**PENBROKE TEACHING STAFF ETHOS**

Our ethos is based on the premise that Pembroke teachers are valued greatly and perform as outstanding professionals who aim to be at the forefront of the teaching profession.

The teaching staff at Pembroke proudly recognise that they work in an aesthetically pleasing environment where excellent facilities, well-qualified support staff, and many professional development opportunities. This, in turn, allows for creativity, inspiration and relevance in their teaching and mentoring of young people.

In this context, the Pembroke Ethics document reinforces the staff’s commitment to fundamental principles that can be organised into four inter-related domains. The Pembroke Ethics document should be read within the context of the Aims and Educational Policy of the School, and more specifically, the Pembroke Conditions of Service Agreement.

**Teachers at Pembroke:**

- Actively and willingly uphold the Aims of the School as an integral part of their teaching and example in the community.

In relation to students, Pembroke teachers:

- Ensure the highest quality education and care of students is their primary concern.
- Utilise the resources and support of the School to provide for the optimal learning and personal development of students.
- Model the highest standards of conduct in their professional behaviour, speech and demeanour among themselves and in the School community.

In relation to colleagues, Pembroke teachers:

- Operate within the structure of the School in a manner that promotes trust, open communications, mutual respect and loyalty.
- Are flexible, accommodating and generous in their approach to the day to day life of the School.
- Strive for the harmonious and efficient functioning of the School through best practice in meeting curricular, co-curricular and administrative requirements.

In relation to themselves as professionals, Pembroke teachers:

- Continue to appraise their own performance.
- Continue to develop professional expertise through interaction with colleagues and more formal avenues of professional development.
- Take pride in the developing quality of their pedagogy.
- Embrace new technologies and curriculum change.
- Seek to broaden their professional knowledge.

In relation to the wider School community and society, Pembroke teachers:

- Communicate sensitively, effectively and positively with parents, guardians and others.
- Engage in the wider life of the School through respectful interaction with all members of the School community and support for their aspirations and endeavours.
- Enjoy playing a full part in the community life of the School.
- Actively seek ways to broaden connectivity with national and international issues.