

An Ideal Educator

In order that we achieve success in the classroom, while supporting the living-out the Goals and Criteria in our School, we strive for the ideal.

We are committed to attract, retain, reward and promote excellent educators. A Sacred Heart teacher works towards following expectations:

Seeks to carry out the charism of St. Madeleine Sophie Barat and to implement daily her particular mission on behalf of the education of youth. That effort is reflected upon each year by the teacher, by peers in the peer review process, and by an administrator.

Enters fully into the prayer life of the School through initiating prayer services, assisting others in preparing prayer reflection and liturgies; chaperoning, if trained, with campus ministry, participating fully in the life of the school, assisting community service in reflecting with the girls on the religious component of their service program.

Creates a classroom environment, which is recognized by students and peers as a place where rigor and intellectual curiosity thrive. Students are met at their own level of ability and through differentiated learning are challenged as individuals. Technology and a variety of teaching leaning styles are implemented, interdisciplinary connections occur when appropriate and the values of Sacred Heart education are evident. These teachers are eager to attend workshops in their field, present programs at local and national workshops that particularly highlight the goals of Sacred Heart. They educate students to a consciousness of global issues and concerns and integrate that knowledge, as appropriate, in their discipline.

Integrates life and service to others in a natural and reciprocal manner. Sacred Heart master teachers not only are active in their own form of community service but also accompany students in service projects, volunteer for summer service projects at Sacred Heart and in the Network of Sacred Heart schools. They also help students understand the roots of prejudice and injustice and give them skills to become agents of change. They support the efforts of the School to diversify the student body and make an effort to attend such gatherings as welcome events for parents of color, recruitment fairs for children and staff of color, etc.

Builds community among faculty and students through creating a climate of listening, understanding and other centeredness. They often recognize a problem before it occurs and seek to resolve conflict in productive and positive ways. They are not afraid to have the "courageous conversation" that moves peers or the community ahead and to face obstacles with courage. They seek to drive down gossip and cliques among students and by their actions they are peace builders. They are known by others outside their own school or department by making efforts to know the whole community.

They recognize the particular role parents play in the educational process and can be called upon to assist colleagues in dealings with parents. Shares attitudes about student achievement and success that center on developing the inner core of students. They enforce rules for children that provide a safe and happy environment but make an effort to help children, in age appropriate ways, to take charge of their own lives and their community.

Their style of discipline is that of Sacred Heart, being able to say the "hard word" but at the same time encouraging the children to "move on." They celebrate the achievements of all the children in their charge through supportive comments and notes and follow the growth of the children well after they leave their classrooms or Sacred Heart.