

Primary Leader of Pedagogy – Role Description

Catholic schools establish quality learning environments where students participate in the Church's mission of discipleship within the Catholic tradition. In the Diocese of Lismore they are established by the Bishop in the context of local faith communities, to educate and form young people in the faith tradition, offering them experiences of following Jesus in the Catholic community.

Position Title: Leader of Pedagogy

Accountable to: Principal

Overall Purpose of the Position:

The draft system framework consists five domains of strategic intent and are central to effective Catholic education. These are Mission, Pastoral Care, Leadership for Mission, Learning and Teaching and Family and School Partnerships. Within these interdependent and interconnected domains of the framework, authentic, positive relationships are fostered and recognition enabled.

Key Accountabilities:

Teaching quality leading to improved learning, engagement and well-being outcomes for students.

The Leader of Pedagogy supports the Principal with the educational leadership of the school community. The person is responsible for maintaining and developing the school as a centre of quality learning and teaching. This involves leading and facilitating the school professional learning teams, modelling high quality teaching for his/her colleagues across the school and to lead and support them in the development and refinement of their teaching practice to improve student learning and wellbeing outcomes.

Leaders of Pedagogy will:

- lead the school professional learning teams and their outcomes
- lead the school as a data informed learning community
- provide direct modelling and coaching to the teaching staff to develop teaching expertise
- ensure school based professional learning opportunities are adequate, informed and aligned to student needs.
- co-lead the school goal setting and feedback processes with staff
- work collaboratively across a cluster of schools using the principles of action learning for school improvement
- be accountable for system priorities in learning and teaching and alignment to the system strategic intent areas

Key Tasks and Responsibilities

Integrates Catholic beliefs and practices into all aspects of teaching and learning by:

- Upholding Catholic identity and Mission
- Witnessing to the *Diocese of Lismore, Foundational Values for the Catholic Identity and Mission*
- Modelling commitment to the Church and its teaching
- Exercising pastoral care and wellbeing to all students and staff
- Fostering parish, school and parent partnership
- Supporting opportunities for regular prayer, evangelisation, reflection and celebration as a school community
- Complying with the Diocese of Lismore *Accreditation Framework to Work, Teach & Lead*
- Collaborating with the Parish School Leadership Team to lead the permeation of the curriculum with a Catholic Worldview

Leading and implementing the School and Diocesan Strategic Plans by:

- Supporting integrated strategic planning at system and school level

- Working across a cluster of schools using the principles of action learning for cluster improvement
- Ensuring the vision of the school is clearly understood, shared and enacted
- Contributing to and leading colleagues in the implementation of School Strategic Plans, School Improvement Plans(SIP) and Cycles of Improvement(COI) and Feedback leading to improved learning, engagement and wellbeing outcomes
- Monitoring and evaluating the teaching and learning practices in the school to ensure students' experiences, including their homelife and culture, are valued and respected.
- Ensuring the Domains of Strategic Intent are integrated into the school's philosophy, policies and curriculum structures.

Engage in the professional learning community by:

- Leading the whole school focus on developing a culture of collaboration
- Leading the school professional learning teams
- Using the Australian Professional Standards for Teachers and the professional learning needs of colleagues to plan and lead the development of professional learning policies and programs
- Engaging with appropriate colleagues in professional dialogue that is informed by feedback analysis of current research and practice to improve the educational outcomes of students
- Initiating collaborative relationships that expand professional learning opportunities
- Taking a leadership role in professional and community networks and encouraging the involvement of colleagues in these networks
- Working closely with the Leader of Curriculum/Catechesis to ensure team planning and collaboration occurs.

Contributes to building the capacity of teachers by:

- Modelling, coaching and promoting classroom strategies that maximise student learning and incorporate the principles of contemporary learning
- Critically reviewing research on best practice in teaching and learning to assist colleagues to further develop their teaching expertise
- Initiating strategies for developing a climate for providing and accepting constructive feedback and recognition of achievement.

Contributes to the development of leadership by:

- Leading the school's culture of high expectations, collaborative planning, and monitoring of student learning
- Placing learning at the centre of strategic planning and ensuring there is a diverse and flexible curriculum taught well in an effective learning environment
- Working collaboratively with schools' curriculum team to ensure key issues are regularly being evaluated and improved upon.

Manages the school data required to demonstrate evidence based teaching by:

- Leading the school as a data informed learning community
- Supporting teachers in the analysis of school performance data
- Monitoring student and school literacy and numeracy performance to identify areas of student need and staff professional learning
- Assisting teachers in the design and implementation of classroom strategies as part of their response to intervention.

School specific role and responsibilities

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Key Capabilities from the Australian Professional Standards for Teachers:

The capabilities are drawn from the Teaching Standards at Lead career stage and inform the capabilities required to operate at this level of leadership.

The role holder will be recognised and respected by colleagues, parents/carers and the community as an exemplary teacher. They have demonstrated innovative teaching practice over time and regularly share this with colleagues. Inside and outside the school they initiate and lead activities that focus on improving learning, engagement and wellbeing outcomes for all students. They establish inclusive learning environments that meet the needs of students from different linguistic, cultural, religious and socio-economic backgrounds.

They seek to improve their own practice and to share their experience with colleagues. They are skilled in coaching and mentoring teachers, using activities that develop knowledge, practice and professional engagement in others. They promote creative, innovative thinking among colleagues. They apply skills and in-depth knowledge and understanding to deliver effective lessons and learning opportunities and share this information with colleagues.

They describe the relationship between highly effective teaching and learning in ways that inspire colleagues to improve their own professional practice. They lead processes to improve student performance by evaluating and revising programs, analysing student assessment data and taking account of feedback from parents/carers. This is combined with a synthesis of current research on effective teaching and learning.

They represent the school and the teaching profession in the community. They are professional, ethical and respected individuals inside and outside the school.

Conditions of Service

Employment Type:	Full-Time/Part Time permanent teaching appointment
Tenure:	Three years in the LOP role within the 2019-2021 cycle
EA:	NSW & ACT Catholic Systemic Schools Enterprise Agreement 2017
Remuneration:	Teacher Classification plus CO 2 Allowance